Universidade do Minho
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Changes in Institutional Governance and Management of Higher Education in Laos: National University of Laos

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PhD Thesis in Educational Sciences
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Academic Supervisor
Professor Doctor Licínio C. Lima

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STATEMENT OF INTEGRITY

I hereby declare having conducted my thesis with integrity. I confirm that I have not used plagiarism or any form of falsification of results in the process of the thesis elaboration. I further declare that I have fully acknowledged the Code of Ethical Conduct of the University of Minho.

University of Minho, ________________________________

Full name:____

Signature: ____

To my mother
who has always supported me

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“The goodness is the best policy of life”

ABSTRACT

This study uses a combination of qualitative research methods in designing the research to collect data, examine, explore, analyze, and interpret the case. The perspectives of organizational theories in higher education, such as bureaucratic, collegial, political, and organized anarchy models, are reviewed and applied as the study's theoretical guideline. The domains of the university affairs, such as administrative, financial, academic, and cooperative affairs are used as a core impetus tool to exemplify the analysis and interpretation of the whole study. The study uses two types of data collection at each level of higher education system: documentary data and semi-structured interviews as a tool to search for data sources of evidence.

By a thorough research, it is revealed that the transition of socio-economy development by the introduction of New Economic Mechanism, in 1986, became a driving force of structural changes of higher education system. The restructuration of the first National University of Laos, in 1996, is the new chapter of a higher education reform that reflects an era of a more dynamic and more complex organizational structure of the university. There was an emerging issue of massification due to an increasing number of student enrollments in the university's special courses. The university was significantly granted the status of autonomy. There was the delegation of responsibilities in the mode of semi-autonomy in finance, academic affairs, research, and national and international cooperation for the university. However, despite the status of autonomy granted to the university by the new policy of decentralization in 2001, it seems as if there are some limitations to the exercise of power in some areas of NUOL's activities. The shape of higher education in the context of NUOL leaded to more conflicts, complexities and ambiguities. The university tends more to have a political nature rather than to promote the bureaucratic professionalization of its members, and its structure has become more complex, flat, circular, and varied.

Keywords: governance, higher education, institutional and socio-economic changes, higher education politics, organization restructuring

RESUMO

Nesta investigação é combinado o uso de diferentes métodos de investigação qualitativa, de modo a obter informação e a examinar, explorar, analisar e interpretar o caso em estudo. São revistas e aplicadas como orientação teórica do estudo as perspetivas das teorias organizacionais sobre a educação superior, como as burocráticas, colegiais, políticas e modelos de anarquia organizada. É usado o âmbito das funções universitárias, tais como a administrativa, financeira, académica e cooperativa como ferramenta nuclear para a exemplificação da análise e interpretação do estudo. O estudo recorre a dois tipos de fontes de informação para cada nível do sistema de educação superior que visam a obtenção de informação que possa ser usada como prova: informação documental e entrevistas semiestruturadas.

Através de uma profunda investigação, é demonstrado que a transição para o desenvolvimento socioeconómico, através da introdução do Novo Mecanismo Económico, em 1986, tornou-se uma força motora das mudanças estruturais no sistema de ensino superior. A reestruturação, de 1996, da primeira Universidade de Laos afirma-se como um novo capítulo da reforma do ensino superior, que inaugura uma era em que a organização estrutural da universidade se torna mais dinâmica e mais complexa. Tem sido crescente a massificação devido ao aumento do número de matrículas nos cursos especiais administrados pela universidade. É de destacar o grau de autonomia que foi concedido à universidade. Houve uma delegação de responsabilidades à universidade sob a forma de semi-autonomia financeira, de assuntos académicos, de investigação e de cooperação nacional e internacional. Contudo, apesar do estatuto de autonomia reconhecido à universidade pela nova polícia de descentralização conhecida em 2001, parece que existem algumas limitações ao exercício do poder em algumas áreas de atividade da NUOL. A estruturação da educação superior no contexto da NUOL esteve na base de mais conflitos, complexidades e ambiguidades. A universidade assume predominantemente uma inclinação política, em vez de promover a profissionalização burocrática dos seus funcionários, e a sua estrutura tornou-se mais complexa, plana, circular e variada.

Palavras-chave: governação, educação superior, mudanças institucionais e socioecnómicas políticas de educação superior, reestruturação organizacional

ACRONYMS

ADB	Asian Development Bank
AEC	ASEAN Economic Community
ASEAN	Association of Southeast Asian Nations
DEB	District Education Bureau
DHE	Department of Higher Education
EA8-10	External Actors
EACEA	Education, Audiovisual and Culture Executive Agency
ERIA	Economic Research Institute for ASEAN and East Asia
ESMU	European Centre for Strategic Management of Universities
EU	European Union
FOE	Faculty of Education
FEBM	Faculty of Economics and Business Management
FOL	Faculty of Letters
FLPS	Faculty of Law and Political Sciences
FOS	Faculty of Sciences
FOSS	Faculty of Social Sciences
GPAR	Governance and Public Administration Reform
HEI	Higher Education Institution
IMF	International Monetary Fund
JICA	Japanese International Cooperation Agency
Lao PDR	Lao People's Democratic Republic
LPRP	Lao People's Revolutionary Party
LCHRD	Leading Committee for Human Resources Development
LMUA32-67	Low Management University Authorities
MEXT	Ministry of Education, Cultures, Sports, Sciences, and Technology
MMUA16-25	Middle Management University Authorities
MOE	Ministry of Education
MOES	Ministry of Education and Sports
MOF	Ministry of Finance

MOFA	Ministry of Foreign Affairs
MOPI	Ministry of Planning and Investment
NA	National Assembly
NA1-7	National Authorities
NEM	New Economy Mechanism
NGPES	National Growth and Poverty Eradication Strategy
NPM	New Public Management
NT	National Treasury
NUOL	National University of Laos
OECD	Organisation for Economic Co-operation and Development
PES	Provincial Education Service
Sida	Swedish International Development Cooperation Agency
TMUA11-15	Top Management University Authorities
UN	United Nations
UNCDF	United Nations Capital Development Fund
UNESCO	United Nations Educational Scientific and Cultural Organization
WB	World Bank
WTO	World Trade Organization

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RESEARCH METHODOLOGY

INTRODUCTION

> "Historians tend to use key events in order to begin or end their analyses. Obvious chronological markers include wars, economic upheavals, and major government decisions. In this regard, then, historians of higher education often choose to use the end of World War II as a marker, a point of time at which life in this country began to shift in important ways" (Hutcheson & Kidder, 2011: 221).

This is the introduction of the thesis presenting the brief description of general and specific concept on the evolution of higher education governance over the past decades in order to help understand the context of the study better before getting through the major parts of the study. The statement of this study is also addressed by identifying its context, objectives, precise methodology, and the structure of the thesis.

Higher education evolution and its governance

Higher education is the education level that research and teaching activities essentially help to produce expertise, manage socio-economic development and social transformation, preserve social values and cultural ethos, and help to foster a broader understanding of the changes of climate change (Leal Filho, 2010). Students are being prepared to enter labor markets and global competition, and emerged with skills to support green economy through clean energy and social sustainability that presents a threefold schema compromising:

development sustainability addressing basic needs, the creation of social capital, justice and so on; bridge sustainability concerning changes in behavior so as to achieve bio-physical environmental goals; and maintenance sustainability referring to the preservation – or what can be sustained – of socio-cultural characteristics in the surface of changes, and the ways in which people actively embrace or resist those changes (Vallance, Perkins & Dixon, 2011: 342). After the World War II, Higher education has played an important role in socio-economic development and sustainable development worldwide. It becomes a crucial area to generate new ideas and in accumulating and transmitting knowledge to preserve the natural world, economic, social and environmental change because it raises awareness and influences behavior of formal and informal learning that contains a pivotal function to achieve sustainable development in the future, and that function is supported by the realm of higher education offering innovative training and research activities. The importance of higher education has been considered for coping with the rapid social-economic development and change over the past decades. In developing countries higher education has been adapted to the new environment and in the way that the new form of governance is aiming at producing the knowledge productivity. The traditional form of public administration, which relies heavily on state bureaucracy for public service delivery, has gradually changed in the new forms of governance that emphasize the interpenetration of various domains (state, market, and civil service), highlight the importance of international interdependences (Mok, 2010: 2), and regulate relationship between state and individual higher education institutions. In addition, the dissemination of knowledge and skills and promotion of research are used as the means for strengthening productive powers and an integral part of the political agenda.

In the new era of the twenty-first century, information of today and knowledge-based society become necessary to drive economic growth, and higher education becomes the main source of knowledge's provision. In general, economic growth is completely reliant on the capacity to produce knowledge based goods, while knowledge economies are more dependent on their capacity to produce future knowledge through research and innovative developments. Therefore, human capital becomes a must-investment area at the level of higher education. In the nineteenth century, the emergence of industrial society marked a sharp turn in the issue of higher education. It was the period of universities meeting the new unknown agency and encountering competitors to train professionals for the needs of economy and industrialization. In the twentieth century, universities have faced the newborn modernization, understood as the protection and acceleration of economic development with regard to the marketing that becomes the most important issue on governmental agenda of modern states. After the year 1950s, worldwide higher education development has been constantly expanding (Zgaga, 2006). In a consequence of the development, higher education has experienced borders between various higher education systems that grow up parallel to industrialization processes in modern nation states. Shaping global social, economic, and political agendas has been moving from United States to supranational organizations (Mok, 2010).

Following the emergence of globalization and modernization, higher education has faced more challenges, such as economic crisis, unemployment, changing demographics, the increase of new competitors, new technologies, modes of working, and new forms of governance. In addition, there is an increase of several actors participating in the system of higher education However, higher education researchers and leaders of the states in different regions have tried to dealt with these challenges through adapting the radical changes to new environments by turning to the new forms of governance that are more society-centering and accelerating the development of higher education to be more competitive, outward-looking, attractive, and innovative. For example, in order to modernize higher education in Europe, the governments' emphasis is on education, research and innovations (European Centre for Strategic Management of Universities [ESMU], 2009). Recently, the governments have sought to reform the still fragmented higher education systems into a more powerful, integrated, and knowledge-based economy; and continued striking for improvements in quality, stimulating mobility, ensuring the relevance for labor markets of the higher education offered, and also significantly developing opportunities for greater numbers of students to access higher education (Education, Audiovisual and Culture Executive Agency [EACEA P9 Eurydice], 2012; European Union [EU], 2013). To achieve the goals of modernization in higher education, it has been evolved over the past decades. The new forms of governance are introduced in lines with the concept of good governance based on the basic values of democracy, human rights, and the rule of law encouraging transparency, participation, interest, and commitment on the part of all members of the academic community (Bergan, 2006). Regarding the institutional governance, higher education institutions become legally autonomous, in which the autonomy is framed within national accountability systems that intend to promote trust between higher education institutions and society (Eurydice, 2008).

Higher education development and governance in Asia

Turning to high education in Asia, like several systems of higher education in the world, it has been moving toward structural changes and adapting the new forms of governance based on global perspectives of higher education. This is the extent of social responsibility of higher education for the rapid change alongside knowledge society and global economy. As a result, there is the expansion of higher education and economic globalization, and there are an increasing number of consequences in reforming and developing higher education, i.e. internationalization, modernization, the emergence of the private sector in higher education and the reduction of public funding (Varghese, 2009). These consequences become challenges that also affect higher education systems in Asia. For example, when international trade and cross-border investment become the main elements of trade integration in Asia, public policy and action in many countries are dominated. The scene of higher education development and its governance has changed. The Asian states, similar to Western modern countries, have launched public policy and public governance reforms along the lines of innovations and practices of marketization, privatization, corporatization and commercialization. Therefore, the governance of higher education has been no longer monopolized by the state or the public sector, or out of the strict control under the umbrella of a public agency. The intense pressure for the governance reforms in higher education was emerged during the Asian financial crisis of 1997. When various pressures become the presence of influential international agencies such as International Monetary Fund, World Bank, and others, their preferred models of governance have reflected regional and local public governance of many states and developing countries in Asia. Subsequently, there have been tendencies of reforming public administration and restructuring of higher education. Thus, there is an emerging concept with regard to innovations, research and good governance in higher education (Mok, 2010: 3). Particularly, the impact of good governance defined by World Bank is a key concept for public administration reform and governance reform in higher education. In addition, there is an impact of managerialism or new public management that refers to a lesser reliance on the state and a greater reliance on markets. These are challenges affecting changes in governance reform and development in higher education. An integral part of new public management and the related reforms become the granting of more autonomy to higher education institutions to mobilize resources in order to implement programs and to plan and monitor their activities effectively (Mahshi, 2013). All in all, this is the rise of transitional higher education governance and the emergence of global higher education markets. The markets challenge the development and the traditional forms of higher education governance in many developing countries in Asia, especially in the region of Southeast Asia including higher education governance of Laos.

Higher education development and governance in Southeast Asia

The trend of global higher education reform and regional economic crisis of the late 1990s have affected not only higher education systems in the newly industrialized countries (Singapore, Malaysia and Thailand) but also in less developed countries that are in the process of transition from an agricultural economy to an industrialized economy including Cambodia, Laos and Vietnam. The imposition of this trend has some limitations on the quality of teaching and learning and the capacity of the public sector in response to the remand and transitional development of regional economy. Specifically, higher education has greatly suffered the vast development diversity, different historical backgrounds and various stages of development (Lee & Healy, 2006). Nevertheless, the government of each state in Southeast Asia has tried to establish mutual cooperation to enhance the presence of higher education reform and development within the global community by the channel of educational framework of ASEAN [1], Association of Southeast Asian Nations. Regardless the differences of geographical size, economic transition and growth, political ideologies and educational traditions, all member states of ASEAN also share a similar emphasis on human resources development. It becomes a driving force in developing the national economy to enter the era of the knowledge-based economy and modern environment. Although higher education of less developed countries, including also Laos, are chronically underfunded facing unqualified academic staff and poorly planned curriculum, the governments have adapted higher education in the way they are governed globally. Higher education systems have been restructuring in the areas of funding, resources, governance and curriculum development. Despite the diversity in the region, higher education of ASEAN also face

1. ASEAN was established on August 8, 1967 in Bangkok by the five original member countries, namely Indonesia, Malaysia, the Philippines, Singapore and Thailand. Brunei Darussalam joined on January 8, 1984, Vietnam on July 28, 1995, Laos and Myanmar on July 23, 1997, and Cambodia on April 30, 1999, resulting in a ten-nation cooperation framework.

similar direction as the global higher education governance, such as budgets to balance, standards to maintain, faculties to satisfy, and social demands to meet.

Intentionally, the significant element of higher education reform has been changed continuously to the concept of global governance for the past two decades in Southeast Asia. The goals of higher education have been revised against the diversity of complicated background and shifting environment with the key mode of governance, i.e. moving toward devolution from a pattern of strong centralization. However, the rapid change and sudden reform of higher education governance in diversity context of Southeast Asia may establish the causes of failure. Therefore, some governments of Southeast Asian countries have retained a strong interest in higher education systems and its capacity to contribute to national socio-economic development (Welch, 2007: 246). It seems that the devolution to the institutional level is seen as a means to ensure flexibility and diversity, and this is also the ambiguous nature of higher education that always contains the dilemma meaning of changing patterns of higher education governance worldwide.

Higher education development and governance in Laos

This is the brief discussion of higher education development and governance in Laos. Since Lao PDR (Lao People's Democratic Republic) was established in 1975, there have been several constraints and challenges affecting the development of higher education. In the 1990s, the major policy on the development of national higher education was significantly influenced by the trend of restructuring and reforming of global and regional higher education. Under the control of Ministry of Education (now Ministry of Education and Sports [MOES] [2]) higher education development has taken place within the context of economic downturn, economic transition and growth and public administration reform. In addition, national education development has faced the downturn precipitated by Asian financial crisis, ongoing economic transition from centrally planned economy to market-oriented economy, the expansion of industrial sector, the privatization of higher education, the experimentation of decentralization on social sector institutions and the deconcentration of education administration from the mid of the 1990s. In response to socio-economic transition, the government has implemented several

2. MOES, Ministry of Education (MOE) in the past, is the government's central management organization and has a secretariat role and function for the Central Committee and the government in education matters on planning and determining policy, as well as supervising, leading, and implementing, and controlling the educational tasks nationwide (Lao PDR, Organization of MOES, Decree No 61, 1993., cited in ADB, 2000)

important education reforms by evolving a well-articulated formal education system with a legal, organizational and administrative infrastructure through identifying authority, responsibility and internal decision making structures. There are several programs of capacity building for government officials involving educational planning, administration and management of higher education. The programs are developed by local and national educational authorities and individual institutions.

In fact, it seems that education was not recognized as a priority area on the statement of national policy at the beginning of building and protecting the country from the year 1975 to the mid 1980s. Higher education was also left behind other issues for years. Up till the 1986, New Economic Mechanism was introduced by the government. Higher education development and reform have become an important issue on the government's agenda since then. Later, by the 6th Congress [3] of the Lao People's Revolutionary Party (LPRP) on March, 1996 (Asian Development Bank [ADB], 2000), the educational issue was considered as a priority area on the agenda of the government to foster national socio-economic development. In regard with higher education, there was a major reform of the system by the grant support of Asian Development Bank in the mid 1990s. Although there were several constraints of chronically being underfunded, unqualified academic staff and poorly planned curriculum, ten higher education institutions were merged into the first National University of Laos (NUOL) under the Prime Minister Decree No. 50/PM, signed on the 9th of June 1995. And then, the NUOL was officially established and performed academic activities on the 5th November 1996. Nevertheless, the emphasis of the government on education at that time was still basic education, although there was an emerging reform of higher education. Up till the early 2000s, higher education has become as a driving force for national social-economic development. The local universities were founded in the southern, northern and central provinces of the country. Later, the national university has been recognized as the central higher education institution to provide technical

3. Party Congress, key decision-making forum. Since 1986 held every five years and endorsing the Five-Year Plan (FYP, formally National Socio-Economic Development Plan [NSEDP]) for the coming period:
1st Congress March 22, 1955
2nd Congress February 1972
3rd Congress April 27-30, 1982 1st FYP
4th Congress Nov. 13-15, 1986 2nd FYP
5th Congress March 27-29, 1991 3rd FYP
6th Congress March 18-20, 1996 4th FYP
7th Congress March 12-14, 2001 5th FYP
8th Congress March 18-21, 2006 6th FYP
9th Congress March 17-21, 2011 7th FYP
10th Congress March 2016 (in preparation)

training for the staff of regional universities in the country. In the presence of higher education development, there are five state-run universities in different parts of the country, one of which is University of Health Sciences under the control of Ministry of Health. There are no any private universities in the Lao PDR, but only some private colleges offering university equivalent programs.

Context of the study

Like other developing and modern nations, Laos is somewhere on a continuum of moving toward good governance and participatory development. Since the late 1990s, with the broad consultation of stakeholders and development partners such as International Monetary Fund (IMF) and World Bank (WB), the reform of public administration has become an issue on the government's agenda and on the National Growth and Poverty Eradication Strategy (NGPES) [4] presented by the 6th Party Congress in 1996 (International Monetary Fund [IMF], 2004). Initially, the government has launched the comprehensive reform program for better governance since 1997, in order to strengthen the overall environment of national socio-economic development and growth. The program was aimed at building a state administration capable of managing the development goals of the country, that is, to navigate the country out of the rank of the least developed countries by the year 2020. In doing so, an integrated approach has been deployed by using six main components of governance reform, such as central government reforms, local administration reforms, the roles of government reforms, personnel management reforms, financial management reforms, and public sector legal reforms (Swedish International Development Cooperation Agency [Sida], 2003). Central public organizations including higher education institutions have become the action units of public policy. The national university also becomes a central unit of higher education institutions to implement the public policies in line with the reform of public administration; therefore, it has experienced the structural changes and institutional governance reform so far. However, it has been yet under the control of a governmental agency, MOES, although there has been an emerging reform of national education system including higher education for years. Linked to public administration reform, it seems that

4. The National Poverty Eradication Programme (NPEP) has been renamed by the Government of the Lao PDR in order to avoid confusion with the other national programmes and to better reflect its true substance. The previous one was National Growth and Poverty Eradication Strategy. This decision was based on suggestions of the National Assembly and other national stakeholders. The new name adopted after internal consultations is the National Growth and Poverty Eradication Strategy (NGPES). NGPES is the strategic framework under which all of the Government's future growth and poverty eradication programmes being developed and implemented. The NGPES is the result of a process that started in 1996 when the 6th Party Congress defined the long-term development objective as freeing the country from the status of least-developed country by 2020 (IMF, 2004).

changes in institutional governance and management of the national university have been very fluid affected by the state governance and public sector governance reform since its establishment. By implementation of decentralization of public administration sector and deconcentration of school-based management from the mid of the 1990s, the national university has been used as an elected body of devolution. The authorities of the university have been devolved to appointed bodies in the overall Ministry of Education organizational structure. This makes institutional governance and management of higher education institutions very fluid and culturally diverse to improve the quality of higher education over the past years.

Therefore, it is hypothesized that the shift in state governance and public administration reform directly affects higher education system and leads to emerging various patterns of institutional governance of higher education institutions, particularly the national university. In addition, the government has developed and modified important legislation, rules, regulations and values using them as the components of university governance to enhance the move of socio-economic development. It is also hypothesized that there have been uncertain patterns of institutional governance and management of the university in the areas of financial, academic and research affairs. These are the core statement of the study to be investigated, in particular how the university perceives its changes in institutional governance and management, how it responds to global, regional and national higher education reform, and how the university's processes work under the long-range higher education development and institutional governance reform.

According to the profile of the national university, it is authorized by the governmental agency through the responsibility of MOES. MOES provides general policies for general education and higher education development. Related to educational finance, recently Ministry of Finance (MOF) is in charge of annual budget for general education and higher education. A set of rules and regulation with regard to educational budget and financial activities of the national university, it is the responsibility of MOF. Before that, it was under MOES. In terms of intra-cooperation and internalization, the university continuously extends its academic cooperation with many colleges, local universities, educational organizations nationwide, international universities and international non-government organizations under the directives of Ministry of Foreign Affairs (MOFA). The increase of intra-cooperation and internationalization has spotlighted the development of higher education in Laos as a whole. Regarding the mega project on higher education, the responsibility is taken by Ministry of Planning and Investment (MOPI). The changing patterns of institutional governance of the university are visible on policies, structure and academic performance over the past decade and a half. On the contrary, the scrutiny of changes has not been evaluated and diagnosed systematically. Since the establishment of the national university, a number of graduates are provided for society fostering socio-economic development; however, it is still questionable for the graduate's achievement and the quality of higher education in Laos PDR. The graduates' employers have had complaints that the efficiency of graduates' performance on assigned tasks are not so impressive (Soulignavong , 2007; Chaphichith, 2009).

Objectives of the study

This study is decided based on my own interest in the evolution of university governance. I expect to explore and diagnose the changes in institutional governance and management of higher education institutions of my homeland by using case study of the National University of Laos. The study's timeline is set from the year 1996 of the university's establishment to the present. The study expects to see what changes in institutional governance and management of the university and what and how public policies of the government are taken over. In addition, the study is aiming at examining the factors that influence the restructuring of the university and exploring the image of the government to governance reform in higher education at central and institutional level. The attitudes of various stakeholders from educational agencies and international organizations, working closely with the university over the past years from the period of socio-economic transition and public administration reform from 1995 to the current situation, will be examined and interpreted. In particular, it includes the phases of university development in the years 1995-2001, 2001-2010 and 2010 to the present.

The outcome of the study is chronologically described based on the shifting remarks of socio-economic development and highlighting higher education reform in the country, such as the initiation of the establishment of the first national university, the Decree of the Higher Education Curriculum (National Standard) in 2001 (Boupha, 2008), the Decree of Prime Minster on decentralization of public organizations, and the implementation of the strategic development plan of NUOL from 2006 to 2010 (National University of Laos [NUOL], 2010). Additional discussion of the study includes changes in institutional governance and management in higher education in Lao PDR from the year 2010 onwards.

Methodology of the study

This study is using the approach of case study, widely deployed in qualitative research in education (Gall, Gall, & Borg, 2003). It is used to design how to investigate the phenomena of changes in governance of higher education institutions. In particular, the concept of asking how well, how much, or how effectively knowledge, attitudes, or opinions and the like exist or are being developed over a period of time, is used during the fieldwork of the study in the process of interviewing (Fraenkel & Wallen, 2009). The sources of documentary data related to the institutional governance of the university, such as policies, reports, rules and regulations and sets of legislation on funding mechanism and management and the management of academic affairs, are collected from the university, selected public organizations, ministries, and international agencies. Portraying of the everyday experience of selected individuals working with the university becomes the data input of the study by interviewing.

Structure of the study

This is an introduction part of the thesis. The major part of it consists of seven chapters including the final chapter, the conclusion. Chapter One presents a general context of the study by describing the country's profile, and the evolution of national education including higher education, in parallel to socio-economic transition and development and public administration reform. Chapter Two and Three present the conceptual literature starting with the exploration of global and regional changes in organizations and in various systems of higher education with regard to governance reform and management in higher education. Then, Chapter Three addresses the details of theoretical considerations and the conceptual framework of the study. In particular, the theories developed in higher education are examined and used to explore changes in institutional governance and management of the study. The various social theories of organizations are reviewed and combined for guiding the analysis and interpretation of the study. Chapter Four discusses and explains methodological approach that underpins the study, that is, the approach of a qualitative research methodology using for designing the study. This chapter explains how the approach becomes an appropriate tool for the study, and how and why fieldwork is an important key. In order to make the study reliable and valid, the procedures and characteristics of data collection are explained on the quality of interview questions and the characteristics of interview participations. To make the empirical study more rational, being receptive to the ideas of inputting data is necessary. Therefore, documentary data becomes the main source of data collection and study analysis, and it is conducted in parallel to the interviews. Chapter Five and Six are the outcomes of the empirical study. By combining the conceptual framework and empirical methods of the study, it analyzes and interprets the key themes concerning changing patterns of institutional governance of the national university at the system level and changing patterns of state governance and management in administration, finance, academic affairs, and internationalization. The chapter also interprets how the state governance is affected by global and regional changes in higher education. Chapter Six describes and interprets changes in institutional governance and management of the national university in the concerned areas i.e., administrative, financial, academic affairs and international cooperation. In particular, the characteristic of the university's autonomy is also explored and interpreted. Chapter Seven presents the reflective response to the results and major outcomes of the study. The results of the study are indentified to see how we can improve the future quality of higher education in Lao PDR. Based on the results of the study, the future image of higher education development and management in Laos would be visualized.

LAOS AND EDUCATIONAL SYSTEM: HISTORICAL PERSPECTIVES

"Invest in yourself, in your education. There's nothing better." Sylvia Porter

The chapter is to provide the brief discussion of the study's context. It helps understand the context of the study better, especially the country's profile, the transition of national socio-economic development, the political background that states the national governance system and public administration reform challenging higher education development and reform. General education development and educational system of Laos are also explored in line with more emphasis on the restructuring of higher education institutions into the first National University of Laos. The national university is also presented along with the exploration of state governance and public administration in education.

1.1. Laos and the search for transitional periods

1.1.1. Laos in brief

Laos is a small landlocked country. Its location is in the heart of the Indochinese Peninsula, sharing its borders with Myanmar in the northwest, Thailand in the west, Cambodia in the south, the People's of Republic of China in the north, and Vietnam in the east. Laos is one of the least developed countries. It is widely considered to be one of the poorest countries in the world, owing to its low income, low quality of life, economic vulnerability, and such other factors. The location of Laos is at the geographic centre of dynamic and prospering Greater Mekong Sub-region, and it is still rich of natural resources in land (forest, minerals, and water). Since the mid-1980s, trade and investment reforms in Laos have boosted natural resource-based exports,

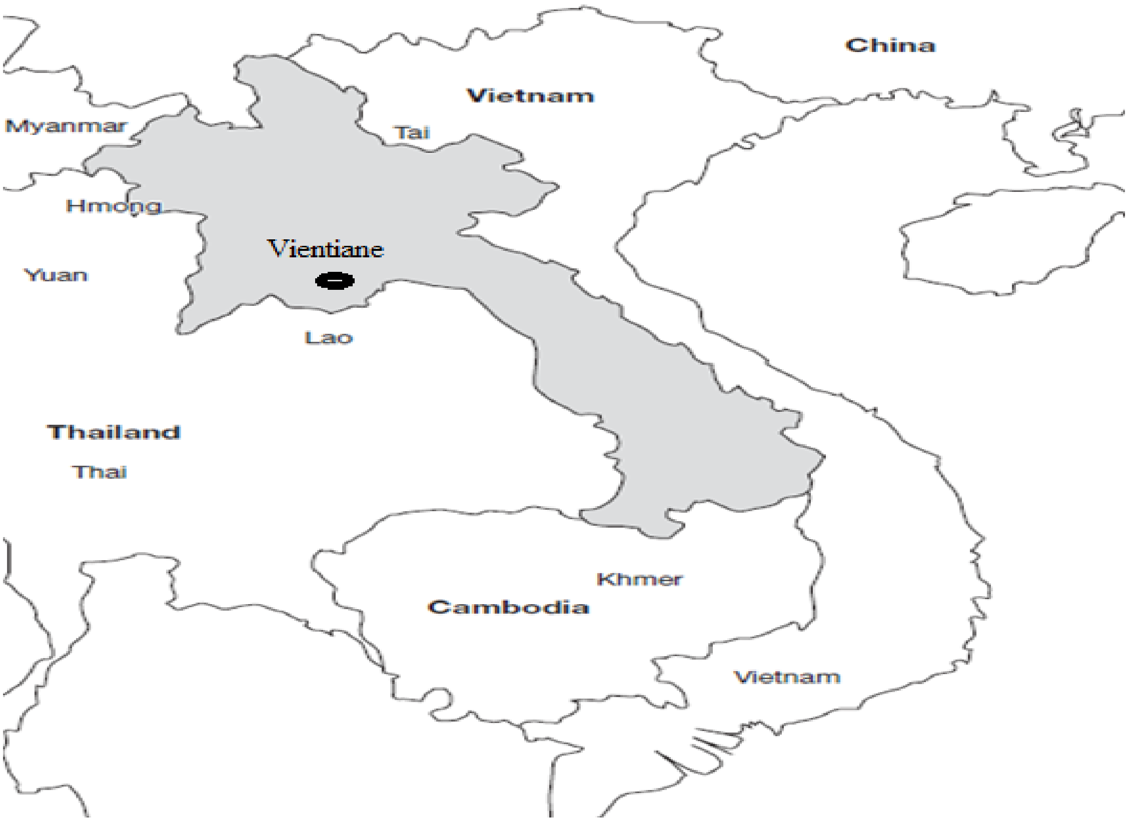


Figure 1: *Map of Laos and its neighboring countries*

underpinning recent economic growth. A high proportion of the proceeds from these exports accrue directly to the government (Menon & Warr, 2013). The reforms have created enormous potential for economic development of Laos to provide a strategic resource base and land-link to its bordering neighbors, making regional integration and economic development hub possible. As a landlocked country, Laos was cut off from sea resources in the past and had no benefits of fishing and access to seaborne trade that makes up a large percentage of international trade. However, recently the government has firmed plans promising to transform some limitations by promoting Laos as a land bridge of regional-economic development and providing the most direct overland transport routes between its seaboard neighbors. Therefore, many of ongoing surveys for infrastructure construction including highways and main roads across the country have become the emphasis on the national agenda of the government. By the land bridge development, it is believed that Laos will become a connecting axis of Cambodia, China, Myanmar, Thailand, Vietnam and other Asian countries.

According to Kunze & Tolentino (2008), this seems as if Laos is facing multi- challenges of socio-economic development and modernization for the reason that majority of population in rural areas are still devoid of access to clean water, health care and healthy food, and main roads. The lack of these basic needs and infrastructure has inhibited the expansion of domestic markets so far. Moreover, Laos is a young and growing-population country with more than half of population aged less than 20 years old. In addition, underdeveloped basic infrastructure is matched by lack of well educated people - only 61.5% of school children reach the last grade of primary schools (Schoenweger & Üllenberg 2009). Whether the youth bulge is an economic boon or a missed opportunity will depend on how young people's aspiration can be met within the country and how the government sets appropriate policies and encourages productivity of socio-economic activities to support the era of socio-economic transition and modernization. This is the bottleneck of the government for further investment and the future development of society, economy, internal and external trade and workforce skills. The positive and negative results of the long-term development of the government are going to the answer of national socio-economic development.

1.1.2. Socio-economic development in brief

From lessons learned, the government has recognized the importance of different economic approaches to guarantee socio-economic development and improve the living condition of all multiethnic citizens of the nation. Since the mid-1980s, the introduction of market economy has made major change on higher education and other areas to foster national socio-economic development. The government has promoted national unity in line with supporting foreign investment to improve the national economy. The models of socio-economic development have been changed and reformed deliberately. Regarding the national socio-economic development for the past decades, it is obviously divided into two periods including the centrally-planned economy from 1976 to 1985 and the market-oriented economy from 1986 up to the present.

During the first period of economic centralization covering the period 1975 through 1986, the emphasis of public policy had two main strategic tasks, protecting and building the nation. However, the government also had tried to improve the national economy by mobilizing the resources within the nation, together with preserving the people's democratic regime and creating conditions of economic growth toward socialism. The source of foreign assistance mostly shifted to China between 1975 and 1979. The government had set a range of market reforms to the national planning system by following the path similar to the practice of the Chinese

Communist Party and with a Soviet-style command economy system. Although there was an extraordinarily difficult set of development problems (including ongoing internal conflicts, severely widespread poverty over the country, a poor state of basic infrastructure, understaffing of public organizations and lack of capacity), the government has put an attempt to implement a full-scale command economy (McDonnell & Clark, 1992). The efforts of the new government were made to restructure national economy along socialist lines, replacing the private sector economy with state enterprises and cooperatives, centralizing investment, production and trade pricing and creating barriers to internal and foreign trade (McGillivray, Carpenter & Norup, 2012: 32). The government had determined to bring about the socialist transformation for the national economic development. For the first period, there had been three breaking phases of the national development i.e., one-year, three-year and five-year plans.

The first year plan of the new regime was from the year 1976 to1977, aiming at recovering the economy after the war, improving living condition of people, developing the agricultural and industrial production by allowing people to make their own living better and protecting and developing the nation and the new regime peacefully. Another three-year plan was from 1978 to 1980, the government was attempting to reconstruct the nation by providing and allocating housing and permanent locations for people to make their own living, recovering the farming land and repairing and operating the existing industrial factories. According to Stuart-Fox (2008), deteriorating economic conditions were exacerbated by policies aimed at the rapid imposition of socialism. The government had suffered from the economic downturn of national economic performance. Thus, some public policies had been changed in order to reinforce the national unity and ameliorate the economic recession. For example, on December 1979 the means of production were collectivized in industry and trade by nationalization and in agriculture by forcing the peasants into cooperatives (Bogdan, 1991). However, the development of the national economy became worse. The data of national economic performance from the mid 1970s to early 1980s has also proved that at that time the national economic growth declined. Bogdan (1991) describes that situation as an ill-conceived reform resulting in a general decrease of production and in an acute food shortage. National economic growth was at modest rates of less than two to three percent (McGillivray *et al.*, 2012). The country had been sliding into the depth of a recession. This is a kind of consistent recession of national economic performance. Hard working people were poorer. Some educated people continued leaving the country. As a consequence, lack of manpower (human resources) for building and moving the country toward socialism was like a blurred image, since the people, who left the country, were most of the nation's intelligentsia. This has been a further blow to the national economy development.

Turning to the final phase of the first period, it is the first five-year plan from 1981 to 1985. The phase had placed an emphasis on the agricultural sector with the aim at making the country self-sufficient in rice production with centralized-planned system and the system of price controls and subsidies. From the early 1980s, it was the phase of shifting the source of foreign aid to the former Russia, Vietnam and some socialist allies in Eastern Europe, as well as non-socialist countries, i.e. Japan, Australia, Sweden, Netherlands, USA and some others. The government started to send officials and the graduates of higher schools to some of these countries for upgrading their knowledge and skills in the fields important for recovering and developing the national economy. During this period, there is some evidence to show that the national economic growth was in a positive move, especially the positive change in the level of production of goods and services. Meanwhile, there was an increase of budget deficit exacerbated by trade deficits and higher inflation. Greater dependence of the economic development had been subjected to foreign aids and loans. Moreover, adapted centrally-planned system was not in line with the prospected socio-economic development plan. These challenges had become the need to reform the national economic development in order to control the prices along the lines of market prices, phase out subsidies and increase salary for state employees.

In overall, there were economic fluctuations and growth of the national economic development during the mid 1970s and the early 1980s. However, it seems that economic performance was worse and reduced to a virtual standstill due to poor harvests, rapid inflation and the absence of private incentives (McGillivray *et al.*, 2012). The government had suffered from the downturn of economic development and led to abandon central planning economy for a mixed model of a centrally coordinated amalgam of state-run enterprises, cooperatives and private ventures afterward.

Therefore, in 1986 the government had launched a political and economic innovation campaign introducing national economic reforms to facilitate the transition from a centralized economy to a socialist-oriented market economy. Privatization has become an influence on the economic transition. Nationalized industries were being sold off to private owners. And then, foreign capital investment was again being encouraged under the new policies of national socio-economic development. This is recognized as the second phase of national socio-economic development, the second five-year plan of the national socio-economic development from 1986 to 1990. The resolutions of the fourth Party Congress in 1986 had been used as public policies to stabilize the national economic development and politics. The economic structure has been transformed into multiple sectors under the policy moving the economic activities away from a central command system toward a market-based approach. The private sector has begun to play its role to foster socio-economic development of the nation. In regard to the objectives of the five-year socio-economic development plan, the prices controls has been gradually lifted and liberalized. The numbers of state-owned entities have been privatized. In addition, socialist cooperative farming was abandoned. The exchange rate system was unified, in line with the government's monopoly on trade removed. In consequence of the new environment of national socio-economic development, there has been an increase of foreign investment, particularly in the area of tourism, services and light industry. Mining and large infrastructure development projects have been among the subsequently long-term investments.

Between the late 1980s and 1990s until the beginning of the twenty-first century, it was the period of dramatic policy turnabout in Laos. With regard to the collapse of the Soviet Union in 1991, it also helped stimulate the change of economic policies at that time. The national economy had been continuously reformed, aiming at moving Laos toward the era of the new millennium. This is the new phase of mixed economy dominated by foreign capital and presided by the government. The government has improved infrastructure and living standard of the people step by step, and expanded external cooperation with neighboring countries and other foreign countries in the world to attract more foreign investment coming into Laos. In early 1990s, the government had formulated national strategic plans from 1993 to 2000, aiming at ensuring stably sustainable and socio-economic development, and benchmarking the country under the capitalism. As a result, the inflow of Foreign Direct Investment had increased dramatically, and it has played an important role in developing national economy in the past decades. The significance of national economic growth has increased continuously. The government also adopted wide-ranging and market-oriented economic reforms. These positive moves are leading to the successful development of exports based on the country's abundant natural resources. Subsequently, the national economic growth and poverty reduction has been in much higher rates than prior to the reforms. According to Menon & Warr (2013), the growth has been accompanied by a shift away from agriculture, and it had accounted for about 60% of value added in 1990, 45% by 2000 and 30% by 2011, just less than that of industry or services, each of which was accounted for just above a third. However, around 80% of the population continues to derive their income mainly from agriculture with traditional ways of living. Agriculture remains largely subsistence-based with some emerging plantation and contract farming. The development and investment in agriculture are required to have a good system and good governance to support the agricultural industry more effectively.

In fact, Lao PDR has suffered from lack of technical and expertise manpower for the last few decades. Thus, it is hard to envisage how the government challenges socio-economic development with supporting foreign investment in the future. As the mode of the national economic development has been reliant on foreign aid to drive economic move and national development, it is difficult for the government to balance foreign policy and ensure friendly relationship with all neighboring countries and donors if manpower shortages become a problem. Therefore, to accomplish the new millennium goals, the government has to make good governance in order to integrate national economic growth more closely with regional and international economic bodies, and it is necessary to enhance human resources development. The government cannot rely on foreign experts and assistance all the time. The country's hidden potential and strengths must be developed and used to compete with other countries effectively. These would be ongoing missions of the government to take them for granted that they are important for the growth of the national socio-economic development.

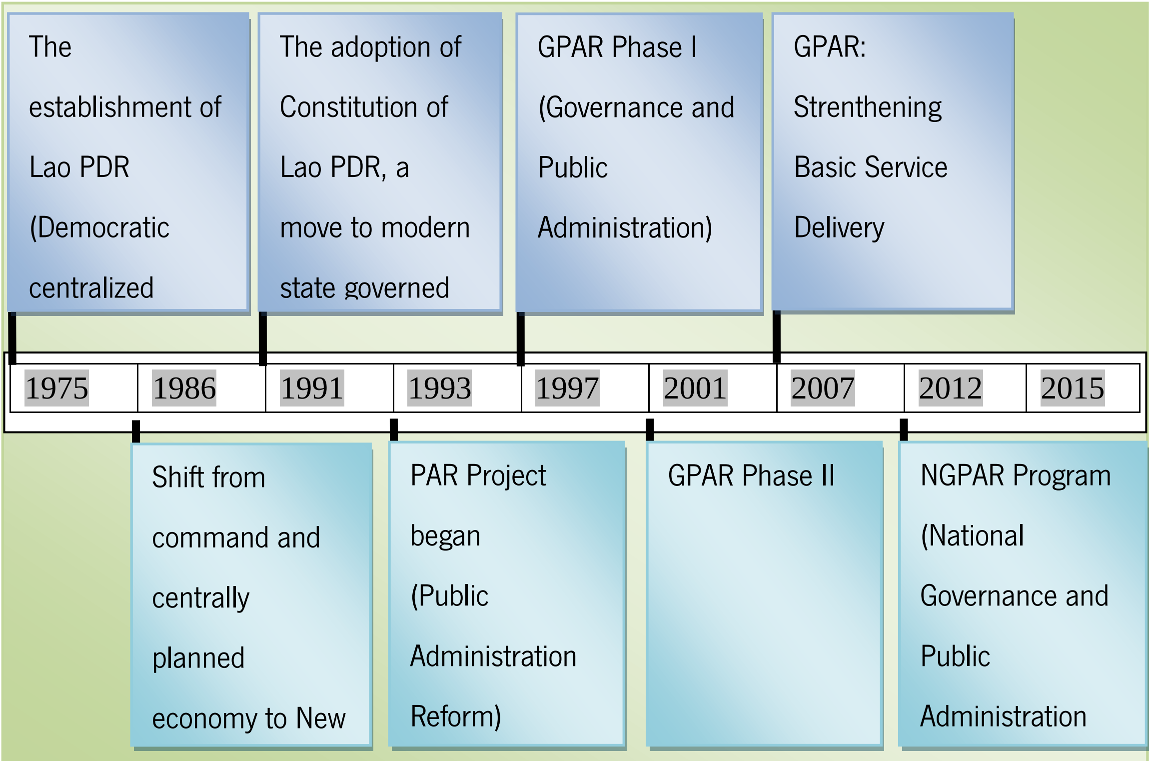
1.1.3. Politics, economy, and public governance reform

Laos has a long history, experiencing many times in the invasions by Burma (Myanmar), Siam (Thailand), France and America during few hundred years (Itoh & Phouttha, 2005). Laos was a part of former colony of French Indochina in Southeast Asia and under the Royal Government, and had the declaration of the first independence from the domination of foreign aggressors on August 23, 1945. After that, Laos was governed as a constitutional monarchy, and the independence was recognized by the Geneva Agreement on Indochina in 1954. Despite the agreement, there was the Second Indochina War, known as Vietnam. It was a Cold War-era that occurred in Vietnam, Laos, and Cambodia, and Laos became a battlefield in the Second Indochina War. In a consequence of the War, there had been the emergence of internal turmoil and civil war in the country (Sithirajvongsa & Goh, 2004). Since then, Laos has overcome some phases of fighting, protecting and building the country, peace and development. In particular, the national economy was handicapped by the civil war, and there was the need to support large numbers of men under arms during a long civil conflict known as the thirty-year struggle from 1945 to 1975. Since 1930s, under the leadership of the former Indochinese Communist Party and the present Lao People's Revolutionary Party (LPRP), the multiethnic Lao people had carried out difficult and arduous struggles. In full by the great sacrifices, Lao people managed to crush the yokes of domination and oppression of the colonial and feudal regimes, completely liberated the country and established Lao People's Democratic Republic (Lao PDR)[5] on December 2, 1975. This was the ending period of the constitutional monarchy entering the era of building and protecting the country for peace and socio-economic development, and there was the emergence of socio-economic transition moving toward a modern state governed by the rule of law. Since then, the Lao PDR has become a one-party state under the government of democratic centralization. Between 1975 and 1991, The Lao PDR was governed without the national constitution because the 1947 constitution was abrogated. Instead of the constitution, the party's resolutions have been used as the public policy for the national development and the political agendas of the government.

For years, the government has struggled with the establishment of good governance. In overall, the performance of the public policies and public governance seems weak, owing to the constraining conditions affecting the performance, such as regional economic crises, lack of skilled manpower, and understaffing in public organizations and public administration. These challenges led to fiscal and administrative problems at central, provincial and district levels during the 1980s. By the 4th Party Congress in 1986, as mentioned earlier, the government had to accept the new patterns of the national economic development to recover the national economy by adapting the approaches of marketing economy. The central planning economy was shift to a market economy. As a consequence, the first constitution of Lao PDR was promulgated by the 6th Party Congress in 1991 recognizing the LPRP as the leading nucleus of the political system, marking the transition toward modern state governance by the rule of law and comprising a legislature, judiciary and executive as the main institutions of the government under the guidance of the Party. By the impact of economic reform and the promulgation of the national constitution, state governance and public administration reforms have been emerged under the

5. Lao PDR and Laos in this context of the study are the same meaning. They are interchanged for explaining and describing the content of the study.

Public Administration Project since 1993. The evolution[6] of public administration in the country has been on the way to get better governance within the global vision, transparent management, technical modernization, efficient service and enjoyable working. For example, there has been a gradual shift in administration and management from the Central Party to the executive under the lead of Prime Minister and Council of Ministers. In addition, Governance and Public Administration Reform (GPAR) program was established in 1997 as a driving force to support public administration reform at central, provincial and district levels. The program has identified in four broad areas including strengthening public administration, people's participation, rule of



Adapted from the webpage of Ministry of Home Affair: http://www.moha.gov.la

Figure 2: *The timeline of public administration reform*

law and sound financial management. The public administration activities of the program focus on supporting areas of policy formulation and implementation, institutional and legal frameworks, organization and development, civil service management, training and capacity development. Recently, institutional reforms and decentralized service delivery are the main

6. Evolution of public administration reform in Laos from 2001 was about civil service management transferred from Central Committee of Organization and Personal that was under control of the Party to Department of Organization and Personnel that was within Prime Minister's Office (PMO), which later became the Department of Public Administration and Civil Service. In 2005 Public Administration and Civil Service Authority (PACSA) was established at sub-ministry level in PMO. PACSA was promoted to become the Ministry of Home Affairs and established in 2012 to response to the increasing importance in the improvement of governance and public administration (the webpage of Ministry of Home Affair: http://www.moha.gov.la)

objectives of the program to achieve. Below is the timeline of national governance and public administration reform.

Together with the gradual increase of the national economic growth, the government has been working on public administration reform. For several years, Lao domestic political situation remains stable. With regard to the structure of political power, highly centralized decision-making is still the responsibility of the Politburo and the Party's Central Committee, who are elected by the Party's Congress. Politically, there has been, however, a rise of professionalization of the Central Committee, with an increasing numbers of PhDs and technical experts among the members. On the other hand, there is also the transition of politburo membership from past military members to a younger more reform minded generation. In 2000, the government introduced decentralization of public organizations and provided the instruction of the Prime Minister regarding the policies to build the province as the strategic unit, the district as budget-planning unit and the village as the implementation unit. Public governance of central institutions, ministry-equivalent institutions and provincial authorities has higher degree of autonomy over resources, expenditures and civil services (World Bank [BW], 2012). On contrary, when there was decentralization taking place, there seems to have an increase of existing corruption at district and provincial levels. Centrally appointed civil servants such as teachers and health workers are unpaid on time. In addition, revenue has not been remitted to the central government regularly. Subsequently, recentralization of financial matters including payments of public servants, taxation and customs has little increase revenue. Furthermore, there is dissatisfaction of the government regarding the high permeability of bureaucratic corruption. Although there was the passage of an Anti-Corruption Law in 2005, it has had minimal effect (Bertelsmann Stiftung [BS], 2012).

In the political regime, the organ of government comprises of the President, the Prime Minister and the National Assembly (NA). The NA is established as main legislature body with its rights and duties in defining the content of constitution and rules of laws. It is the body of the representatives of multiethnic people to be the masters. It is considered as the body of the state power that has the rights to make decisions on the fundamental issues of the country. It is also the legislative body overseeing the activities of the executive and judicial bodies. The members of NA are the representatives of the will and aspirations of the multiethnic people. They are elected by the Lao citizens pursuant to the provisions of the law on the election of the members of NA.

So far, the set of legislation has established a popular hotline for the public to express its opinions and seek answers from the government. In addition, by the rule of laws, public sectors have more autonomy than ever before. However, capacity across the legislative committees varies. The nature of political system has been tightly and loosely coupled, and the nature of democracy is centralized. These are challenges on the objective assessment of the quality of state governance although the government has been working hard on national governance and public administration reform. Civil society leverage over the policy making also has some limitation. Nevertheless, there are indications that the space for community participation in decision making is larger in size as the government increases more numbers of NA members from different sectors. While international non-governmental organizations have been also present in Laos under the 2009 legislation framework that enlarges the space for both international and national nonprofit associations to operate. These are signs of more participatory and involvement of various bodies in decision making at the central level. However, challenges have remained in implementing the legislation and public policies.

To support good governance of the government, private sector has been permitted to run mass based organizations (MBOs) (for women, youth, labor and ethnic groups) in some organizations and enterprises. MBOs are closely linked to the Party and existed in the bodies of public organizations from central to local levels. For the central MBOs, they are constitutionally provided for, funded from the government budget. They can also provide a channel for grass roots concerns to be communicated upwards. Based on the current situation, the state governance of Laos appears to be in the presence of a mixed picture, but the improvements in basic functions of public financial management where there has been concerted external assistance represent another positive movement of the state governance. In addition, the government has made efforts to build modern public sector institutions such as the gradual strengthening of formal oversight bodies like the State Audit Organization and the National Assembly. The development of these oversight bodies has provided a modicum of checks and balances on the executive branch of government. Nevertheless, it is changing for these political bodies, as these institutional bodies are not completely independent.

Based on the early explanation, it can be assumed that socio-economic transition certainly affects public administration reform, in which the relationship between state, civil society, state organizations, and the private sector is realized. In this regard, supporting public administration reform would enable achieving high expectation of development objectives, in particularly economic advantages, poverty reduction, harmony and institutional stability (Batalli, 2011). In addition, by the impact of economic transition, there is the rise of innovations of legislative reform. According to Gunawardana & Sisombat (2008), the legal system of Laos was created by a mixture of tradition and custom influenced by French, Chinese and Soviet style. After the introduction of market economy, several new laws and decrees have been written and amended to make conducive atmosphere for business transaction in the country. Especially, the entry into force of the Foreign Investment Law of Lao PDR promulgated in 1988 was the significance of regulatory reform. The legislative reform was aimed at shifting the country's foreign economic relations (Huxley, 1991). Subsequently, the 1988 Foreign Investment Law was amended and replaced by the Law on Promotion and Management of Foreign Investment in 1994. Pursuant to the resolution of the Party and the National Assembly, the 1991 constitution of the Lao PDR was also amended in 2003. It defines the political regime, the socio-economic system, the regime of national security, defense and foreign affairs, as well as the rights and obligations of citizens and the system organization of state apparatus. In addition, under the 1991 national constitution the legislative framework of education was also set out by promulgating the first Educational Law of Laos in 2000.

This is the evolution of the legislative reform of Lao PDR. The right of self-determination of all multiethnic citizens has been defined in the fundamental law of the country along together with socio-economic development. Under the amended constitution, Laws on the Government were also written for the purpose of determining organization and operation of the government, developing methods in order to make the state administration, socio-economic development, natural resources utilization and environment protection more effective. The government is also defined as the executive branch of the state under the power of National Assembly and the president of the state. In addition, the government has another role play to administer the state uniformly in the areas of politics, economy and social culture, use of natural resources, environmental protection, national defense, security and foreign affairs. In operation of the state, the government has followed the principles of democratic centralism based on the state constitution and laws, and by LPRP as the axle and the Lao Front for National Construction and the mass organizations as the power. While the area of education, economy and administration is used as tools to operate and manage socio-economic development of the state.

Furthermore, the development of legislative work to promote foreign investment has lead to the enactment of foreign investment laws of the government. Likewise, the other laws and regulations have been revised to create a more favorable investment climate and make a market-driven economy more attractive to international investors. On the other hand, its reflection of regulatory reform and promotion of foreign investment laws have led to a gradual increase of international trade and external and internal cooperation in business activities of Laos. Therefore, the state is persistently strong in internal and external trade and foreign investment linking with the neighboring countries, i.e. Thailand, Vietnam and China. According to Asian Development Bank, these three countries occupied 64% of total merchandise trade of Laos in 2004 (ADB, 2006; Millar & Photakoun, 2008: 93). Greater market oriented and closer integration with regional and international market has contributed to robust growth. In 2001-2005, the stability of economy capital and capital productivity were increased, and the annual average rate was reached at 6.3% (ADB, 2007). Furthermore, in 2011 Lao real GDP growth approximately remained robust with the projected growth of 8.6% compared to 8.4 % in 2010 (WB, 2011). However, the impacts of changing domestic and export markets are less certain, especially within the context of environmental and public health, cultural traditions, economic development and sustainable livelihoods (Photakoun, 2008: 89). And, Photakoun (2008: 100) sums up by saying that:

> "Lao PDR is in a fortunate position to learn valuable lessons from other South East Asian countries and avoid negative impacts of livestock intensification on environmental and human health, as well as cultural traditions. Whether the collective players in agriculture and rural development heed these lessons, will determine the future impact of livestock development on upland livelihoods. Although livestock intensification has been a revolution for some farmers, for many others it will be a slow evolution toward more sustainable farming systems."

1.1.4. Responding to regionalization, globalization, and economic change

In the past, Laos was a forgotten country, but recently it has been in the margins of global capital. Under the French administration, the contacts of all officials between Laos and outside world were channeled through France. Laos, on a joint basis with Cambodia, France and Vietnam, had operated certain services in the field of economic planning, foreign commerce, customs, currency and communications, and had played international roles with only some neighboring countries. Since 1975, the new government has attempted to use various economic approaches for the development of national economy in order to steadily heal and improve the living condition of the nation's citizens. The new policies of the government have been adopted and determined in order to fight against and eradicate the poverty. In response to the force of internationalization, globalization and economic change, socio-economic development has become a prioritized agenda of the government since 1986. The government opened the relationship with outside world (Soukamneuth, 2006). As a consequence, there is the flow of foreign direct investment coming into Lao PDR. As we know that in order to gain from trade, it must be added the benefits from the transfer of knowledge and technologies arising from tightening global integration and a process that is also associated with a steady expansion of foreign direct investment (FDI) flowing mainly from the industrial countries to the emerging economies. Along with trade, FDI is an important vehicle for technology transfer, and together with an increasing supply of human capital, it has been a force supporting industrial upgrading (Altaf & Yusuf, 2004: 1). Therefore, the government of Lao PDR has integrated into the regional grouping ASEAN (Association of Southeast Asian Nations) in 1992, as an observer at the beginning. During its observation, Lao PDR had various requirements as an obligation to conform the group's commitments. As membership of ASEAN, Lao PDR would have as many opportunities and possibilities as challenges and threats in incorporating into the world market. This is the challenge of the government to face, and it is a pragmatic shift that never breaks up the government's willingness. The move had gone through various procedures to apply for ASEAN membership of the government. On March 1996, the government submitted application form for ASEAN membership. Finally, Lao PDR was accepted as a full member in 1997 (Bourdet, 2000). Since then, the government has followed various tasks and several commitments. The government has gradually improved living condition of its citizens. Socio-economic development and human development have become the main issues for the national development. After that, in response to the changing world in the new era of economic transition, the government has taken part in reaching millennium goals. Together with the world leaders, the government had joined the Millennium Summit at United Nations Headquarters in New York on September 2000. The Summit had adopted the United Nations Millennium Declaration. Endorsed by 189 countries, the declaration has committed nations to a new global partnership to reduce extreme poverty. The Summit set out a series of targets together with those of the previous conferences during the

1990s to be reached its expected goals by 2015, and they became the Millennium Development Goals (MDGs). Toward the goals, the government of Lao PDR has strongly committed to reduce the proportion of people below the poverty line by deadline. In close relationship with MDGs, the government has clarified and developed the national strategic framework and the national development agenda. For example, the National Poverty Eradication Program was set out in 1996 by the 6th Party Congress, and it was renamed as the National Growth and Poverty Eradication Strategy (NGPES) in 2003. It encapsulates the essence of the Lao PDR's approach toward achieving the setting goals by the 6th Party Congress, namely exiting the group of Least Developing Countries by 2020 (The Government of Lao PDR [GOL], 2004). In line with NGPES, sectoral policies and plans (for health, economy, education, and others) have been adopted as key strategic planning instruments, such as Health Strategy up to the year 2020 and National Strategy and Action Plan on HIV and AIDS. For educational sector, it includes the Education Strategic Vision up to the Year 2020, National Education for All Action Plan 2003-2015, National Education System Reform Strategy 2006-2015, Education Sector Development Framework 2009-2015, Master Plan for Technical and Vocational Education and Training 2008-2015, Strategy on Human Resources Development to 2020 and some other strategic plans. To achieve the long-term goals of NGPES, human resources development is one of key pillars for fighting poverty of the government.

Laos was ranked 138 covering 185 member states of the United Nations (out of 193) for the UNDP's Global Human Development Index released on 2 November 2011. In fact, Lao PDR has suffered lack of manpower since the period of the French colonial control. Laos is a landlocked country where there has been reliable statistical data on industrial employment information rarely available. Nevertheless, Fry (2008: 783) confirms that:

> "...it is safe to say that throughout its history, the level of economic and human resource development in Laos has been very low by international standards and Laos remains a predominantly agrarian society..."

Although the overall picture of human resources development in Laos has improved in recently decades; during the years 1995-2005, it is found that there was no significant improvement of labor productivity in the service sector (Oraboune, 2012: 83). In addition, the persistent shortage of manpower and skilled people has become an issue to improve for the remand of continuous growth of national socio-economic development, the increase of international cooperation, greater development of special economic goals and that of the development policy of national infrastructure-related development programs launched from the 1990s. Therefore, the future emphasis on fighting poverty through human resources development, rural development, and people's participation is a vital pillar that the government should put it into the national agenda of socio-economic development.

In fact, the national education system has been reformed at all levels step by step since 1975, but human resources development was not set out as a prioritized area. It became an important issue on the agenda of public policy under the resolution of the 8th Party Congress in 2006, and then it is also mentioned on the Education Sector Development Framework 2009-2015. This is:

> "…*The Education Sector Development Framework* will be a major education sector plan for Lao PDR. As a plan it draws upon, the 8th Party Congress Resolution, which clearly defines education as the core of human resource development and a number of key policy documents including the new *Education Law of 2007*, the *National Education Sector Reform Strategy 2006-2015*, the *National Socio-economic Development Plan 2006-2010,* the *Education for All National Plan of Action 2003-2015*, the *Education for All Mid-Decade Assessment* (2008) and *Vientiane Declaration of Aid Effectiveness* (2006). Both the Ministry of Education and development partners have endorsed the *Education Sector Development Framework* as the action plan for the *National Education System Reform Strategy 2006-2015…*" (Ministry of Education [MOE], 2009: 8)

Human resources development has taken as a driving force for national socio-economic development plan afterwards (MOE, 2009). Now, it has become one of four breakthroughs of the public policy adapted by the 9th Party Congress convened in 2011 under the theme: "Enhancing cohesive solidarity of the Lao nation and unity within the Party, Upholding the leadership role and capacity of the Party, Devising breakthrough approach for the implementation of the renovation policy, Creating solid basis for lifting our nation from underdevelopment by 2020, and Advancing further towards socialism destination." The four breakthrough goals were introduced as public sector innovation and the national policy and strategy in order to meet the targets of MDGs by 2015 and erase the country from the line of least developed countries by 2020. They are: (1) achieving the breakthrough in thinking by liberating or doing away with such ideas as dogma, stereotype, easiness, laziness, and extremism; (2) undertaking breakthroughs in human resources development, especially in training and improving knowledge and techniques in various fields in order to make a qualified workforce to meet the demands of development; (3) making a breakthrough in removing administrative and managerial orders and methods that block production business and services; and (4) achieving a breakthrough in addressing poverty by seeking funding sources and introducing special promoting policies, and creating social and economic infrastructure with focus, so that it becomes a driving force for national development in other areas. These four breakthrough goals are integrated with each other guiding socio-economic development of the government.

1.2. Education system and governance

1.2.1. Educational system: Historical perspective to the present

Historically, Laos had the first primary school during the end of the nineteenth century (Phetsiriseng, 2009). In the period of 1917-1939, education of Laos was a part of a system common to the whole of French Indochina (Pathommavong, 1955). The first lower secondary school was established in 1922, and the upper secondary education was combined in the system in 1950. During sixty years of French colonial education, the development of formal education was very limited. Normal education system did not perform its goals regularly. According to Hayden (1967a: 171), he states that a *cours complémentaire* had been set up in a Vientiane school in 1921 as an extension of primary education, and this developed into a fully-fledged *lycée* with the two cycles of secondary education. Other than this, pupils had to go to *lycées* in Phnom Penh (Cambodia), Hanoi, Saigon or Dalat (Vietnam) for secondary education. In 1945, on the eve of independence, a basic education of six years was being given to 11,401 pupils by 453 teachers in 187 schools, and the curriculum remained central to the character of French colonial education. In addition, Lao language was still excluded from the normal education system. Up till the early 1960s, the national education system was reformed with more character of patriotic, artistic and literary education and cultural preservation of the nation (Saignaleuth, 2008: 26). The duration of normal education had extended to thirteen years of duration, that is, six years of primary education, four years of lower secondary education, and three years of upper secondary education. There were two cycles of primary education having three years of duration each cycle. The first cycle was from grade one to grade three, and the second cycle was from grade four to grade six. Bilingual teaching system of using both Lao and French language was begun in primary education in 1962. The medium of instruction in Lao language was in the first cycle, and in French as a strong element was in the second cycle. Simultaneously, the Lao Patriotic Front (LPF)[7] also had its own curriculum, emphasizing the Lao patriotic education using the curriculum as a strategic tool for revolution-liberated zones, and forming education system as ten years of duration (a four-three-three system). Lao and French were used as the medium of instruction. The village pagodas were continuously used as schools and became the main educational institutions of the country, and monks became teachers.

Entering the period of the new regime from 1975, the government had put an emphasis on basic education as a priority area and had a mandate to develop human resources base in the country. However, it was not easy for the mandate to work for human resources development because the national educational system was evolving under different constraining conditions of the historical background, geographical location, limited economic opportunities, poorly paid teachers, insufficient funding, and shortages of facilities (ADB, 2000). In addition, in the period of protecting and building the nation from the year 1975-1985, the political environment had suffered a lot from ongoing internal conflicts. The process of increasing control by political cadre was reorganizing at village administration level through establishing mass organizations and emphasizing on political correctness, and increasing political and social control. Apart from that, the national economy was in the progress of continuing downturn. The country was in uncertain situation regarding political and economic move. People were getting poorer. These challenges led some groups of people, especially educated people and former civil servants of the Royal Government, to leave the country for a new settlement in the second and the third countries. Therefore, the new government had lost as much as ninety percent of educated class of bureaucrats, teachers and technicians (John, 2006). In response to the loss of educated citizenry, the new government has taken several years to recover by developing and designing various strategic development plans for human resources development. The government of Lao PDR has struck a right balance between the need of human resources and socio-economic development. Thus, national education system has been reformed. Its general education system

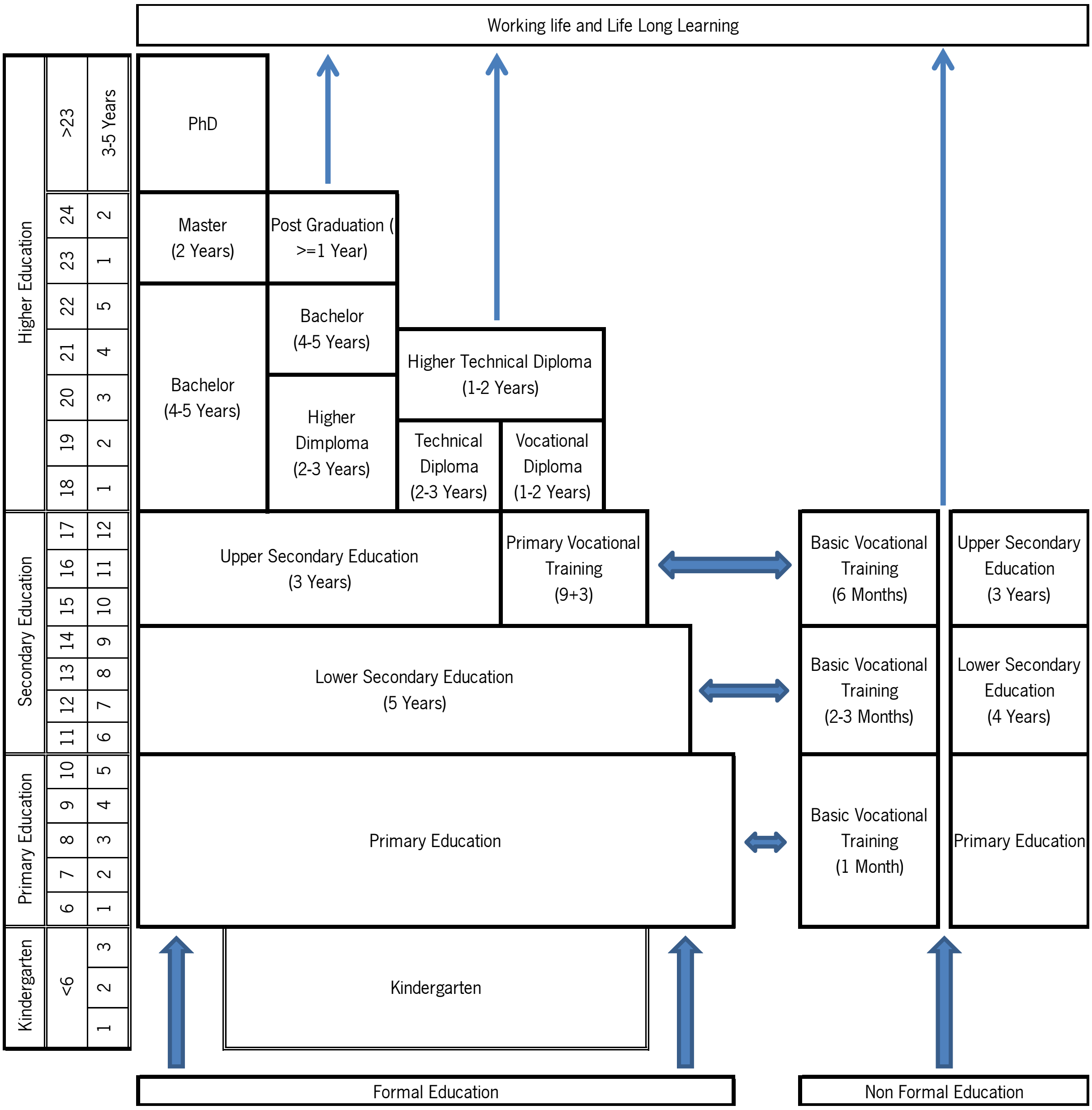
7. According to Stuad-Fox (2008), the LPF was formed in January 1956 to act as the broad political front of the Pathet Lao to contest political power throughout the country. Like its predecessor, the Free Laos Front (Naeo Lao Issara), it was guided at all times by the Lao People's Party (subsequently, the Lao People's Revolutionary Party), though this was never revealed at the time. A Central Committee of 40 members was elected, representing mass organizations, including youth, women, trade unions, farmers associations, and religious and ethnic minority organizations. Its task was to strive for "a peaceful, independent, neutral, democratic, unified and prosperous Laos." As part of the agreements leading to formation of the First Coalition Government, the LPF was registered, after some objections, as the political party of the Pathet Lao. As such, it put up 13 candidates in the supplementary elections of May 1958, when it surprised everyone by winning 9 seats. The LPF published its own newspaper and continued to act as the public political face of the Pathet Lao until the movement seized power in 1975. It was replaced in February 1979 by the Lao Front for National Construction.

was added one more year from ten years of duration to eleven years (five years of primary education-three years of secondary education-three years of higher school education). Dilapidated primary and lower secondary curriculum were revised again during 1991-1999, with compulsory study of primary education in 1996. In addition, adult literacy campaign was launched in order to extend elementary education to all ethnic groups. Nevertheless, there have been multi-obstacles influencing and undermining the efforts of the government for educational development. For example, there has been the existing exodus of qualified teachers, teaching materials were impoverished, and the location of schools was far from villages.

According to Gonzales (2007), the objectives of education in the region were redesigned in 1987 in order to take responsibility for economic development and in harmony with the approach of market economy that recognizes education as a driving force. The government of Lao PDR also sees the importance of education for sustainable development including social development and economic development, and the national education system reform has become the emphasis of the current government's agenda. Therefore, national education system has been reformed at all levels since the late 1980s although the educational sector across the country continues to be hampered by the shortage of human resources, under-qualified teachers, inadequate curricula and facilities, as well as lack of teaching equipment. The new policy on education, based on the national goals and the global trend of educational reform, has been set to reach national goals of education development including schooling from 11 years (5 + 3 + 3) to 12 years (5 + 4 + 3) by adding one grade at lower allowing the population of school-going age having greater access to primary and secondary education by compulsory education. According to Phetsiriseng (2009: 278), quality improvement in basic education was a key concern reflected in most plans, strategies, and policies in education including the EFL [8] National Plan of Action 2003-2015 operated in 2004, the National Education System Reform Strategy 2006-2015, and the Education Sector Development Framework 2009-2015. The core reform agenda was the expansion of general education curriculum by increasing the number of years of secondary education. This is the responsibility of the government on the 2000 Dakar Framework of Action in order to reach the EFA goals. Subsequently, in 2009 the national education system was reformed as a five-four-three system. Now the national system of education comprises of three years of pre-school education (crèche and kindergarten), five years of primary education, four years of lower

8. EFA Education for All

secondary education, and three years of upper secondary education. The education system also includes semi skilled training, skilled worker training, vocational diploma and apprenticeship training. Regarding post secondary education, it has been restructured step by step. At university



Adapted from MOE (2011: 46)

Figure 3: *National education system of Lao PDR*

level, the duration of higher education programs takes one year to seven years to complete, subjected to the different subjects. The significant sign of reforming higher education in the new era was emerged after marketing economy was introduced in the mid 1980s. In the 1990s, public higher education institutions were restructured through observing the revolution of regional and global higher education. Following the institutional change of higher education in the world and with foreign assistance on education and receiving the consult regarding education development from international organizations including Asian Development Bank and World Bank, in 1996 public higher education institutions were merged into a single state-run university, National University of Laos. Simultaneously, private higher education has been promoted and approved to run academic activities for human resources development.

In conclusion, for the past decades the development of education in Lao PDR has faced a number of problems (Gonzales, 2007). However, the government has been trying to reform the national education system in line with the universal education system, improving the quality of education deliberately by opening the country for international cooperation and accepting foreign assistance on education. Now, there are consequences of higher education reform and development based on good governance, innovations, and research at university level; and it is in the process of observing and learning how to upgrade higher education institutions to the institutions with high degree of autonomy and self-reliance. The answer of this question will be the work of further study.

1.2.2. Governance of education system in Laos

The process of governance and management of public educational institutions is as complicated as in other public organizations and private educational institutions. It is an interactive process that involves many policy-making, technical and administrative bodies at the national and institutional levels. Sometimes, it is viewed as highly centralized with powerful central agencies exercising control over, and demanding compliance from provincial and district education authorities. However, it works for local programs, projects and values as plans and implementation assigned. The future may see increased educational responsibilities devolving to the province, district and village (ADB, 2000). For highest decision making, the Lao People's Revolutionary Party is the major policy-making body in the country, playing an important role throughout the national educational planning process. The Party holds a Congress every five years to discuss major national issues and pass resolutions which establish the broad policy framework, objectives and sometimes targets for the next five or more years. At each planning stage, discussions are conducted within the Party unit. For example, within MOES, there is a Leading Party Committee which consists of the minister and selected department directors. The Leading Committee for Human Resources Development (LCHRD) reviews education planning documents in their developmental stage before they are sent to the National Assembly which promulgates necessary decrees. The Minister of education is the vice-chairman of the LCHRD.

In the Lao PDR, MOES is one of several ministries involving in educational activities. Particularly, it takes the responsibility for national education system planning, recommending education policy, supervising education throughout the country and monitoring the implementation of educational planning. Its main activities include curriculum development, textbook writing and publications, teacher education, higher education (including National University of Laos, Champasak University, Souphanouvong University, and Savannakhet University), educational finance (including development of the national education budget) and overall personnel management in the national education system. MOES also controls national examinations for general education. According to ADB (2000), examinations in grade one through four are undertaken by the District Education Bureaus (DEBs) and by teachers, and the examination in lower and upper secondary education is administered by Provincial Education Services (PESs) and the central ministry. In higher education, in some years the ministry took over and supervised the university entrance examination. In consequence, there had been a contradiction between lines of ministry authorities and those of university's ones. This is an abrupt constraint to prevent academic activities freely. In fact, the ministry has authority to establish or abolish grassroots educational organizations, defining the higher education organizations and the role of the PES and DEB, appointing and discharging education officers at all levels, and issuing, as necessary, various educational decisions, rules, orders, regulations and notices. In terms of performance based on the educational deconcentration, the control of the ministry over the provincial and district education services is limited because the provincial governors and the Party committee at each level have authority to maintain considered power to educational management, e.g., senior personnel appointments and budget planning and finance management. Actions and requests from PESs to MOES required the approval of the provincial governor's office.

1.2.3. Insight into higher education evolution in Laos

1.2.3.1. From the late French colonial education to 1975

From the years 1917 to 1939, the entire Indochinese area had a single educational system, and it was centrally directed by University of Indo-China in Hanoi [9], Vietnam. The

9. Transferred to Saigon in 1954

decentralization of educational system was emerged in the educational system of Laos in 1939 (Ogawa, 2008: 284). During this period, educational administration was highly decentralized. All decisions concerning scholarships and examinations were taken by the provincial governors, acting for the Minister of Education upon proposal submitted by the primary school inspectors (Pathammavong, 1955: 99). In insight of post secondary education during the period of French Education Service, it is described by Hayden (1967: 167-176)) as "a thing of the future." After its independence, Laos entered the modern era, and there was the rise of Laotian Civil War with internal conflicts between two political groups, the Royal Government and the Pathet Lao [10] government (the current government). The public school system was operated by gradually transferring to the Lao Ministry of National Education of the Royal Government. Regarding higher education development, it would seem that there had been several problems because almost none of Lao civil servants were awarded the degrees of higher education prior to the independence. In the post-independence, majority of civil servants were only the graduates of primary education and secondary education (Saignaleuth, 2008: 31).

In fact, higher education of Laos officially began in 1958, with the Royal Institute of Law and Administration (Ogawa, 2008). In the year 1960s, based on Hayden's (1967: 35-86) statement, higher education development in Laos was described as the preparation stages. There was no education at the third level in Laos. There were two vocational training schools, two commercial schools, a school of administration, a medical school and a teachers training college, but all functioned at the secondary level. Based on Hayden (1967: 167-176), there was the emergence of forming the embryonic University of Sisavangvong by educational institutions including School of Medicine, the Royal Institute of Law and Administration, the Secondary Section of the *Ecole Normale Supérieure*, and The Secondary Teacher's Division of the Vientiane High School. In 1962, the national education system was reformed with the embedded character of patriotic, artistic, literary fervency and cultural preservation. Lao language was used as the medium of instruction in the national education system together with French. On the other hand,

10. Pathet Lao (Pathet Lao). Literally "Country or Land of the Lao," so meaning "Lao State" or "Lao Nation," the term seems to have been first used as a political designation in 1950 in the manifesto issued by the Congress of the Free Laos Front to refer to those areas liberated from French control. Thereafter it was applied more broadly to refer to the anti-French guerrilla movement allied to the Vietminh and subsequently to the procommunist, antigovernment insurgency and to the Lao revolutionary movement in general (Stuad-Fox, 2008, p. 249). In other words, it is a left-oriented nationalist group in Laos that took control of the country in 1975. In 1956 a legal political wing, the Lao Patriotic Front (Neo Lao Hak Xat), was founded and participated in several coalition governments. In the 1960s and early '70s the Pathet Lao fought a civil war against the U.S.-backed Vientiane regime, winning effective control in the north and east. In the spring of 1975 Pathet Lao forces consolidated their power throughout the country. The Vientiane government fell in May 1975, and Pathet Lao leaders formed a new government.

higher education had been reformed continuously. In the 1960s, it would say that higher education in Laos was in the period of its embryonic development. Some higher education institutions were established, including University of Pedagogical Institute (UPI) in 1964 and the University of Health Sciences in 1969. Various programs of higher education were developed for the society, with four years of the programs' duration, but there was no any offer for programs in arts and sciences.

Regarding the number of students enrolled, there were a small number of students entering higher education during this period. Hayden (1967: 167-176) states that a number of students enrolled in higher education were very low in 1963, and many students did not continue their further education after completing secondary education (Weidman, 1997). This might be because the country was having young and small population at that time. Furthermore, in the period of sixty years of French colonial education, Lao language was excluded from the educational system of Laos. Since its independence from France, educational system of Laos remained the character of French colonial education system, especially normal education system. This might be another reason for the small number of students enrolling at all levels in the past. On the other hand, it might be because the country was in the condition of civil war and internal conflicts among political groups. However, it is found that the 1962 reform of national education had made major change in national education system because all political parties had agreed to take the obligation and the responsibility for the development of national education to drive the national development. Every group had its responsibility to improve national education with the character of patriotic learning and preserving national culture. In addition, in 1957, the United Nations Educational Scientific and Cultural Organization has come into Laos and played an important role in evaluation and improvement of education of Laos. Therefore, there has been a gradual increase of student enrollment at all levels since then (Saignaleuth, 2008: 32).

In terms of financial assistance in higher education, foreign aids were the core funding source. There was no much source of fund and financial assistance from the government for Lao students to train overseas. In the year 1956-1957, there were 146 students training in foreign countries, seventy-five in France, twenty-nine in Cambodia, and twenty-seven in Thailand. After that, there were a decreased number of students training overseas year by year. Regulations and rules on quota provision for students enrolled in higher education during this period were not determined strictly. It would seem that the written rules were oriented by an elitist tentative and likely to serve the purposes of the government, and that there seems to have been a vague figure to search for the fact on the purpose and the development of higher education prior to 1975.

1.2.3.2. From 1975 to the present

In brief, through exploring the literature of higher education of Laos under the new government from 1975, the source of higher education of the Pathet Lao government was derived from upgrading the Normal School of Viengsay to higher education status with the establishing of a section for training of secondary school teachers in 1974 in Huaphan Province, the hearth of revolutionary movement during the civil war in the northeast of Laos. At the beginning of the new government, higher education development had suffered various constraining conditions. However, it becomes a new impetus to develop human resources, produce work productivity, and preserve life styles and cultures of the country (Sithirajvongsa & Goh, 2004). By examining the evolution of higher education under the new regime, Laos PDR has two periods of higher education reform and development alongside the path of political move and socio-economic transition. They are the period of the downturn of national economic through the year 1975-1986 and the period of socio-economic transition from the year 1986 to the present. After the foundation of Lao PDR, there was an emerging reform of higher education by unifying higher education institutions, the National Institute of Pedagogy of Vientiane and Normal School of Viengxay [11] into the Higher Institute of Pedagogical of Vientiane, with two branches located in Luangprabang and Savannakhet, providing courses in Mathematics and Physics, Biology and Chemistry, Geography and History, Psychology, Education Sciences, and Lao language (Ogawa, 2008). In addition, the Faculty of Medicine of the former Royal School of Medicine in Vientiane was upgraded to a higher education institution, the School of Medical Sciences. In 1984, the National Polytechnic Institute was founded in Vientiane comprising of four faculties: Faculty of Mechanical Engineering, Faculty of Civil Engineering, Faculty of Fundamental Sciences, and Faculty of Electrical Engineering. The courses had five years of duration. Some students took one year of preparation programs before entering specialized subjects. All the while, the development of higher education is as many small businesses in the brink of being fold during that period. The goals of higher education were widely ambiguous. The emphasis of higher education was on increasing control of society across the country of the government rather than

11. The Normal School of Viengsay was a school founded by the Pathet Lao Government (the former LPRP) in Huaphan Province upgraded as Higher Education status with the establishment of s section for the training of secondary school teachers in 1974 (Ogawa, 2008)

developing human capital through competence development. As a result, higher education development was not realized as a key area to foster the national economic development at the beginning of protecting and building the nation.

In relation to the requirement for student admission to higher education institutions, it was based on the quota system allocated by the Ministry of Education (MOE). However, the majority of students enrolled were those who lived in main cities of the country. Provincial education services had responsibilities for making decision and drawing up for the allocated quota, but available in a small number. The criterion for receiving the quota of high school graduates was relied on their academic performance throughout the academic year and the result of the final exam. By quota system, it seems that the burgeoning of equality and opportunity for all people in the society is unfolded in higher education system, in particular, when the rise of equalized entitlement (Kelly, 1995) is made for disadvantaged and vulnerable groups of students who have good academic performance. For this, it requires high transparency and accountability of educational management. Nevertheless, although there was the bribery of the quota in the past, the strongest students had been given a prioritized place. I had this experience in 1995, and became one of quota students from the south of Laos.

Turning to the era of socio-economic transition, the New Economic Mechanism was introduced in 1986. This was a big step forward for capitalist economy. The country has begun with an open-door policy and free market economy to attract foreign aids and foreign investment. The government has accepted new approaches for socio-economic development. As a result, the flow of foreign investment has been increased in Laos. The foreign investment has been promoted by the government, as well as socio-economic activities have been increased. After market-oriented economy set up, socio-economic development was making a good progress. Regionally and globally, Laos has been integrated in ASEAN and global activities as a member of related associations. Subsequently, there has been an increase of international trade and commerce. All in all, the need of human capital (manpower, workforce skills, technical trainers and expertise) has been in a great demand. Influenced by socio-economic change, the reform of higher education system has become a requisite for the development of national economy. From lessons learned during the implementation of market economy, the government has realized the importance of human resources development as a driving force for enhancing and fostering socio-economic development. Therefore, the innovation of higher education has been accepted by the government. In addition, privatization of higher education was emerged, and the government has acknowledged the important contribution of private higher education during the 1990s. Therefore, higher education reform covering both public and private higher education institutions has launched since 1995, with Prime Minister's Decree on establishment of the National University of Laos (NUOL) No. 50, Prime Minister's Decree on Private Higher Education in 1995. The passing of these Decrees during the year, it was as a timely reminder that higher education was seen as vital to Lao economic growth. It is also noted that the reform of higher education had provided the essential framework for liberalization and privatization of higher education on a larger scale to meet the social and economic needs of the country. Responding to the Decree No. 50, ten public higher education institutions were merged into the first National University of Laos in 1996. Some faculties of NUOL are located in different campuses. The main campus of president office is in Dongdok, Vientiane, the Capital City. Later, the national legislative framework on education was improved. The Decree of NUOL No. 87 was also revised in 2000, and the Decree of the higher Education Curriculum (National Standard) was promulgated in 2001 (Xaysomphou, 2006). Higher education institutions begin to have some extent of autonomy for designing the curriculum and academics activities, particularly NUOL.

According to ADB (2000), the access to NUOL has been increasing every year. The establishing regional universities would help improve the better access to higher education across the country. Therefore, two regional universities have been established, Champasak University in 2002 (in the southern part of the country, Champasak Province) and Souphanouvong University in 2003 (in the northern part of Laos, Luangprabang Province). The two provinces are special zones for national social-economic development of Lao PDR, so provincial students and graduates of secondary education would certainly benefit from these regional universities. In 2009, the fourth public university, Savannahkhet University was also founded in the central part of Laos, Savannakhet Province. The fifth university is University of Medical Science that is upgraded from the former Faculty of Medical Science of NUOL. Totally, Lao PDR has five public universities, but there are no private universities. There are only private colleges being allowed to perform university equivalent programs. In addition, in response to the government's policy on expanding education at all levels, many of public and private post-secondary education institutions enable to award bachelor's degrees under the control of the Ministry of Education and Sports (MOES). For example, some of these institutions are: Comcenter College, Lao-American

Language College, Seangsavan College, Latana Business College, etc. However, there have been many concerned factors affecting the quality of higher education so far. Based on the statement of Phanolath (2004), some faculties and institutions, which provide higher education programs, are not formally equal in contact credits. For example, some subjects take more or less credits than the others. In addition, the study programs of each institution and faculty vary in length.

Although higher education of Laos maintains in a good position of the reform and all universities are in a good image of establishment, there are many constraints affecting the development of all universities, such as lack of qualified administrative and academic staff, fund, and facilities. The vision of institutional governance and the management of higher education are ambiguous and vague in its definition. Among public higher education institutions, NUOL is now recognized as the central higher education institution to support academic activities for the new public universities, the technical assistance and training for university academics and university administrative staff. Recently, higher education has been under the strengthening project from 2009-2015 by additional grant support of ADB. The project comprises of three universities to be strengthened including NUOL, Champasak University and Souphanouvong University. There are four outputs of the project including strengthened management, financing and higher education governance; enhanced relevance and capacity for quality improvement of higher education; increased equity and access in higher education and enhanced effective project management and implementation.

1.2.4. National University of Laos

NUOL was initially made up of seven administrative offices, nine academic faculties, one School of Foundation Studies and once central library. In continuing restructuring and its development, at the present the university consists of ten administrative offices, eleven academic faculties, two educational institutions, five academic service centers, one central library and one talented and ethnic groups school of secondary education. Each faculty has its own profile of hierarchical system including offices, departments, divisions and sectors. Except the Faculty of Medical Sciences, it was upgraded as the University of Health Science governed by the Ministry of Health Sciences in 2009.

The establishment of NUOL has become a new chapter of higher education evolution of Lao PDR. It becomes the success of national goals and strategies of the government, although NUOL was established under the constraining conditions of incomplete development of the

Faculties	Departments
Education	Psychology of Education, Languages, Teacher Training of Science, Teacher Training of Social Science, Education Management, Languages, Lao Language and Literature, Physical Training,
Social Science	Politics and Public Administration, Sociology and Development, History and Heritage Management, Geography, Tourism and Hotel Management
Science	Biology, Chemistry, Computer Science, Mathematics, Physics
Economics and Business Administration	Economics, Business Management, Trade, Monetary and Banking, Accounting
Letters	Lao Language & Mass Communications, English, French, Japanese, Chinese, Vietnamese, German, Korean
Forest	Economics Forest and Applied Forest, Community Forest and Development; Forest Management and Utilization Land Planning, Watershed Management & Land Use Planning; Reservation Tourism and Nature
Agriculture	Plantation, Lives stock and Fishing, Economic Agriculture and Food Technology
Environment Science	Environment Management, Environment Science, Environment Development, and Foundation Science
Laws and Political Science	Laws, International Relations, Business Law, Public Administration
Engineering	Civil Engineering, Mechanical Engineering, Electrical Engineering, Electronic Engineering, Communication & Transportation Engineering, Water Resources Engineering, Computer and Technology, Vocational Teacher Training
Architecture	Architecture Science, Urban Environment Planning, Building Science

Source: MOE (2009)

Figure 4: *The faculties of NUOL and departments*

in the specialization areas, the improvement of expenditure tracking and financial accounting and lack of funds and physical facilities (ADB, 2000). In addition, to begin with the new evolution a number of innovations of global higher education have taken and been adapted to be compatible with the local needs and cultural preservation of the nation. Particularly, there has been the introduction of new admission policies, staff development programs, curriculum reform, diversification of courses, innovative research and international cooperation. Recently, NUOL, as a state-run university, has been a central higher education institution of Lao PDR. For almost two decades, it has produced thousands of graduates to supply the need of labor market for socio-economic development. In the profile of NUOL, there have been a clear, written mission, vision and goals. NUOL has developed its own strategies of five-year plans. Based on the resolution of the 9th Party Congress and Educational Development Plan of MOES, NUOL has implemented the plan of the year 2011-2015 underway to complete. The plan is used as a guideline for academic performance and development in response to the expansion of postsecondary education enrolment, the requirement of skilled and competent graduates to foster the growth of knowledge and economy society-base movement of internal and global society. According to (Ogawa, 2008), he states that NUOL has moved on the right track. NUOL has advanced in restructuring and reorganizing institutional governance and management in a good shape under the direction of MOES, especially in the areas of academic affairs, finance and administrative operations. Since 1996, NUOL has had some major changes in institutional governance and management. Faculties of the university have been increased from eight to eleven, in line with the increasing number of offices, faculties, departments, sections, and educational centers related to the societal and global development. The new working units in each department and section of various faculties have been restructured to carry on various tasks and academic activities, such as teaching and learning, conducting research, evaluating the learning contents, and improving and developing the new syllabus based on the needs of society. As challenges on globalization and rapid change in technology and economic uncertainty are oscillated endlessly, the Government has continuously improved legislation and policies to ease the operation of NUOL to foster the growth of socio-economic development. Over the past one decade and years, diversification with the institutional governance and management of NUOL seems to have permeated every aspect of policy, management structure, and implementation. However, the president and vice presidents of NUOL, and the faculty deans are still appointed by the Prime Minister through the proposal of Minister of Education and Sports. The presence of university structure consists of a governing body, in which it includes the university council and administrative and academic boards. The committee the governing boards are the president and vice president of NUOL, university administrators, faculty senate, representatives of other sectors. The university council is chaired by a representative coming from outside the university and MOES, appointed by Prime Minister based on the proposal of MOES, and the vice chairman is the president of NUOL. The faculty senate of the university council is established by deans from each faculty, directors of college, institutes, center, library, campus hospital, and five selected permanent academic staff of NUOL; ten representatives of socio-economic and cultural sectors and one representative of each political mass organization of NUOL including Youth Union, Trade Union, and Women Union. The main functions of the council are developing, discussing, and approving the university policy, strategic development plans, and issues in the university governance and management.

According to the profile of NUOL, it has been authorized by the government through the responsibility of MOES. MOES provides general policies for general education and higher education development. Related to educational finance, recently Ministry of Finance (MOF) has been in charge of annual budget for general education and higher education. A set of rules and regulation with regard to educational budget and financial activities of NUOL, it is the responsibility of MOF, before that it was under MOES. In terms of intra-cooperation and internalization, NUOL continuously extends its academic cooperation with many colleges, local universities, NGOs, educational organizations nationwide and international universities. The increase in intra-cooperation and internationalization has spotlighted the development of higher education in Laos as a whole. The changing patterns of institutional governance of NUOL have been visible on policies, structure, and academic implementation over the past decade and a half. On the contrary, the scrutiny of changes has not been evaluated and diagnosed systematically. Since NUOL was established, a number of graduates are provided for society; however, it is still questionable for the graduate's achievement and the quality of higher education. The graduates' employers are not satisfied with the graduates' performance on assigned tasks (Soulignavong , 2007; Chaphichith, 2009).

As mentioned earlier, it is obvious that the government has maintained strong control over the university governance since the establishment of the university. The changing patterns of university governance and management have evolved over some of the years, but they have never been examined deliberately in a scientific way. In addition, although the word "autonomy" of financing, academic affairs and research, staffing and international cooperation has given to the university operation in the early 2000s, based on the statement of administrative people at the ministry level (Boupha, 2008; Xaysomphou, 2006), it is found that the conception of autonomy is ambiguous and vague for the university governance and its management. As a result, the focus of this study is inspiring to see how autonomy of NUOL has gone through the past years and how it has affected institutional changes in restructuring of the university and its operation in financing management, academic freedom, research, and international cooperation (Boupha, 2008).

CHANGES IN ORGANIZATIONS AND HIGHER EDUCATION

> "Historians tend to use key events in order to begin or end their analyses. Obvious chronological markers include wars, economic upheavals, and major government decisions. In this regard, then, historians of higher education often choose to use the end of World War II as a marker, a point of time at which life in this country began to shift in important ways" (Hutcheson & Kidder, 2011: 221).

This chapter examines and explains the changes in general organizations to see how the changes affect the image of global higher education. The chapter is divided into two sections based on two perspectives, organizations and higher education. Changes in organizations are examined through characterizing the components and figures of organizations and explaining the factors affecting behavior of organizations contributing to other changes. In the following section, it explores changes in global higher education vis-à-vis institutional governance reform in different contexts, for example in Europe, U.S.A., Asia and some ASEAN nations.

2.1. Global changes in organizations

For decades, the image and diversity of organizations have been characterized in order to indentify insights into changes in organizations. In many ways, there is a wide diversity of concepts on how organization theories see an organization. Some authors identify it as something drawn on charts or recorded in elaborate manuals of job descriptions, to be duly noted and filed, while some refer the term "organization" as the complex pattern of communications and other relations in a group of human beings, providing to each member of the group much of the information, assumptions, goals, and attitudes that enter into decisive agreement, and also providing the member a set of stable and comprehensible expectations as to what the other members of the group are doing and how they will react to what he/she says and does. According to Pfeffer & Salancik (1978: 23, as cited in Pfeffer, 1997: 7), the goal oriented or instrumental view of organizations implies that organization refers to the collections of individual efforts that are coordinated to achieve things that could not be achieved through individual action alone. Simon (1958) expresses that the ongoing process of organization is described by sociologists as a "role system". He explains that:

> "...Part of the difficulty and part of the resistance to analyzing the organization factors in executive behavior stems from misunderstanding of the term 'organization'" (Simon (1958: xvi)

Another perspective on organizations is summarized by Abrahamsson (1977: 11) that:

> "...organizations are deliberately designed social structures which have been established by a certain person, groups, or class, in order to implement certain goals. These persons, groups, or classes shall be called the mandators of organizations. Organizations are instruments for the pursuit of rational action motivated by personal, group, or class interests. They are means for getting work done, i.e., means for production, whether material or immaterial."

Meanwhile, Morgan (1997) builds on theories describing organizations by using the term, "metaphor" in which organizations are implied and seen as machines, organisms, brains, cultures, political systems, and other things. Metaphor is regarded as a device for embellishing discourse to apply a way of thinking and a way of seeing, to pervade how the world is generally understood, and to understand the complex and paradoxical character of organizational life. Beside, Glegg & Harry (1996: 3) see the organization as an empirical object, in which they explained that:

> "...we see something when we see an organization, but each of us may see something different. For example, we can refer to 'the World Bank' as an 'organization', one with specific resources and capacities, with rules that constitute it; with a boundedness that defines it more or less loosely; with a history, with employees, clients, victims, and other

interested agents. These boundaries, these rules, this history, these agents must be enacted and interpreted, however, if they are to form a basis of action. For example, a rule has to be represented as something enforceable and obligatory before it means anything, and it may mean nothing or it may mean many things to members and their experience of everyday organizational life..."

In relation to organization theories, Chia (2003) additionally provides six assumptions of modern organization theory in order to shape the research agenda of organizational theorists. The assumptions include objectivity, self-identity, individual intentionality, local causality, homeostatic, and linguistic adequacy. They are about explaining and identifying the notion of organizations in the modern age, the pattern, and overview of organizations

Objectivity: Organizations are viewed as concrete social entities with fixed locations, clear identities, and describable attributes.

Self-identity: The components of an organization are purposefulness and direction, stability and configuration, cultures and values, goals and functions. They are believed to be visible, comparable, and measurable to characterize. As an organization has its own unique figuration and character, it is possible to talk about its structure, strategy, culture, values, and goals and to relate these attributes to perceive organizational actions. In addition, the organization is thought of as interacting relatively freely with its environment in the same way biological species adapting and interacting with their surroundings in an effort to survive. Each has its capacity to influence and be influenced by the external world. Therefore, organizations are widely conceived as open but bounded systems interacting with their environment (Scott, 1992: 119, as cited in Chia, 2003).

Individual internationality: The primacy and autonomy of individual actors are taken as a starting point. Atomicity and the aggregation of individual actions into a collective effort are emphasized. The actions are believed to make meaningful and conscious choices so much so that purposefulness, control, and casual attribution can be duly assigned even if the eventual outcomes are not always what were intended. Such outcomes are "either loosely" or "tightly coupled" to intended actions on the part of individual actors so much so that the organization as a whole is assigned a secondary reified status. Organizational realities are very much a product of the subjective enactment or social constructions of individual actors.

Local causality: Organizations are deemed to change primarily through the active intervention internally or externally, and the models of "tightly-coupled" causality are assumed in the modernist explanatory schema. The models are widely used in the analysis of organizational change.

Homeostatic change: Change in organizations is occurred through intervening of internal and external forces, in which environmental pressures or internal agency by way of choices and decisions taken provide the impetus for changes to take place. Organizations are deemed to operate within a socio-economic context which includes markets, immediate external environment, local national laws and regulations, international practices and agreement, all of which impact the survival of the organization itself. Market pressures, mission statements, culture change imperatives, and technological imperatives therefore provide the necessary justificatory bases for initiating change efforts. Change is not regarded as immanent in organizational processes. Rather change must be initiated and very often externally enforced.

Linguistic adequacy:

> "...the idea that the words are adequate for expressing thought and more importantly that all proper knowing entails conscious thought that can be suitably expressed through language provides the epistemological platform for the legitimization of modern knowledge..." (Chia, 2003: 122).

As the statement explained above, organization theorists see an organization and its platform in various attributes, so that the study of changes in organizations is recognized as a complicated study. Clegg & Hardy (1996, 1999) raise some questions on changes in organizations including "What is the world like today? How has it changed? What does it mean for the study of organizations?" Obviously, there is no concrete and clear answer for these questions, solely the trace of historical perspectives and concepts of changes in economy and organization behavior adopted and described, in particular the changes of organizations during and after the Cold War dated from 1947 to 1990s. This was a long period that Nye, Biedenkopf & Shiina (1991: 1) describe the situation as:

> "the world was underneath the surface, tensions builds we experience earthquakes – or revolution..."

Under the long period, Nye *et al.*, (1991: 1) additionally assert that:

> "...the world order rested on a seemingly stable bipolar structure. However, economic and political strains were building beneath the surface. Earthquakes were felt with the Eastern European revolutions of 1989. Iraq's invasion of Kuwait in 1990 was another significant shake. It is unlikely all the tremors are over. The second Russian Revolution is still in its early stage. The decline in Soviet power has been accompanied by the increasing economic integration of Europe and the continuing rise of Japanese economic power. The share of power of a 'new world order' remains open and fluid..."

According the statement of Nye *et al.*, (1991), it seems that historical and economic perspectives and radical changes have become the chronological driving markers of changes in organizations including changes in the world largest, foremost, and prominent international organization, the United Nations (UN), in which it has been influenced by the emergence of Cold War. On Latif's (2000:23) article, *United Nations' Changing Role in the Post-Cold War Era*, she mentions that:

> "...even though the leadership of the organization in peace and security matters rested on the superpowers, the outcomes in term of bloc politics had prevented UN to perform its primary goal of the maintenance of peace and security..."

Since the last five decades of the twentieth century, many things had been changed. Socio-economic and political systems had been reformed continuously. According to Gilpin (2001: 5), the structure of governments has been also changed. Communism was cracked down, weakened, and collapsed, and there was eradication of apartheid, the advance of feminism, and the erosion of US commercial dominance with the rise of East Asian economic power instead. All in all, the world economy has become a factor affecting the tremendous change of organizational figuration and action since 1987. During this time, the brink of American leadership and the close economic cooperation among capitalists power were waned, while the market-oriented economy has been permeated much larger into formerly communist, developing and less-developing countries (LDCs) in Southeast Asia including Laos in the 1980s. These countries have been willing to participate in the world market system, in particular the active role play of LDCs in the World Trade Organization. In conclusion, this is how the world has changed so far. Since the aftermath of World War II, it has been the era of the global competition in the world economy. Certainly, all changes reflect the image of global organizations, reproduce, and refute both the traditions of discourse that have shaped the study of organizations and the practices in the way which members of organization engaging.

To be compatible with changes of the world economy, many organization theorists have devoted their work on changes in organizations. The behavior of local and global organizations becomes a prominent issue for organization theorists, and it is connected with the development of behavioral and social sciences, such as psychology, sociology, political science, and anthropography. These are relevant to understanding people's behavior in organization settings (Vecchio, 2000). Along with the influence of globalization, the world market and the global competition, additionally organization theorists have adopted and developed new organizational conceptions to help discerning teachers and students navigate their own routes around organization studies. According to Starbuck (2003), although organizations have been created for many thousands, perhaps, tens of thousands of years, generalizations about organization and contribution to organization theories are almost entirely the products of the last half of the twentieth century. Starbuck (2003: 143) says that: "the proposition about organizations remained infrequent until later 1940s and they did not become prevalent until the 1960s." Since then, the subject matter of organization theory has become a considerable interest to a wide range of authors in the era of changes in socio-economic and political world, in particular to economists, political scientists, social psychologists and sociologists (Simon, 1958: x).

Changes in organizations in line with changes in society and technology are acknowledged. The developments of organization theories have been started possibly and interestingly. The organization theories are formed as a broad category including scientific management (Taylor, 1911; Locke, 1982), industrial engineering, and industrial psychology, the psychology of small groups, and human resources management and strategy (Simon, 1952, as cited in Starbuck, 2003: 439-452; 2003: 143-182), sociology of education and education development (Hallinan, 2000), and lately the frame of power and politics in the school system which become an enormous scope to influence what happens in educational institutions. In particular, for those who seek to exert influence individually or in organizations, they have involved in politics including associations of parents, teachers, students, administration and laymen who form and seek to promote their ideas through political processes in order to influence others (Locke, 1974).

Nonetheless, this study is about institutional governance and management of higher education institution, somehow there would be the differentiation between educational institutions and other types of organizations. According to Baldridge, David, Goerge & Gary (1978), the major difference between them is stated that information is now copious on organizational processes from interpersonal and environmental relationships to institutional structures. Between the 1960s and the 1970s, social scientists from different disciplines had investigated the dynamics of complex organizations, governmental agencies and educational institutions. It is found that there is the difference between the organizational characteristics in academic institutions and the ones in other institutions in terms of ambiguous and diverse goals. Academic institutions are seen as facing the dilemma of being dependent or being self-reliant. Thus, traditional theories might not be able to be applied in higher education institutions directly. This is because academic institutions serve clients instead of processing materials. The key employees of academic institutions are highly professionalized. They possess unclear technologies, and base more on professional skills than on standard operating procedures, have fluid participation with amateur decision makers who wander in and out of their decision process (Cohen & March, 1974; Baldridge *et al.*, 1978; Alfred & Carter, 1999). It is to apply traditional management theories directly to educational organizations. Therefore, it is essential to consider what to take carefully and how they can work well in an academic setting. In addition, it is necessary to manage and improve higher education with the modern management techniques borrowed from and influenced by various business models that several scholars of academic institution governance have coined various terms of modern management theories including organized anarchy, collegium, bureaucracy, federated professionalism, political systems and cultural and new science perspectives (Baldridge *et al.*, 1978; Manning, 2013; Pussser & Ordorika, 2001). Furthermore, Baldridge *et al.*, (1978: 28) express that: “as research on higher education has increased, images describing academic governance have also proliferated. Three models have received widespread attention, more or less dominating the thinking of people who study academic governance.” The three models mentioned are bureaucratic, collegial and political ones, each of which has its strong points, and together they can be used to examine slightly different aspects of the governance process. However, according to Pussser & Ordorika (2001), there are four major frames of analytical concepts influencing research in higher education governance at the present including bureaucratic-rationale, collegial, political and garbage can or symbolic frames. These frames become a means to guideline and interpret the studies on higher education governance and management. More details of these analytical models will be explained in the following sections of the next chapter.

2.2. Global changes in higher education

In the statement of Altbach, Reisberg & Rumbley (2009), it is concluded that the general study of academic institutions has had an impetus on the brink of academic revolution and taken place in higher education since the second half of the twentieth century. It has been marked by transformations unprecedented in scope and diversity. Especially, in public education systems, political climate and socio-economic development of the globe and the region have been sympathetic to privatize a broad range of public services of education institutions including public higher education institutions because it is believed that the privatization enables the institutions to increase cost savings, receive support from political decision makers and greater flexibility. Therefore, there have been the patterns of privatization being introduced into public education systems at all levels over the decades around the world. Ball & Youdell (2008) explain that many of these changes in public education services are the result of deliberate policy under the banner of educational reforms. On the other hand, there are other changes of public education institutions being introduced in the way that schools and universities are run and presented as keeping up with the times. It means that higher education institutions' policy is obviously an attempt to be current and fashionable to face the new challenges in higher education development and reform.

Rationally, the tendency of changes in institutional governance and management of higher education in modern countries began visible in the 1980s when there were the emerging privatization of higher education and the trending reduction of its public funding (Amaral & Teixeira, 2000; Varghese, 2009; Teixeira, 2009). Although there have been various pressures as mentioned earlier, restructuring institutional governance and management of higher education institutions is taken for granted, in particular changes in governance including structures and processes of decision-making and changes in management referring to implementation of the decisions. In order to make decisions and take them into action, it is necessary to entail the creation of structures by specifying criteria to allocate resources for various activities, providing tasks to various groups and evaluating the implementation. The structures in this context concern offices, positions and formal roles within an organization, while norms that form the basis for the distribution of responsibilities and resources to all lower units within an organization are also considered as criteria (Varghese, 2009).

Through its literature, it is argued that the developments of the recent past of higher education are at least as dramatic as those in the nineteenth century when the research university evolved, first in Germany and then elsewhere, and fundamentally redesigned the nature of the university worldwide. The academic changes of the late 20th and the early 21st centuries are more extensive owing to their global nature and the number of institutions and people they affect (Albach *et al.*, 2009: III). Now many scholars, practitioners and educators of higher education express that global and local higher education or university education across the world are in the era of changes and reforms under myriad factors, such as economic globalization, emerging sciences and technologies, market forces, competition for access to good institutions, and lifelong education and social conflicts (Pusser & Ordorika, 2001; Demichel, 2000; Lima, 2012); and under five major dimensions of globalization, such as political, economic, cultural, environmental, and managerial (Foskett & Lumby, 2003). These factors and dimensions are the impetus of changes influencing changes in institutional structures of universities and supporting the needs of students. All and all, more attention to theories of organizational behavior and society is being paid.

What's more, the influence of globalization, internationalization (Shin & Harman, 2009) and Europeanization (Porta & Caiani, 2009) currently affects the expansion of educational institutions, teachers and students (Altbach *et al.*, 2009). There are many questions addressing on the basis different sources and methods, with a comparison among local, regional, and global education governance (in particular governance in higher education) as well as an analysis of the historical evolution of the Europeanization of social movements in the last twenty years, whether social movement organizations are euro-skeptical, euro-pragmatic or euro-opportunist, they accept the EU as a new level of governance to place pressure on, they provide a critical capital, necessary for the political structuring of the EU, or they disrupt the process of EU integration (Porta & Caiani, 2009). These movements are flowing into the countries in the ASEAN region including Laos in the manner of social, political, and education cooperation, including the mobility of higher education.

Thus, the expansion gradually becomes a concerned issue in higher education, and it is the tremendous force in shaping changes in institutional governance and management of higher education into a dynamic system with diversity, complexity and ambiguous goals. In the period of the 1960s and the 1970s, the expansion of public higher education institutions was mainly relied on the state funding. In the following decades, the development of higher education has moved toward more independent, and become a driving force for national socio-economic developments. Subsequently, there have been several concepts of socio-economic development being introduced in governance and management of public sectors including the introduction of foreign direction investment (Ellis, 1990), new public management (Bovaird & Löffler, 2009), decentralization (Ballarino, 2011) and marketing economy (Hare & Lugachev, 1999; Smirnov, 2008). Certainly, these innovative concepts have become the emphasis on the agenda of many governments so far. They impact changes in the patterns of governance and management of public organizations through the domain of privatization and running in the form of being self-reliance, and this changing context of public sectors always impacts on changes in other areas and higher education development. Subsequently, there is privatization of higher education creating more competition globally and upgrading its autonomy step by step.

Over the past years, higher educational systems have evolved into issues of higher education governance to achieve the quality that stands along the line of international comparison, improve governance and accountability, increase its funding and diversify its resources of funding (Eurydice, 2008). Therefore, more participation of various stakeholders become a prerequisite for the achievement of higher education, especially external participation of stakeholders (educational organizations and households) who are convinced to play an important role as fundraisers for higher education development and as monitors for transparency and accountabilities of the system. The increase of participation in higher education is assumed that it can help improve the quality of higher education because the participation is advocated as a way to make organizations more competitive and fashionable. In the global governance, participation has therefore become a powerful aspiration, and:

> "…the aspiration is not just that greater participation would result in better informed policy with greater feedback from those affected by the policies of institutions, but that a wider group of stakeholders will help institutions implement policy…" (Woods, 2007: 36).

In Europe, by the Bologna Declaration signed in 1999 by the ministers responsible for higher education, the participation has become an important issue of higher education because it raises awareness of being more transparent, and mutually recognizes the system of higher education in order to increase the mobility and employability of students and staff (Persson, 2004: 31). More importantly, it is concluded that:

> "...governance issues are not a luxury or a concern of the few while the majority of staff and students get on with their work. Rather, they are part and parcel of the contribution of higher education to developing and maintaining the democratic culture without which democratic institutions cannot function, and they are crucial to ensure that the community of scholars and students be not only an imagined community but also a real and healthy one..." (Bergan, 2004: 30)

All in all, it seems that changes in organizational environment of colleges and universities in different parts of the world are forged ahead with the same policy and strategic direction. Recently, the issue of higher education extensively has been studied and many related articles on higher education have been written. Through exploring its literature, it is also found that the patterns of changes in institutional governance and management of higher education are so diverse. For a long time, higher education has faced major challenges to governance, curriculum, mission focus, external relations, research and financing whose derivation is from the rapid change in market competition and socio-economic development (Shin & Harman, 2009: 1). Lewis & Smith (1994: 28) also view the changes in higher education as an opportunity, not a threat, in which the principles and practices of the total quality cover every process, every job and every person. Regarding the total quality, it is used as a tool to support the transformation of higher education. On the contrary, Shin & Harman (2009) also view changes as both threats and opportunities with quality assurance systems serving a variety of purposes including identifying universities that involve in various kinds of international exchange agreements. Recently, several governments have begun to decentralize power of academic institutions and emphasized the importance of institutional performance. The outstanding changes in higher education are those of massification, privatization, accountabilities and governance, internationalization and ranking and world-class universities. Two mega-trends such as massification and globalization are considered as the most influential factors on the temporary development of higher education because their scale has changed the whole higher education landscape impacting on the governance, finance, quality, curriculum and student demographics.

According to the viewpoint of Varghese (2009), he differentiates three different angles of society to analyze changes in higher education. Firstly, the change in the measurement of financial-driven reform, in which it occurs in many countries over the world in the form of the rate of return for investment in education of developing countries, the government has reprioritized public investment in the favor of primary education because the rate of return for primary education was revealed higher than those of other higher education levels during 1980s. Such a phenomenon leads to the declining of the resources base and deteriorating service conditions in several higher education institutions, and higher education became resources-starved. It seems as if higher education of Laos experienced this over the past few decades before 1996. Secondly, the so-far political practice has been another factor influencing the changes in higher education. When new concepts of public governance and management are introduced, the government has tried to take them into action, e.g. the process of moving away from the central-planned economy to a market economy and from centralization to decentralization which generates from modernized and industrialized countries. Through its approaches, the outstanding success of higher education development in many modern countries and democratic societies is revealed. After that, they have been transformed into and applied to developing countries by way of repositioning and restructuring its admission, curriculum, assessment implementation and funding measures to advocate the progressive movement of higher education. The third angle of the change is related to the factor positioning of higher education institutions to support activities for improving the quality of higher education and fostering the growth of economic competitiveness. The initial goal of the reforms in this frame is to improve the relevance and quality of programs and courses offered by universities rather than as measures to save or mobilize resources (Varghese, 2009).

However, the image of changes in higher education has been in a form of the state support with limitation, so the participation of various stakeholders is necessary. The enhancement in the application of market principles in the educational provision is crucially vital. At the same time, to facilitate the achievement of the changes in institutional governance, the state is expected to play its role as service provider or be increasingly replaced by regulative authority for monitoring the quality of public services (Mok & Welch, 2003, as cited in Varghese, 2009). These changes can be concluded as trending move toward a global system of higher education in the future.

2.2.1. Higher education governance in modern countries

The pervasive changes in governance and management of organizations are prominently regarded as an influence on changes in higher education institutions at large. In addition, universities can be considered among the most political institutions in society, where there is a growing number of political confrontations within governance and management of higher education Ordorika (2003). Therefore, as far as socio-economic and political commitments with respect to higher education have grown gradually (Amaral, Jones & Karseth, 2002), it is necessary to understand changes in various areas and sector, especially humanistic values education, i.e. personal, interpersonal, social and political dimensions (Darom, 2000). This is because the issues of changes in governance and management of higher education institutions basically concern a shift in the relationship between universities, and other institutions of higher education, and the state; between two levels and among many of other counterparts, such as universities and governments or governmental agencies and higher education institutions, and faculty and university administrative governance (Pusser & Ordorika, 2001). Fulton (2002: 187) also explains that there are tensions at the heart of academic governance being said to exist at two levels, university's place in its wider environment and intra-institutional level. The first level concerns the balance of power, authority and accountability to be exerted over the system of higher education as a whole. The second level includes further tensions around the balance between working staff, academics, directors, deans, rectors and other stakeholders. On the other hand, institutional governance is described as a central issue in higher education. Changes in the relationship between higher education and the state have direct implications for institutional governance, and then frequently involve state-imposed reforms of governance arrangements providing the central forum for the struggle over what the institutions are or should be, and the complex and evolving relationships between academics, students and external interests. Furthermore, institutional governance is considered as an international issue in higher education that concerns learning process through sharing research findings across national boundaries with the purpose of indentifying common themes and important differences (Reed, Meek, & Jones, 2002: XV).

In Europe, changing universities' contributions to a knowledge-based economy and society over the last decades has transformed the relationship between states and higher education institutions (Estermann & Nokkala, 2009; Estermann, Nokkala, & Steinel, 2011). The university governance and the degree of control exerted by states have become the subject of much debate. In the nineteenth century, Dutch universities were a part of the state. They did not have legally autonomous entity. In theory, the state ruled the universities by which Crown appointed the professors, and the state's guardians approved the budget. The state additionally determined the curricula and the university's governance structure (de Boer, 2007: 31). As mentioned above, changes in institutional governance of higher education have become an issue on the debate of higher education for decades, but its interest was emerged in the middle of the twentieth century. In particular after the World War II, there has been undergoing major restructuring of higher education (Sporn, 2003). More and more students have sought for their good higher educational institutions. According to UNESCO (1979), the interest has been increased due to the flux of the demographic increase, the democratization of higher education, as well as the growth in knowledge and economy. Another interest of changes in governance of higher education in Europe is that a number of Europe's politicians see education as a means of creating the new European citizens of the future. As a result, by mid of the 1980s the European Union had been devoting a much high level of energy to education and training policy, so the variety of subjects have been constructed. Diversification of higher education structures has also become necessary and taken place spontaneously throughout eastern and central Europe. The need of diversification has risen in order to provide some directions to ensure that higher education evolves in the way being compatible with the transformation to new technologies, new democratic societies, a market economy or neoliberal economic system and patterns of living and working conditions (UNESCO, 1994). When wide spread of economic and social changes has taken place in all central and eastern European countries, the universities as depositories of social and human values are assigned a radical role in acting as spearhead in the assertion and implementation of the required structural changes in all fields. Therefore, in the 1970s many national educational and training systems had been more or less comprehensively restructured. Based on the statement of UNESCO (1994), the European Union has developed policies for education and training continuously over the past five decades, and European higher education has been entirely under the hands of the member states with four distinctive stages of the development; for example, from 1957 to 1973, education and training were relatively in minor interests; from 1974 to 1985 the Union showed some interest in higher education, but its major concern was vocational training; from 1986 to 1992 education and training had become significant areas of policy with a stream action programs contributing to the steady achievement of the single market; and from the ratification of the Treaty on European Union. The European Union has adopted more radical approaches seeking to promote the concept and practice of the learning society. One of the central learning challenges is continuously developing its stock of human capital (Field, 1998). This is the responsibility of the Union for providing the society with the human capital to foster socio-economic growth and support the needs of society regarding the labor market.

Here are some examples of higher education reforms in some European countries. In France, it was started in 1959. The responsibilities of French higher education at the beginning were contributing to the advancement of science, the training of research workers and the development of research in science, humanities and technology; dispensing higher scientific, literary and artistic culture; training teachers by providing them the scientific instruction and professional upgrading to foster their pedagogical instruction. Research, teaching and upgrading were the key elements for higher education development of France in the first period of interest in higher education. Universities had complete freedom in the matters of research. The staff were given priority to devote a very considerable part of their time to research work. They were able to work on any area regarding the development of society without any sense of pressure or concern to immediate returns (UNESCO, 1979). In principle, French universities were the groups of establishment of public higher education existing within a given territorial division known as *Académie*. The structures of the universities included rectors as the chairman of the universities councils to carry out decisions. Each university enjoyed great degree of autonomy regarding the decree of higher education reform in 1959. Faculties administered by deans and elected by the members and deans were the chairman of the faculty council which comprises of full professors. Faculty council was the faculty board of administration. In term of massification of higher education in France, the continuous rise in student enrollment proceeded at a more rapid rate from 1964 onwards.

In Germany, before the beginning of an extraordinary period of transformation, institutions of higher education were of critical importance in Eastern Germany. They were assigned to produce the leadership cadres for the state-socialist system of the German Democratic Republic. The focus of the research was based on the needs of the state, in particular the areas of physical and social engineering and political legitimation. The method of access to them was very strict and highly regulated, only majority of secondary school graduates which were seen as both academically able and dependably committed to the socialist order were reserved. However, the above mission was expired when the East German regime collapsed and became the Federal Republic of (West) Germany in the Unification Treaty of 1990 (Weiler, Mintrop & Fuhrmann, 1996: 90). Many authors believe that this phenomenon is the great deal, not only about the specific higher education in German at an historical juncture, but also about the politics of higher education in a broader sense. In consequent development of higher education onwards with deliberation and exaggerated simplification, the dimension of variation was seen to the degree on which the reconstruction of higher education in Eastern Germany had to follow or sought to differentiate itself from the models of higher education in West Germany. Furthermore, it is questioned whether the reconstruction of high education in Eastern Germany is more adequately described as an exercise in institutional cloning or as an exercise in autonomous institutional development, whether the cloning would opposite a substantial degree of conformity between traditions, structures, and values of West Germany higher education and those of the new or reconstructed institutions of higher education in the Eastern part of the country or not. However, the debate in the 1990s on the reform of higher education in Germany was seen based on the guiding principles from the historical perspective of higher education of Germany which were characterized by the unity of research and teaching for faculty and students, free access, the full range of subjects and self-governance by professors with civil servant status (Mayer, Müller & Pollak, 2007). In terms of funding system, higher education institutions are government financed, but they enjoy autonomy of their research and a monopoly on the education of professionals. In addition, Mayer *et al.,* (2007) examine the relationship between autonomy, dependence and control in the structures of higher education and its relations to the state, society and economy to see the autonomy and the control of higher education institutions. It is revealed that the German universities enjoy considerable rights of self-governance in their function as public bodies. The academic freedom is supported and anchored. However, the state has yet controlled and allocated resources, as well as appointed professors. In connection with the inspection and approval of course contents, the legal position and remuneration of professors as civil servants are on hands of the government. From the previous statements above, it seems that the autonomy of German higher education is seen as more far-reaching autonomy of individual professors than the autonomy of the institutions as organizational units.

After the continuing reform of higher education and the momentum of higher education development, a key issue in the public debate on higher education was taken into the academic arena in Europe during the 1990s. It was internationalization of higher education which became the key issue. Teichler (2004) states that it was the period of growing border-crossing activities between national systems of higher education losing ground to globalization, increasing border-crossing activities of blurred national systems deployed to depict world-wide trends and growing global competition. In the past three or four decades before the 1990s, it was the periods of focus in debate and action with respect to education and economic growth, equality of opportunity, improvement of teaching and staff development, links between higher education and the labor market, diversification of higher education, higher education management, evaluations and trends toward a knowledge society. When the issues of higher education are discussed on a supra-national basis, the authors often employ three guiding terms, such as international, European, and global. It is explained that all these three terms have a trend or a policy direction away from a more or less closed national systems of higher education toward a growing role of long-distance transport of knowledge in higher education and a more complex setting of multi-level actors and other constrains, and also the three terms might refer either to the changing context which poses a challenge for higher education or to changing which occurs within higher education itself. In the notion of strategic action and system steering in the process of internationalization and globalization, it is noted that in all European countries at different points in time and developing somewhat differently, the governments have reduced their direct supervision and control of higher education and try to shape higher education more strongly through target-setting and performed-based funding. Individually, higher education institutions become strategic actors who have more power to establish a managerial system characterized by stronger executive powers of the institutional leadership and by increased evaluation in activities, which serve both reflection and improvement on the part of academics as well as accountability to government and the public at large (Teichler, 2004: 20).

Regarding the governance and management of higher education institutions in Europe, Sporn (2003: 31) states that changes in governance and management of higher education include deregulation and decentralization of decision making, the growth of autonomy in educational systems. There is a competitive education market in Europe and initiation of market-like behavior in educational institutions. The force of these movements is defined as introduction of new public management with strengthening quality-control mechanisms for accountability and personnel development programs. The movement of the new public management is always governed by common goals and objectives to develop new models for institutional governance by way of correlating neoliberal economics models and relating the movement in the management of European higher education with influence of U.S. models for approaching changes in higher education. The changes in the United Kingdom's system of higher education have been influenced by neoliberal economic models, in which the managerialism is anchored with economic privatization and minimizing internal governing structures and making it common themes in the restructuring of UK higher education. According to Sporn (2003), the new managerialism in Europe has four different trends:

- efficiency in finances with stronger managerial controls and deregulation of the labor market, i.e. the Efficiency Drive;
- downsizing and decentralization, breaking up large institutions into smaller periphery units with a small centralized managerial core and a split between public and private funding;
- excellence, the In Search for Excellence Model, which focuses on a more human resources approach to institutional change with a mix of top-down and bottom-up organization;
- and public service, with the merging of both public and private managerial Practices.

Another example of employing the new managerialism in tertiary education is in Norway and Sweden. The same methods were used, and noting that the countries do differ in their approaches to institutional changes from that in the United Kingdom.

In conclusion, it illustrates that the changes in the governance of European higher education can be interpreted differently in varying contexts (Sporn, 2003: 33). This might be because each country has emphasized restructuring based on in the vogue international trends with different approaches. However, new organizational forms for governance and leadership with the diversification of higher education in Europe have emphasized maintaining institutional autonomy, harmonizing institutional standards, and expanding higher education with goals related to the neoliberal market models of education. In addition, the European Union stresses the quality of learning and leadership within higher education, restructuring by way of the key catchphrases such as accountability and changing management in Europe with providing for human resources goals that is staff development. Furthermore, significance among these changes is the establishment of governing and coordinating boards with decision-making structures for collaboration in external and internal governance of higher education (as done in many states within the United States). Believing that, there will be either a convergence or divergence between the strong administrative managerialism and the faculty involvement in governance throughout Europe, the UK and the U.S. The example of the system in Austria also illustrates the potential for innovative approaches that grant autonomy to institutions with restructuring through an external board. All in all, it is believed that the new governing structures provide stronger leadership and management, but that institutions should pay close attention to the role of faculty and shared governance (Sporn, 2003: 41).

2.2.2. Higher education governance in the Asian context

In line with rapid socio-economic changes locally and globally since the late twentieth century and the early twenty-first century, higher education in Asia has been facing major changes in its governance system, curriculum, mission focus, external relations, research and financing (Shin & Harman, 2009). There seem to have seen various factors reflecting similar neoliberal impulses and changes for the public good mission of the academy, especially in higher education institutions in Hong Kong, Singapore, Taiwan, South Korea, China, and even in Japan. The factors of changes are seen as globalization, economic growth, knowledge economy, information and technology revolution, the establishment of new privatized academic institutions and the consistent expanding of the demand in higher education. These factors contribute to new forms of university governance and management by emphasizing on efficiency, accountability, involvement of external stakeholders, strategic alliances, and competitiveness (Hawkins, 2010: 38). Certainly, it is envisaged that the changes could bring about the negative and positive gain of higher education reform based on its nature. However, all changes in higher education issues are always believed to be better off toward higher education move.

So far, there have been many key issues and a variety of challenges on changes in higher education in Asia, characterizing with continuing crises, overcrowding, inadequate staffing, deteriorating standards and quality, poor physical facilities, insufficient equipment and declining public budgets (Tilak, 2003: 151). Meanwhile, some authors and scholars of higher education have put much emphasis on massification, privatization, accountability and governance, internationalization and rankings and world-class universities (Shin & Harman, 2009). For example, Mok (2010) expresses that institutions of higher education in Asia, as in other parts of the world, have experienced intense pressure to perform effectively in order to be in a better position to compete on a global level and attain world-class status. One way of achieving expected goals of higher education in Asia is to secure a top position in the global university league tables (Mok & Wei, 2008).

Nonetheless, it is found that there is a similar trend of higher education reform in the Asian context moving toward the global integration of higher education. In particular, the effect of globalization has weakened the power of the states, and this leads to the reduction of the states' control of higher education. In order to reach international competitiveness in the era of globalization, new forms of governance and new philosophies in higher education have emerged, and a massive proliferation of tolls and policy instruments, such as dizzying array of loans, loan guarantees, grants, contracts, insurance, vouchers, and so forth, have replaced government bureaucracies in terms of delivery of goods and services (Mok, 2010: 2). In the delivery of educational services and concomitantly in the values and ecologies of educational service organizations (both state and private), Ball (2010: 13) identifies and explores a set of global trends within the forms and modalities of the state and the relationships of these trends to changes. He also devotes to identify some of the messy realities of network governance, in which the shift from government to governance is evident in the government of unitary states (and increasing regions) in the development and growth of policy heterarchies. This would mean the installation of a new form of experimental and strategic governance based upon the network relations within and across new policy communities and designed to generate new governing capacity and enhance political legitimacy and increase flexibility and adaptability, especially in relation to the needs of soft capitalism (Ball, 2010: 14). In other words, tasks and services previously undertaken by the state are now being done by various others, in various kinds of relationship among themselves and to the state and to the remaining more traditional organizations of the public sector, although in many cases the working methods of these public sector organizations have also been fundamentally reworked, typically by the deployment of market forms (competition, choice and performance-related funding). Therefore, in the policy process new voices and interests are represented, and new nodes of power and influence are constructed or invigorated. All of this involves an increased reliance on subsidiarity and regulated self-regulation (Ball, 2010: 155). In the final conclusion of Ball (2010: 14, 1-27), it is stated that:

> "…all these issues have been addressed and explored within a set of very extensive and diverse literatures. Mainly developed in western Europe, these seek to conceptualize of set of changes in the form and modalities of the state that in simple terms are referred to as the shift from government to governance, or more precisely, to use terms that offer somewhat greater possibilities of precision and leverage, a shift from hierarchy to heterarchy…"

According to Mok (2006), the governments become unsatisfied with the conventional models along the lines of state-oriented and highly centralized approaches in higher education in Asia. Instead of being closely directed by the parent ministries or equivalent government administrative bodies, national universities in Asia have been recently required to become more proactive and dynamic in looking for their own financial resources. Therefore, the governments in Asia have recently tried to incorporate and introduce the concept of corporatization and privatization measures to run the state and national universities, for example, in Japan (Oba, 2010). It is believed that the transformations of corporatized higher education could make national universities more flexible and responsive to socio-economic changes (Mok, 2006). Mok (2008: 528) states that different Asian governments have started comprehensive reviews of their higher education systems and made an attempt to transform higher education governance and management style with strong intentions to enhance their national competitiveness in the global marketplace. In response to such pressing demands for changes in higher education as mentioned previously, policies and strategies of decentralization, privatization and marketization are becoming increasingly popular measures in higher education governance and management in Asia. Similar to their Australian and British counterparts, universities in Asia are now under constant pressures to become more entrepreneurial to look for alternative funding sources from the market, strengthening their partnerships with industry and business activities (Marginson & Considine, 2000, as cited in Mok, 2008).

In China, since an open-door policy was adopted, the globalization and transformation of Western ideas and theories on higher education have affected the policy of higher education. Education policy, education management and governance are pressured to improve service delivery and governance by engaging nonstate sectors in education including the market, the community and the third sector. The government has played its role in public university system to change university governance paradigm to adopt a doctrine of monetarism characterized by freedom and markets replacing Keynesianism. Chinese education reforms have been aligned with those in the economic sector. In 1985, China launched its first comprehensive education reform policy, The Decision on the Reform of the Educational Structure. However, reformative actions had started as early as 1978. For many years, great efforts had been made to introduce the role of the market in education (Yang, 2010). Higher education institutions became an instrument of economic and social policy. The most prominent orientation of the government was building up closed links between education and the market together with decentralization of finance and management in education reforms. In consequence, the impact of the market was the most evident in higher education, when universities and colleges started offering contract training in exchange for fees. Market-oriented experiments became a part of the reform. As the market gains more significance, especially in the more developed coastal and urban areas, more substantial policy reform was introduced to make structural changes in higher education in China. Since the 1980s, there have been four forms of the organizational changes of Chinese higher education institutions. They include derivation, function differentiation, change of ownership, and new organizations (Young, 2010: 50). The government has played its role as a facilitator and stopped subsiding students. Education institutions become profit-making branches of public institutions, supported by government funding, yet operating as private businesses (Young, 2010: 51). Schools and teachers become employers and employees. Students start to take charge of tuition and other fees, and turn into service and customers.

In South Korea during the 1990s, higher education reform was a major concern of the government. According to Moon & Kim (2001), the most competitive university at that time was Seoul National University, ranked the third among the quality universities in the Asian region, following Tokyo University and Kyoto University in Japan. Korean government has seen that a knowledge based economy produced by high quality human resources is a crucial means of economic growth. Therefore, South Korea has been trying to transform its universities into world-class quality. In 1999, the government had designed the “Brain Korea 21” (BK 21) project, introducing to enhance the academic competence of universities. After one year and a half of participating in the BK 21 project, Seoul National University had reached the top fifty-fifth rank in the world. 2,202 articles were published in SCI journals in 2000. This period was considered as a remarkable achievement of higher education reform. BK 21 was a national project to reform higher education initiated by the government in order to prepare Korean human resources for the twenty-first century. It was a project geared toward providing funds to higher education institutions for restructuring the overall college education system to meet the challenges of the new era. In addition, once BK 21 became the major project of higher education reform in South Korea, the policy goal of the integrated development of democracy and a market economy advocated by the new government has provided a chance for the principles of the market economy to take root in the area of education. Although the former government had actively pushed for deregulation and autonomy in education, the degree to which it was actually put into practice was less than satisfactory. However, the new government has seen the importance of the concept of a market economy, then placed education in the hands of the marketplace and expanded the scope of choice for recipients of educational services i.e., learners. And then, higher education system has greatly received extended autonomy in university management. The colleges and universities of South Korea have enjoyed increased autonomy in academic affairs, while enhancing their competitiveness in the areas of specialization. With the new direction of the education reform, the government has delegated more responsibilities to universities, the cradle of international competitiveness, for establishing and implementing strategies for specialization and diversification (Moon & Kim, 2001: 97). Lately, while the notion of New Public Management (NPM hereafter) or New Managerialism has emerged as a key principle penetrating recent shifts in governing modes in higher education in many countries of the Organisation for Economic Co-operation and Development, particularly in Europe (Enders, de Boer, File, Jongbloed, & Westerheijden, 2011: 5). Based on the statement of Byun (2008: 191), the recent reforms of Korean higher education governance have been also considerably affected, though at a different pace and to a different extent, by the general principles of NPM. Although it is devoid of empirical research on the issue mentioned above, the belief system of the Korean government has been generally following a similar direction as observed in the European countries.

Regarding the real context of South Korean higher education governance, traditionally strong leadership in higher education has been assumed by the government, but as society is influenced by democratization and globalization, its influence of government's control has gradually eroded (Rhee, 2010). Nevertheless, the government remains influential in setting agendas for higher education, and provides a primary source of revenue for national universities more than fifty percent. Students also contribute a sizable portion about thirty percent. Substantial government support enables national universities to keep their tuition roughly forty percent lower than their private counterparts. There are three factors helping maintain a teaching and learning environment attractive to university staff, as well as to students who are competent but economically disadvantaged. These three factors include reliable revenue from the government, relatively low tuition and the economy of scale. However, financial advantage is gained at the price of institutional autonomy. Since national universities are a part of the government, their structure and management are regulated by law. This restricts university leaders from running institutions at their discretion. Furthermore, the absence of a buffer organization between the government and educational institutions makes them susceptible to the decisions of the government (Rhee, 2010: 69).

As numerous governments have proceeded with reforms to increase the efficiency and effectiveness of university system (Oba, 2007), higher education of Japan has the same trend of global higher education reform. In fact, there have been some reforms of higher education at according greater freedom to education institutions, and rationalizing the governance by clarifying the responsibilities of the management in the institutional decision-making process (Organisation for Economic Co-operation and Development [OECD], 2003). According to Oba (2010), the reform of higher education in Japan was started in March 2004 in the similar way as the global higher education move. Before that, Japanese national universities were still a part of national government under the Ministry of Education, Cultures, Sports, Sciences, and Technology (MEXT), directly operated by MEXT, and had limited academic freedom. By acquiring the status of national university corporations (NUCs) in April 2004, public universities have become legal entities and had more autonomy in management. Their managerial structure was realigned, and decision-making process was centered on the university president. In addition, the participation of external stakeholders in the university governance has been institutionalized. To sum up, incorporating universities has become more responsive to the changing needs of society in regard with higher education reform of Japan. National universities were managed predominantly based on the consensus of academic staff, although the scope of their autonomy was restricted under the directed control of the government. By virtue of incorporation, the decision-making system of national universities has been fundamentally altered at least legally from a collegial system to a regime centered on the university president. In each NUC, the president, the final decision maker, was selected by a president selection committee, composed of external and internal members. The president was seconded by a board of directors (BODs), whose members were appointed by the president. The BOD received recommendations from an administrative council (AC) concerning administrative affairs and an education and research council. Nevertheless, there has been large autonomy in national universities in Japan. However, the universities were set up by law and are still significantly relied on the subsidy of the government. The government has its role on the ultimate responsibility for the operation of the universities, thus they still retain a public character. Oba (2010) concludes on evaluation of higher education reform that without firm commitment from the government, which should be supportive rather than directive in nature, most of the national universities would not be able to respond to the needs of society, which should not be solved by market forces or privatization. Based on the rationale, many countries in Southeast Asia where there are similar reforms have restructured higher education systems. The state's capacity has not been weakened but enhanced to manage the public sector efficiently from a distance (Mok, 2007, as cited in Oba, 2010). For Japan, based on the statement of Oba (2010), a new governance model of higher education makes more decentralized than ever before, in which both government and national universities share a joint responsibility in ensuring the quality of higher education offerings—should be established, particularly through refining diverse indirect policy tools such as evaluation systems and enhancing institutional management with the participation of the campus community.

2.2.3. Higher education governance in the ASEAN context

The Association of Southeast Asian Nations (ASEAN) was established on the eighth of August 1967 in Bangkok, Thailand, with the signing of the ASEAN Declaration (Bangkok Declaration) by the Founding Fathers of ASEAN, namely Indonesia, Malaysia, Philippines, Singapore and Thailand. After that, other countries were joined, Brunei Darussalam on 7 January 1984, Vietnam on 28 July 1995, Lao PDR (Laos) and Myanmar on 23 July 1997, and Cambodia on 30 April 1999, making up what is today the ten Member States of ASEAN under the motto, "One Vision, One Identity, One Community" with aims and purposes set deliberately. Now ASEAN is recognized as an inter-governmental organization aiming at establishing an ASEAN Community by 2015 based on the three pillars, political-security community, economic community and the socio-cultural community. This phenomenon is attracted by modern and industrious countries including United States, European Union, and big economic countries of Asia, such as China, Korea, Japan and India. These external relations, in which ASEAN becomes central, are preserved and recognized (Vientiane Times, 2012). According to the ASEAN Charter adopted in 2007, it has fifteen purposes, in which some of them are believed to become associated purposes to influence the direction of higher education governance of ASEAN at large (ASEAN, 2007). For example, here they are:

- to ensure that the peoples and Member States of ASEAN live in peace with the world at large in a just, democratic and harmonious environment;
- to strengthen democracy, enhance good governance and rules of laws, and to promote and protect human rights and fundamental freedoms, with due regard to the rights and responsibilities of the Member States of ASEAN;
- to develop human resources through closer cooperation in education and life-long learning, and in science and technology, for the empowerment of the people of ASEAN and for the strengthening of the ASEAN Community;
- to promote a people-oriented ASEAN in which all sectors of society are encouraged to participate in, and benefit from, the process of ASEAN integration and community building;
- and to maintain the centrality proactive role of ASEAN as the primary driving force in its relations and cooperation with its external partners in a regional architecture that is open, transparent and inclusive (ASEAN, 2007: 3-5).

Based on these adopted purposes along the lines of global changes in higher education governance, we cannot deny whether they have become direct or indirect policies affecting the reforms and changes in institutional governance and government of higher education in ASEAN nations. Certainly, they affect the reform and restructuring higher education institutions at large, including higher education of Laos.

More recently, as reflected by the Roadmap for ASEAN Community 2009–2015, higher education has played its roles reinforcing and establishing an ASEAN Socio-Cultural Community by way of awareness, mutual understanding and respect for the different cultures, languages and religions of the ASEAN people (ASEAN, 2009; ADB, 2012). What is more, the Roadmap for AEAN community is aiming at ending economic integration, and creating a single market and production base, making ASEAN more dynamic and competitive region. Therefore, human resources development has become a focused issue at the level of both national and institutional governance. Governments and higher education institutions have to adapt educational policies to counter common problems of higher education including quality, access, equity and outdated governance systems. In particular, increasing autonomy seems to be the aim of all countries in the region, admittedly, it sounds like policy jargon holding the key to solving the problems and securing the success of higher education development. However, the degree of success in transforming the higher education sector into a development lever depending very much on the capability of both national agencies and higher education institutions in due course. Therefore, to work together to create more alignment, lessening tension and achieving a more balanced governance system become the core value of all ASEAN nations for the development of higher education systems (ADB, 2012).

Overall, in order to move toward the direction of ASEAN Community in 2015, higher education governance in ASEAN context has been in the process of changes since the past two decades. The essence of higher education has been recognized as the restructuring process and redefining the relationship between universities, states and markets, as well as the drastic reduction of institutional autonomy (Lee, 2004). As examined the literature of ASEAN higher education, the structuring is always aiming at getting away from state-run universities toward independent legal entities. This is a trendy higher education reform increasing not only in among modern East Asian counties, but also among ASEAN nations (Mok, 2008). The trend is reflected by the global and regional changes of university governance models (Welch, 2010: 154). Although hardly affected by the late 1990s regional financial crisis and again by the worldwide economic crisis during 2008 and 2009, higher education in the ASEAN context is on the way of global perspectives. Therefore, higher education institutions in the nations of Southeast Asia have started to change their direction in governance and management by way of making existing public universities legal entities through the process of corporatization, in which the public universities owned by the central government but managed in a semi-autonomous fashion (ADB, 2012).

Higher education in Southeast Asia is described as a heady mix of ambition and constraints (Welch, 2010: 153). There is the trend of high ambition to develop Accelerated Programme for Excellence universities to be able to reach the place in the top leading higher education institutions. Although the capacity to reach this goal, especially in the shorter term, differs appreciably among higher education systems of different counties; transparency and changing modes of governance in higher education against this background are considered as the key elements of the development. In addition, roles and functions of universities have been designed and changed over the time, depending on society's prevailing historical culture, ideology and politics in each country (Castells, 1993). Harman, Hayden & Nghi (2010: 2) state that higher education reform has become a priority on the policy agendas of Southeast Asian nations for the past two decades in connection with globalization, new trade arrangements and developments of information technology. Many countries have emphasized major reforms with the aim of developing modern higher education systems to support economic growth and social development and facilitate enhanced international trade and communications. The key themes of the reforms are indentified, such as marketization, privatization, changes in governance, enhancement of student access, modern curricula, and strong emphasis on science and technology.

In the result of the study on higher education in dynamic Asia conducted by ADB (2012), it is found that higher education in Asia is facing many unprecedented challenges. Among developing countries in the region, the race to restructure and reform higher education has been accelerating. Most countries have provided more institutional autonomy to higher education institutions in order to increase management flexibility. It is believed that this will help advance the process of higher education development. However, in the Asian region including ASEAN, many countries have reached different stages, developed their own definitions of autonomy and reform measures because there are disparities in their political and social structures, as well as the backgrounds of their higher education development. However, although they have some major differences, each country shares one common element, that is, the higher education sector is a strategic lever for long-term and sustainable development (ADB, 2012). It is also revealed that changes of higher education in the ASEAN context are influenced by the notion of globalization, Europeanization and internationalization of higher education governance. For example, in Europe, changes in higher education have been made through the Bologna Process signed in 1999 (Crosier & Parveva, 2013) in order to reform and modernize the structure of higher education to bring transparency and comparability to the thousands of programs in higher education offered worldwide and to accommodate the rapid social and economic transformation caused by the increasing interactions of higher education institutions and by multifaceted higher education activities. The ultimate goal of this process is to make higher institutions as a foundation for future regional economic and scientific development run by a pool of experts and students (ADB, 2012). It would seem that it might be because of the influence of changes in

Europeanization higher education, the governments in Asia have set their sights on the same objectives and direction as changes in higher education governance in Europe (ADB, 2012). Although those changes are not exact to the same structural degree and scope, now higher education in Asia is more than the provision of a public good. It has a strategic move toward greater growth and social solidarity. Obviously, similar to the system of China, higher education system of Vietnam had started using a Soviet model of higher education, but switched to a western-styled system later (Harman *et al.*, 2010: 2). These two countries have reformed higher education in an attempt to provide for much larger student enrolments and greater student diversity, new curricula and teaching methods and an enhanced role for university research with stronger links to business and industry.

In pursuing reforms, countries like Malaysia and Thailand have made more impressive progress than some other nations of ASEAN toward achieving strong modern higher education systems with significant commitments in research and innovation (Harman *et al.*, 2010). More recently, universities in ASEAN context have become more autonomous entities, gained more freedom in all countries. Most decisions pertaining to universities are taken by bodies constituted by the universities themselves. The universities have their own management systems. Autonomy is becoming increasingly exercised in matters pertaining to the introduction of courses, recruitment of staff, decisions regarding admissions, and financial matters – even in cases where the government funds represent a significant share of university funding.

According to (ADB, 2012: 6), higher education of most countries in Asia have shared some common goals, that is, to upgrade and sustain the quality of higher education, to promote equity and access to higher education for both school-age students and those who prefer to join higher education at a later stage (another term is life-long learning), and to acquire institutional autonomy for more efficient management of higher education institutions. However, there is a wide diversity of higher education. This makes it impossible and inaccurate to depict a single and unitary form of higher education governance. Examined by ADB (2012: 6), it is found that:

> "...although every country claims to have been undergoing higher education reform and restructuring, variations on the higher education governance models still exist, including differences in the level of government control, in funding arrangements, and in personnel and civil service systems. The variations are due mainly to differences in physical,

economic, and social infrastructure; political inclination; and the importance of higher education in national development objectives..."

All in all the governments and households have started to work together for this by supporting the capacity of higher education in Southeast Asia. For example, in Singapore there is the corporatization of the National University of Singapore and Nangyang Technological University. By corporatizing, it is believed that public universities could become more entrepreneurial (Mok, 2008: 529). In Malaysia, according to Lee (2004), higher education has been privatized, and public universities have been corporate since 1998. Five public universities have been corporatized. The image of public universities has changed into enterprises to develop its corporate culture and practices in order to compete in the market place. In Indonesia and Thailand, higher education systems have been reformed. The household's willingness is reinforced by the capacity to invest, whereas the government's willingness is not supported adequate public funding, but providing autonomy and operational freedom to institutions of educational organizations. The factors affecting reforms at national level are the rise and advances in information and technology, the need for more accountable public administration, and a concern to provide quality education (Varghese, 2009). These become pressures to cope with in the era of changes in higher education governance and management.

In Indonesia, there was a new paradigm for a long-term government policy reform of higher education. The paradigm had five pillars-quality, autonomy, accountability, accreditation and evaluation. Five pillars have been on the agenda of higher education reform since 1996, putting forward a strategic long-standing agenda driven by greater autonomy and decentralization of authority (Susanto & Nizam, 2009: 55). Susanto & Nizam (2009) explain that an adaptive and responsive system can only be achieved if it is autonomous, yet, at the same time, accountable. These two aspects are the foundation of the reform providing autonomy and decentralizing authority to the university, while simultaneously infusing more direct accountability into the system. In addition, they assert that autonomy has been provided by changing a university's status, transforming it from a government institution into an independent legal entity. In 2000, four of the most established state universities were piloted to become legal entities or autonomous universities. As the result of the legal entity, the universities have been separated from government bureaucracy and become more accountable to the public instead of to the ministry. With such an official status, a university can generate and manage its own revenue to support its operations as well as set its own salary scale. Consequently, university management has also been transformed, adopting a more corporate style. The transformation of management style is considered necessary and is mainly driven by the need to improve efficiency. Within ten years of higher education reform in Indonesia, to this point, all staff have been considered to be civil servants, and will become university employees (Susanto & Nizam, 2009).

In Thailand, the restructuring process of higher education was started under the Higher Education Long Range Plan (1990-2004). Suwantragul (2009) expresses four major issues including equity, efficiency, excellence and internationalization of the plan. In that, there was one of six recommendations for the government that the state should reform the relationship between degree-level institutions and the state by developing state universities under Ministry of Universities Affairs to become autonomous, responsive, efficient and academically excellent. This should be achieved by the transition of existing state universities into autonomous universities while new state universities to be created should be autonomous from the beginning (Ministry of University Affairs, 2004). There was an attempt to effect the transition of sixteen universities from bureaucratic state universities to autonomous institutions for the first time by a Minister of Universities Affairs. In March 1992, the draft bills on autonomous universities were tabled the Legislative Assembly; however, the Assembly President dissolved the Assembly thereby throwing out all the draft bills, because it was impossible to achieve the simultaneous transition of all state universities. Each university has different character, history and limitations. Each university nurtures its own values, visions and aspirations (Suwantragul, 2009). Later, there was a process of submitting the second draft of the second King Mongkut's Institute of Technology (KMITT) Act for the transition as an autonomous university again in 1995, it was failed to get through, but resubmitted again. Until the seventh of March 1998, the Act was ratified. The legal transition of KMITT to King Mongkut's University of Technology Thonburi (KMUTT) as an autonomous university was accepted. KMUTT has become the first public university in Thailand to receive full autonomy. Its administrative system is now based on that of international government-owned universities. The new act provides KMUTT the completion of control over its budget, allows it to own and manage property and grants authority to set up new faculties and departments, as well as to introduce new academic programs (Suwantragul, 2009).

For the past two decades, the reform of higher education in Vietnam has been high on policy agendas of Southeast Asia nations (Harman *et al.,* 2010). Based on the statement of

Chien (2009), academic institutional restructuring is perceived as a key concept responding to new challenges, the demands of a fast-changing and growing economy and a factor-driven economy that is reliant largely for its global competitiveness on the availability of unskilled labor and natural resources (Harman *et al.*, 2010: 1). In 1993, there was the amalgamation of local colleges into larger universities, and this has become a wise solution for higher education development in Vietnam. It was the first time to see a group of large and multi-disciplinary universities becoming the fourteen key universities in the public higher education system in Vietnam (London, 2010: 1; Harman *et al.*, 2010). Particularly, the birth of present Hue University in 1994 and other institutions were certainly the result of the typical thinking of higher education reform. The institutional restructuring that took place in Hue University is an example of global reform in higher education in Vietnam (Chien, 2009). As the newly founded university, staff development of Hue University was considered as a key issue for long-term planning. In addition, one of the most important issues was to increase the degree of autonomy for financial activities in the educational restructuring process. Influenced by the Confucian period the primary goal of public universities took the responsibility to train bureaucracies and provision of highly skilled labor force to take key posts as scholar-officials in the state bureaucracy. Another responsibility was to act as ideological apparatuses in order to provide the society the information and dissemination of the societal or state ideology such as the role of Ho Chi Minh thought and Marxist Leninist thought. Universities' duty was to generate new knowledge in the modern era by incorporating with world class universities in Germany and U.S.A. (Castells, 1993; Welch, 2010). Vietnam has practiced a based-market economy system through a socialist orientation, and has rapidly developed market economy following the trace of China. Although the state governance exists within the framework of democratic centralism, it is more decentralized, competitive and pluralistic than commonly assumed (London, 2010: 195). Likewise, the governance of higher education is seen with respect to the state's role in the provision and payment for education through the state channels. Education bureaucracy is highly centralized, and policies regarding to funding, staffing, curricula and norms are centrally determined and administered. Therefore, this traditional governance makes the low quality of higher education substandard and lagged behind other countries in East and some countries in Southeast Asia. This might be a reason that in 2005 there was also the approval of Vietnam's Higher Education Reform Agenda. It was a plan ratified by the government for the comprehensive reform of the higher education system by

2020. The government has urgently reformed higher education system again from the top down, moving from a service of demand and activities in the planned, centralized and subsidized economy to the satisfaction of requirements and operations in a multi-sector economy (Chien, 2009). Course contents were changed to reflect the requirements of an emerging market-oriented economy. Five colleges and research institutions were amalgamated to form Hue University. The reorganization of these faculties helped create standardized units for academic and management purposes. The courses were reorganized, and faculties were merged to form more viable units to avoid overlapping between subject areas (Bray, 2009: 8). According to Bray (2009, p. 15), restructuring of higher education system has one thing in common – "a move away from state control towards the market".

Based on the timely analysis of higher education in Southeast Asia by ADB (2012), three major models of higher education governance in the region (including level of government control, funding arrangements and personnel and civil service system) have been discussed. The models are analyzed by categorizing governance structures of different national higher education systems into three clusters, that is, cluster 1 consists of Indonesia and Malaysia, cluster 2 comprises Philippines and Thailand and also considers Indonesia. Laos is in the cluster 3 lined up with Cambodia, Mongolia, and Viet Nam. The image of this cluster is critically described as an emergence of the same political background, viz., former communist or socialist countries. It is expressed that:

> "...Cambodia, Laos, Mongolia, and Vietnam have strict, top-down, state-controlled governance systems. Structures and procedures have been inherited from the era of central planning, when higher education was segmented by economic sectors, with many specialized institutions. Cambodia, Laos, and Viet Nam were previously characterized by a large number of small and scattered HEIs with narrowly specialized programs. A common feature was several ministries controlling HEIs across the country..." (ADB, 2012).

Turning to higher education in the context of the study, the outstanding reform of higher education system in Laos for the first time was begun in 1996. It is assured that the reform has been initially influenced by the ASEAN force. When Laos submitted the application in joining ASEAN bloc and became an ASEAN observer at the 25th ASEAN Ministerial Meeting (AMM) in Manila on July 1992, this means that Laos began to accept some directions of changes, opening the country to the world and receiving some privileges and a legal obligation to prepare the country moving toward changes. The most important issue to do with as a priority was human resources development. It has become the main and prerequisite agenda of the government. By cooperation with the main sponsors and international organizations, the notion of restructuring of higher education was emerged. Under the Decree No 50/PM singed in the 9th of June 1995, ten higher education institutions have been merged into the first National University of Laos, and began its academic activities in 1996. At the same year, the application letter of the government of Lao PDR for membership of ASEAN was handed in on 15 March 1996 at the 28th AMM in Bandar Seri Begawan, Brunei, and wished to join the ASEAN in 1997. As a result, Lao PDR became a member of ASEAN on July 1997. By examination of general purposes of the ASEAN and timeline explanation of internal and external political forces, the restructuring higher education system of Laos has been changed along the lines of the same direction of higher education systems of different ASEAN nations, in particular the establishment of the first National University of Laos in 1996. However, higher education of Laos has been in the need of existing external supports from other ASEAN members and international organizations at the beginning. So far, the main supporters include World Bank, Asia Development Bank and other international organizations including Japanese International Cooperation Agency (JICA), Swedish International Development Cooperation Agency (SIDA) and some others. In addition, the national university has been working together with concerned ministries and local communities for adding grants, developing human resources, training academic staff, constructing basic infrastructure, providing good governance in line with public administration reform and building other facilities, such as laboratories, centers, library, and so forth (Sida, 2003). From 1996 to 2000, it was the period of initiating institutional reform and human resources capacity development. In legislation, the constitution of the university was written in 1998. Later, the old Decree No 50/PM of NUOL was amended and replaced by the Decree No. 87/PM. Based on the new Decree, there have been emerging patterns of changes in institutional governance and management of the university. In line with the stable situation of politics and socio-economic growth, the degree of autonomy for the national university has been increased in some extent. NUOL has gained more autonomy in regard with international coordination, academic affairs and financial management. However, there seem to have been some constraining condition regarding the autonomous degree of the university. Its institutional governance and management has been in uncertain condition in the ground plan of performance. However, in 2007 the Prime Minister's Decree on the adoption and implementation of the National Education System Reform Strategy 2006-2015 was issued. The Decree's emphasis includes also strengthening Higher Education Institutions toward regional and international standards in order to contribute to the national socio-economic development and the regional and international integration. This has become a tougher long-term goal of higher education of Laos. NUOL has become a model university of higher education governance and management to implement the policies of government.

Therefore, its institutional governance and management become necessary to be examined in details for further development of higher education in the future. It is expected that this study will become a useful guideline for higher education development of Laos.

THEORETICAL PERSEPCTIVES ON CHANGES IN HIGHER EDUCATION GOVERNANCE

> "Higher education is a complex enterprise open to a wide range of understanding... Those who working in higher education can only make sense of this complexity by understanding and using a combination of theoretical perspectives through which to view their work. " (Manning, 2013: 1)

This chapter is divided into five main sections. The first-two sections concern about the recent concepts and developments of higher education governance. In the following, the third and the fourth address the concepts of organizational theories in higher education governance, in particular the traditional bureaucratic, collegial, political and anarchistic theories. The perspectives of these theories become the theoretical guidelines to analyze and interpret the context of the study. They are important to use for exploring changes in institutional governance of higher education in Lao PDR. Especially, the major reform of institutional governance of higher education over the period of years becomes the core unit of the study, and NUOL is selected as the context setting. Theories explained in this chapter are necessary to be used as lens to look at changes in institutional governance of NUOL and how internal and external key players of higher education sector influence the changes. Regarding the study, the external governance refers to institutional arrangements at macro or system level including policies, laws, decrees, funding system and strategic plans; whereas, internal governance is in connection with the institutional arrangements within the universities including lines of authorities, decision-making processes, financing and staffing, autonomy of academic performance and that of finance and international cooperation. In the last section of the study, it addresses the conceptual framework of the study through the combination of organizational theories to create plausible explanation and interpretations of the study.

3.1. The recent concepts of higher education governance

For this study, a distinction is drawn between higher education governance and management. Based on the global, regional perspectives of changes in higher education, as far as higher education is concerned, governance and management of higher education have a vague notion of what they define. Kohler (2006: 17) asserts that the recent notion of higher education governance appears to be hard to understand. It is in the manner of arbitrary, ambiguous and abstract nature of language. Even without existing in a number of languages, the entire concept seems strangely outlandish. On the contrary, it is very concrete in forms and modes of cultures and techniques to be found in regard to autonomy and external controls and organization arrangement, to internal leadership and steering, to communication and inclusion, to collectivism, stratification and individualism, be it in relation to political setup, administration, decision making, implementation, or monitoring of higher education institutions and their activities. In more recent years with the various interpretations of governance literature, the essence of governance has become more expansive and pervasive unavoidably, and there has been a trendy concept of governance under discussion among scholars of a surprisingly broad scope of concepts which range from political philosophy to organizational psychology. The key connotations of words of the governance debate are steering, leadership, stakeholder, ownership, etc (Fried, 2006: 79). They play an important role in the governance literature. This is the some background and existed form of higher education governance in terms of the issue and confusion of words and emotion based on Kohler's (2006) statement and other interpretations of international and regional scholars of higher education.

Although several scholars have been searching for different approaches to define the essence of institutional governance and management of higher education, there appears to be no clear definition in the literature and interpretations connected with the relationship between governance and management (Goddard, 2005; Giovanna, 2013:. 21). Some scholars additionally explain that governance refers to the rules and mechanisms by which various stakeholders influence decisions, how they are held accountable, and to whom. Some express that it is the formal and informal execution of authority under laws, policies, and rules that articulate the rights and responsibilities of various actors, and include the rules by which they interact (Eurydice 2008). It includes a variety of concepts to create the framework in which universities have to follow their goals, objectives and policies in a coherent and coordinated manner to answer the questions, "who is in charge? What are the sources of legitimacy for executive decision-making by different actors?", and "how are the rules applied" (Fried, 2006: 81-85). Based on the statement of Fried, the concept of governance is defined as an emerging perspective within the context of moving power or responsibility from a main organization or a governmental agency to a lower level (institutional level) or from a central government to a regional government, i.e. from the ministry of education to universities and colleges. This means that higher education institutions require more recent devolution of state authority, decentralization and non-intervention, as a result of the growing complexity of the sociopolitical and economic constraints. Furthermore, Fried (2006: 86) assumes that:

> "...a mode of governance is made up of several dimensions that are combined in empirical situations."

Yes, governance is a relatively novel derivation from the root word "govern" that more precisely acquires a new currency and meaning to denote a much broader essence of the governing process going beyond the actions of governors and governments. And, what is more, governance embraces a plenty of actors ranging beyond the territory of state institutions into the private and voluntary sectors (Scott, 2001: 125). As a result, governance seems to be a more ambiguous and volatile process, and encompasses many areas, and is used in broad variety of context, for instance, as corporate governance, governance as New Public Management, good governance, global governance, economic governance, participatory governance, governance as institutional management/steering (Scott, 2001; Fried, 2006: 82).

By the statement of Eurydice (2008), higher education governance is concerned mainly with regulations issued by public authorities or with official documents in relation to higher education system. It also contains and analyses information about mechanisms for policy formulation, decision-making at central and institutional level, incentives and accountability procedures at the institutional and sub-organization levels. Somehow, this statement can be inclusive higher education governance.

On the other hand, management refers to implementing a set of objectives pursued by a higher education institution on the basis of established rules and in the context of governance. In consequence, the definition of governance is always related to the context within which a higher education institution strives to achieve stated objectives in a consistent and well contrived way (Fried, 2006). Through examining the literature of higher education governance, it can be noticed that there is the polarization of governance into internal and external. Internal governance is in regard to policy and procedures, which the pathway of management to follow and external addresses the interface at the macro-level between a higher education institution and social stakeholders. Along with the distinction and polarization, governance is additionally accounted as the process of setting policies and long term goals as well as the strategies for reaching these goals, and management is accounted as action-oriented. However, these distinction and polarization are in the global depiction of higher education governance. Therefore, the participants of studies on higher education governance may include a variety of public and private actors, or stakeholders (international organizations), and they may be categorized as external or internal to institutions, or categorized as administrative, academic units, financial, or research units to institutions. For external stakeholders, they are those who have a vested interest in the function, practices, and outcomes of higher education institutions; they are members of central government, ministries, and local government, employers in the labor market or other representatives from industry, members of labor unions, national youth organizations, representatives of civic society, graduates, and so on. While internal stakeholders refer to institutional governance bodies including members of advisory board, council, academic senate, academic and administrative staff and persons employed by or enrolled at a higher education institution. Bodies can work at the institutional level, or at regional or national levels. Bodies at the institutional level are typically governing boards, academic senates, councils, etc. These can be composed of internal or external actors (or stakeholders), or include representatives of both groups. Typical bodies at regional or national levels include ministerial committees or departments, councils for higher education, science and technological councils, and independent umbrella organizations for higher education, etc. These bodies may solely consist of external actors or include representatives of the respective higher education institutions (Eurydice, 2008). In fact, there is no single general accepted definition of the educational management. It is a field of study and practice with operation of educational institutions that has drawn heavily on many firmly established disciplines that comprise mainly of sociology, political sciences, economics and segment of management (Bush, 2003: 1). Bush argues consistently that the central concern of educational management is connected with the purpose or aims of education.

More recently, there have been various meanings of governance in higher education that can be distinguished (Tiplic, 2006: 135). The codes of governance in higher education are based on the level of analysis (e.g. national, local, institutional, or subunit). According to Clark (1983: 205-206 as citied in Tiplic, 2006), there are three priority levels: the superstructure (e.g. government and other regulatory mechanisms that related organizations to one another), the middle or enterprise structure (e.g. individual organizations in their entirety), and the understructure (e.g. basic academic or disciplinary units). Tiplic (2006) explains that it is important to consider all the three levels in order to understand insights into institutional governance of higher education institutions and their relationship among internal and external actors/stakeholders or interest groups.

3.2. The recent developments of higher education governance

Based on the considerations and literature of various theoretical concepts of changes in higher education, it is found that in the recent developments of higher education governance are associated with political dimensions of governance that tend to play a major role in changes of higher education. This is because the nature of politics is regarded as a changing constraint, e.g. when politics exists, competing human interests collide (Morgan, 2006), and:

> "whenever people interact—whether in families, communities, workplaces, or formal political venues—their different needs, interests, and expectations will produce some level of conflict and result in some type of power dynamic" (Milley, 2008: 53).

Therefore, there is always a contradiction of political decision-makers about their ability to steer modern welfare states and their macro economies. In addition, it is indicated that:

> "...the top-down steering efforts of political-decision makers are confronted with bottom-up dynamics resulting from the efforts of individual, collective, and corporate actors in the respective policy areas to pursue their own interests..." (de Boer, Enders, & Schimank, 2007: 138).

In the lines of these hierarchical networks, communities and markets are considered as basic mechanisms of governance that influence changes in institutional governance of higher education. This presence of changes in higher education is described as a shift from the traditional mode of academic self- governance that aims at re-arranging the internal organization of the university around the idea of a modern service enterprise, in which there are more accountability toward stakeholders, more flexibility and responsiveness to market needs and more capacity for setting the institutional goals in order to attune to the needs of the people that the universities are severing (Zgaga, 2006: 85). On the consequence of these changes, there has been more progress for teaching and research on the way from an over-regulated central administration to a performance-driven and externally guided model of university governance, and there are five emerging dimensions of changes in higher education governance being used as a tool to interpret changes in higher education governance. All the five dimensions coexist in a certain period. One or more dimensions may predominate, or may be seen as the striking feature of an epoch (Fried, 2006). They are state regulation, academic self-governance, competition, managerial self-governance, and stakeholder guidance. They become the typologies of basic dimensions in governance of the societal sub-sectors of university system (Clark, 1979; Zgaga, 2006; Fried, 2006; de Boer *et al.*, 2007; Leišytė, 2007).

State regulation has various concerns of externally legal instruments. It is characterized as the traditional notion of top-down authority, in which its essence has vested interest within itself. According to de Boer *et al.,* (2007), state regulation refers to "regulation by directives" where the government prescribes rules and norms in detail, and behaviors under designed circumstances. Usually, it is related to the promulgation of an authoritative set of rules, accompanied by some mechanism for monitoring and promoting compliance with those rules (Levi-Faur, 2007) in order to discipline the behavior of related public and private sectors. The set of rules can be shaped by a public or private authority, and at in international or national levels. In market economy, Majone (1994, as cited in Young, 2010) states that:

> "...regulation is usually seen as aiming to improve the efficiency of the economy by correcting market failures, such as information asymmetries, negative externalities (such as pollution), and monopolies..."

State regulation may primarily entail the use of legal rules, involving the specification of conditions under activities that may be undertaken (Leišytė, 2007). In other words, it is called "state-imposed regulation" by Jongbloed (2004). In connection with higher education, it may imply controlling actors' behavior, such as ministers of education, presidents, of universities, deans, directors, and heads of educational institutions, through monitoring, standard setting, inspection, warranty approval, certification, arbitration, and so on. In addition, Jongbloed (2004) states that “one can point to accreditation and standards with respect to curricula content”, yet, the other government agencies, buffer organizations and other public regulatory agencies are also charged with the monitoring of behavior.

Academic self-governance refers to the role of professional communities determining and managing courses and outcomes of the university systems. By the notion of “self” used in the context of self-governance, Sørensen & Triantafillou (2009: 2) refer it to a variety of individual and collective selves of which some are public and some are private, and a diverse body of agents ranging from public administrators, politicians, citizens and private entrepreneurs to public institutions, private companies and NGOs. In academic area, they must be academic staff of universities and educational institutions and people working. The classic example of how academics are able to discipline their own work is seen through the process of collegial decision-making within universities and the peer review-based self-steering of academic communities, that is, in decisions of funding agencies (de Boer, 2007; Leišytė, 2007). The roles of academics in the running of the university through the university council committees or faculty boards, or on an individual base would be important. In addition, the role of professional communities in funding decisions of sponsors and in assessing not only of individual academics and their publications but other research groups and organizations also need to be taken into consideration (Leišytė, 2007).

Competition is the third dimension of governance. It simply means a socially structured contest between one and other agencies that can be people, institutions or nations competing for their individual advantage (Marginson, 2004) and for scarce resources, so that order in a system can also be achieved. Marginson (2004: 178) explains that:

> “...the transition from conventional economic competition based on a mixed public and private economy, to the fully capitalist form of competition, changes the character of social competition in higher education, with broader implications for social differentiation and hierarchy...”

As higher education operates as a “positional good” (Hirsch, 1976), some students place offer better social status and lifetime opportunities than others. Additional explanation by Marjinson (2006: 4) is that:

> “the positional aspect is not the only consideration in the minds of prospective students, but it is more important than teaching quality. Institutional reputation is known, teaching

quality mostly is not." Such competition influences the quality of and allocation of goods and services, in higher education it is very desirable and competitive to contest for scarce resources such as money and academic prestige, for university funding to attend conferences, for publications in top quality journals, for external grants, and for a permanent position that can all be regarded as examples (Leišytė, 2007).

Managerial self-governance refers to steering hierarchies within universities and the roles of institutional leadership outside the universities, in that, goals and decision- making is considered as the core component in the role of university leadership and management. In another word, it refers to "senior leadership and management staff including rectors or presidents, deans, directors, who set goals and take decisions on the direction, behavior, and activities of the institution" (Eurydice, 2008, p. 25). Activities of managerial self-governance can be seen as election and appointment for administrative and managerial positions, management oversight of the budget allocation to academics, and the strategic planning of research deriving from the management are counted indications of managerial self-governance (Leišytė, 2007). As academic self-governance, managerial self-governance is not just restricted to the university's internal affairs. University leaders have their own arenas outside the university and can influence the higher education and research agenda via such networks. Furthermore, the academic self-governance may relate to academic freedom, in which it is as well a traditional method of changes in institutional governance and management of higher education that guarantee the preservation of the search for truth and new knowledge of the world. As the world is in era of new knowledge, the university has to experience increased competition with regard to its rapid and economic application. Autonomy of academics, in which it is a characteristic of the decision-making process, must be considered as an important prospect for creating and developing based-knowledge universities.

Stakeholder guidance is about activities that direct universities through goal setting and advice. There is the provision of general objectives and procedural rules setting the framework that actors are given room to maneuver. The government is probably an important stakeholder in public higher education institutions, but certainly not a necessary player in this respect. Inside a frame of laws, the state may delegate certain powers to other national agents. A good example for stakeholder guidance can be external stakeholders participating in the university boards or representing external stakeholders in external funding bodies that provide grants (Leišytė, 2007:

59), while students in this context are called stakeholders as well. They are stakeholders implementing paying tuitions and taking courses in order to achieve their goals and reach objectives setting of the universities.

What we can see from the different conceptions of five dimensions of governance is that they are closely associated with the current changes in the governance structures. In particular, they cover the presence of different modes and patterns of higher education governance and the constituting elements of governance systems that include various actors (government, governing boards, the rector, academic staff, central administration, students, and stakeholder presentation) and their structural roles in ensuring co-ordination and participation in the steering of a university (Fried, 2006). Thus, these dimensions of governance are counted as a guideline in capturing the complex and dynamic changes of higher education governance of Lao PDR. In particular, they are considered as a perspective to provide an analytical description of shifts in governance of the National University of Laos because they are built on more traditional work on governance and coordination in the social sciences and higher education studies. In other words, along with other perspectives of organizational theories in higher education governance, it is assumed that they take into account recent discussion in connection with the capacities for hierarchical self-steering of universities and the guiding hands provided by the state and other stakeholders in higher education (Leišytė, 2007: 34).

3.3. Diversity of organizational theories in higher education governance

As mentioned in the previous chapter, higher education and university systems of the world are very complex and diverse. They display differences of styles, resourcing, quality and capacity, share values and goals drawing on a common heritage, as well as face some similar challenges (Skilbeck & Connell, 1998: 109). They are described as complex enterprises opening a wide range of understanding and interpretations. Their complexity is expressed in the types of institutions, environmental pressures exerted, multiple and simultaneously occurring organizational structures and numerous professional identities of members institutions (Manning, 2013: 1). Their goals are naturally ambiguous. According to Clark (1983: 18), it is explained that whether the tasks of higher education are both knowledge-intensive and knowledge-extensive, there are difficulties for those who involve stating the purpose of universities and colleges comprehensively, especially the purpose of a state or a national system. It is questionable to classify what sort of institution could subsume classical literature and social work, knit together physics and sociology, integrate archeology and zoology. This formulation has been very vague for a long time, in particular the goals of large academic configurations of higher education. However, it is speculated that higher education institutions have become machines to produce scientific and social knowledge for the needs of socio-economic development and produce qualified professionals and graduates based on the needs of society. In modern and industrious countries, it is believed that socio-economic development, living standards and lifestyles depend upon the broad basis of discovery, invention and the application of scientific and social knowledge. Beyond the broad basis, the modern societies also require the systematic use of new information and communication technologies, a flourishing advanced employment sector and a stable political environment. Therefore, in underpinning the socio-economic development and growth, higher education of good quality is a prerequisite (Skilbeck & Connell, 1998: 410).

Since the second half of the twentieth century until now, global and local higher education systems have been continuously reformed in Europe and Asia. In connection with governance and management reform of higher education, it has been globalized. More recently, the reform of higher education has been combined with fast economic growth of the world, and vice versa socio-economic development is reliant on the readiness of human capital. Although higher education reform has been affected by the global and regional economic crises, in particular, in some developing and least developed countries in Asia where there is high growth and expansion of socio-economic development, the range of higher education reform always consists of changes and improvements in structures, legislation (rules and regulations of governance), social systems and institutions. As examined in the previous chapter, it seems clear that there is an emerging reform of higher education in economic growing countries, and higher education reform is influenced by the approaches of new market economy, i.e. the reform of higher education in socialist countries that includes China, Vietnam and Laos respectively. Especially, in Lao PDR and Vietnam, there has been a high demand of human capital for industrious development, infrastructure construction and socio-economic development after the market economy was introduced. Therefore, restructuring of higher education has become the national agenda of the government since the past decades of the late twentieth century.

In line with the reform and evolvement of higher education, researchers and scholars have been continuously identifying and examining organizational theories in higher education in different contexts in order to understand changes in institutional governance of different higher education systems and explore the application of organizational theories in decision making of higher education governance. In doing so, it would help create new concepts of good governance to support the reform and good governance of local higher education systems to be better off, as well as help develop new patterns of local universities to foster sustainably social development and political-economic development as a whole. As now higher education is in the era of change. Globalization and the consequent internationalization undoubtedly become the major influencing factors determining the evolvement of higher education in modern and developing countries in the world (Sirat & Ahmad, 2010). The factors inevitably impact changes in institutional governance and management of higher education and other organizations. Accordingly, many organizational theories are developed and adopted in response to the pervasive changes. Thrupp & Willmott (2003: 2) express that since the late 1980s there has been a phenomenon increasing in the publications of educational management books, such as school self-management, school change, school leadership, school improvement, strategic human resources management in education, educational marketing, and the like. The phenomenon becomes the remarkable growth of educational management literature and the solution of higher education governance and reform. Because of this, it can be said that higher education is in the period of education management industry (Gunter, 1997). The phenomenon indirectly reflects at the most immediate level the desire by school leaders and other for practical guides to running schools in an era of devolved management. Moreover, it reflects the dominance of managerialism in education and wider public policy (Clarke, Gewirtz & McLaughlin, 2000).

Recently, many researchers, scholars and educators have tried to grasp how organizational theories are embedded in higher education systems because the original concepts of the major theories are frequently generated from other areas. Since there was an emerging trend of higher education reforms, it has been vague and doubtful if organizational theories are directly applicable to the study of higher education governance or social justice today. Owning to this, understanding the concepts of organizational theories and how they become a means to balance the pervasive changes and the requirement of society becomes important. According to Manning (2013: 8), a discussion of the organizational perspectives as viewed within the current higher education environment can help those within and outside these institutions comprehend why they are so difficult to understand. In particular, how they are integrated and then applied in radical changes in higher education becomes a crucial point to be explored and examined by many researchers and scholars. The well-known organizational theories related to higher education governance have been discussed over the periods of time including political, bureaucratic, collegial, anarchic concepts (Baldridge, 1971; Baldridge *et al.*, 1978; Cohen & March, 1986; Manning, 2013).

In the U.S.A., universities had grown and changed so rapidly during the second half of the twentieth century. In the words of Cohen & March (1986), an "organized anarchy" has been used to characterize the image of American universities. The image of universities was interpreted as uncertain goals, a familiar but unclear technology, and inadequate knowledge about who is attending to what. Regarding the presidency, to be the most effective as a leader, he/she must develop a sure grasp of how these characteristics manifest themselves within his/her own institution. In Europe, throughout the 1980s and 1990s, a range of radical changes of the public sector underpinned by distinctive variant of bureau-problematization that was derived from the two particular discursive locales, public choice theory and contemporary managerialism (Gay, 2000). Between the two, there are obvious differences. For example, public choice casts the problem of bureaucracy as one of control and seeks measures through which elected representatives might tame its autonomy by making it more responsive to their wishes, and managerialists reveals the defects of the public bureau in terms of its ineffectiveness and failure to work more like a commercial enterprise. Nonetheless, it is seen that they can work together to constitute a particular discursive formation in the way that:

> "public choice theorists have advocated many managerialist measures to achieve tighter political control of public bureaux, while managerialists have frequently cited public choice axioms concerning the budgetmaximizing propensities of bureaucrats who are not subject to the disciplines of the market in making the case for public bureaux being structured more like private sector businesses" (Gay, 2000: 63).

All in all, these are problematizations of public bureaux and the practical interventions associated with them. They are considered as a pervasive element of political discourse of New Public Management (NPM) or entrepreneurial governance, which Gay calls them the anti-bureaucrats emerging in the area of higher education governance and changes of higher education institutions since 1980s (Gay, 2000; Barzelay, 2002; Thrupp & Willmott, 2003).

Later on, some other organizational theories are also introduced in higher education governance through the concept of cultural, new science, feminist and spiritual models (Manning, 2013). However, they may be appropriate for a particular setting only. These theories have been adapted and modified by authors and experts over the periods of time to describe changes in organizations and in institutional governance of higher education. In fact, there are several organizational models but not all can be applied and exerted in all types of organizations, in particularly educational organizations (colleges and universities) that have a character of complex structures to operate their activities with ambiguous goals. Now colleges and universities have become large in size and complicated in levels of governance. Thus, the grasp of the local and global higher education and their structures is necessary to scrutinize changes in institutional governance and management of higher education in a particular context, and also it is important to identify the research context and its relationship in order to understand insights into the reality of changes in institutional governance and management in higher education in a particular setting. Moreover, related organizational theories in education and higher education are necessary to be understood by educational leaders, scholars and educational policy makers.

Now, higher education is in the age of modernization. The issues of institutional governance and management of organizations and educational institutions are combined and become inevitably prominent. Good governance always fosters the success of organizations. Thus, together with organizational theorists, higher education researchers and scholars have dedicated to examine various types of organizational theories to improve the presence of changes in governance and management of organizations in order to apply the right ones into action in general and educational organizations. However, the concepts of several theories always overlap in their respects and there is devoid of conceptual clarity regarding their application in different contexts (Bush, 2003: 30). Another complicated argument of organizational theories is that similar theories are named differently and written in different forms of terms or, in certain cases, the same terms are used to denote different approaches. So as to make all the descriptive complexity of organizational theories simple and clear, authors have tried to adopt and present their theories by methods of sets, groups, categories and classification. For example, by the work of Cohen & March (1974: 29), a set of alternative models of governance and leadership in social institutions is used to develop and elaborate a language in order to describe events within organizations and to evaluate and modify the behavior of university leaders. These models are implicit in the professional and semiprofessional literature of organizations and administration, and they are explained as eight metaphors of governance including competitive market, administration, collective bargaining, democracy, consensus, anarchy, independent judiciary and plebiscitary autocracy (Cohen & March, 1974: 39). In addition, the essence of the concepts, to see, understand and manage complex organizations in distractive and partial ways, is influenced by the work of Morgan (1986), that is, *Images of Organizations*, in which organizations are seen as machines, organisms, brains, cultures, political system, psychic prisons, flux and transformation and instruments of domination. These are the implicit images or metaphors that can be used as devices for embellishing discourse of organizations' activities. Another work and exploration of Ellström (1983), it is called *Four Faces of Organizations*. These four faces attempt to explicate and propose an integration of four organizational models; the rational, political, social system and anarchistic models. By means of explaining and proposing his concept, it is argued that educational organizations may be conceived of as involving and interplay of four dimensions characterized by the new key words of each organizational model: "truth" for the rational dimension, "trust" for the social dimension, "power" for the political dimension, and "sensible foolishness" for the anarchistic dimension. In addition, Cuthbert's (1984) attempts are differentiating various kinds of technical rationality, political theory, organized anarchy and phenomenology. Within the concepts of Bolman & Deal (1997) and Morgan (1986), they present theories in distinct groups or bundles but differentiate the models chosen, the emphasis given to particular approaches and the terminology used to describe them. The well-known theories by Boldman & Deal (1997) consist of four perspectives or frames; structural, human resources, political and symbolic. As well as, Baldridge (1971) examines some previous concepts including the idea of scientific paradigms and two major models of organizations, the traditional bureaucratic and collegial paradigms to build up new political models that are believed to cover all aspects of changes in educational institutions. Last but not least, Mannning (2013) also creates a set of theories of universities as those of organizations to advance collective understanding the role of theories in research and practice, and subsequently extends the types of theories considered to include additional perspectives related to science, feminism, and spirituality in order to provide additional ways of viewing social justice and injustice.

Although not all models can be used to describe the decision making in the governance and management of universities, Cohen & March (1974: 35) expect that university leaders would accept some mix of the three metaphors including administration, democracy and collecting bargaining, with lesser touch because these models are considered as parts of the old and new traditions of interpretations provided by peer groups and the literature. The assumptions of the three-mentioned models are characterized as the following:

The administrative metaphor assumes that the university obtains a well-defined objective specified by groups, that the distribution of access to the control group is the key power question, and that the technology of the university is well defined and widely comprehended. In addition, it assumes that a structure of performance criteria related to the overall objectives of the university can be used to evaluate the components of organizations purposively.

The democracy metaphor represents that the university is a social community with an electorate comprised mainly of students, faculty, alumni, citizens, parents, or some subsets of those groups. Its brokerage function is rather elaborate performance. Members of the electorate are assumed to be able to exchange extensive information about possible coalitions (Morgan, 1986: 154). Elections occur often enough and involve enough of the electorate to ensure that the campaign agreements will be enforced. Leaders are assumed to be politically ambitious, for example, they want to remain in office. Although most presidents are not in fact elected, the model derives its relevance from the fact that many still think of themselves as having constituencies whose support must be maintained.

The collective bargaining metaphor is an approach embraced by political models (Bush, 2003: 89). This approach assumes that within the university the conflicting interest is fundamental, that each of the contending interests is sufficiently well defined and organized to be represented in negotiations and to be held to honoring the outcome of those negotiations, and that the sets of demands can be reconciled, usually through the introduction of mutually credible information with respect to the flexibility of demands and the reality of sanctions.

Cohen & March (1974) also assert that administrative, democratic and collective bargaining models of governance would be overused because for most organizations they obviously consist of some elements of truth. However, there is an attempt of examining technical problems of administration, democracy and collective bargaining as efficient systems of organizations by seeking the major problems with the use of administrative, democratic and collective bargaining models of governance in universities. Obviously it is found that the areas in which the critical assumptions underlying such systems satisfied are considerably smaller than the areas to which the metaphors are generally applied. In the case of the administrative models, the prime difficulties lie in the assumption of a well-defined goal and technology which would not represent the existing situation very well, and it is not vivid whether there is a desirable objective. In the case of the democratic and collective bargaining models, the dominant problems lie in the respect of consensus of communities that consists of different levels of faculty organizations, e.g. students, alumni, workers, citizens, employers, etc. And, each level of organizations is essentially trivial relative to the requirements for efficiency.

In the case of the competitive market, anarchy, independent judiciary and plebiscitary autocracy models of governance in universities, it is underestimated that which model supports the practical and efficient alternatives for interpreting collective choices because in large part they are ignored by professionals. The most obvious case is the competitive market model and student power. Cohen & March (1974: 36) say that if only a few frictions are modified in the market, the individual and collective leverage of students are greatly increased in the universities, in which strengthening the connection between individual student preferences (expressed in enrollment) and budgets is considered as the simplest and most pervasive techniques. The obvious, immediate and practical ways to do that include funneling educational subsidies through students rather than directly to institutions, reducing the number of required courses and making departmental budgets proportional to the number of enrollments in non-required courses. Essentially, these would be modifications of what is already an important part of the system of governance in many colleges. The less obvious case is anarchy that requires only two major things in a system of governance in universities, that is, the acceptance of an ideology of anarchy and an effective information system for all participants regarding the current state of the university. On the other hand, there are two obscured views that relate to the independent judiciary model, (1) the fact that currently most university leaders are not independent to do their tasks and (2) there is the contentiousness of current university governance. To resolve the conflict of interest, it is presumed that various issues can be made by consensus through the accepting the revelation of individuals (Cohen & March, 1974: 37).

However, the concept of institutional management presented by Cuthbert (1984) shows that there is no single all-embracing theory of educational organizations. To understand and manage educational institutions, it is difficult to find a single, universally applicable theory but a multiplicity of models (Bush, 2003: 25). The following is identified by Cuthbert (2002) through explaining a set of institutional management models and differentiating various kinds of technical rationality, political theory, organized anarchy and phenomenology. The distinction between models explained is summarized in the figure below.

Nature of the context	Analytical-rational models	Pragmatic-rational models	Political models	Model that stresses ambiguity	Phenomenological/ Interactionist models
Extent or nature of agreement in the organization about objectives	Consensus	Broad agreement	Conflict	Fluid	Problematic
Nature of evaluation of managerial performance	Analytical, “objective”, preordained	Limited, analytical	Political	Based on sensible foolishness	Personal “subjective”, illuminative
Concept of organization structure	Given, objective fact, constitutive		Negotiated order	Organized anarchy	Socially constructed, constituted

Figure 5: *Distinctions among models of management*

Curthbert (2002) explains that in such a supercomplex world, it is essential to have some kinds of meta-frames for staff, managers and administrators of universities to handle dislocation between frames of understanding; in addition, that we need to become comfortable and skilled with the knowledge that there are several ways of making sense of the world. Effective management is about acquiring sufficient flexibility in frame-switching to cope with supercomplexity. By the adoption of Cuthbert’s concept, Bush (2003) has put additional models of educational management, and then they become six main models including formal, collegial, political, subjective, ambiguity and cultural models. These models of educational management are given significant attention in the vast literature on leadership and that on educational management of schools, colleges and universities in different contexts. In order to use them, four main elements, whose criteria are identified, are exerted. The value of these elements is to distinguish the various theories. The criteria of the elements are elucidated as:

- goals in the literature on school improvement,
- organizational structures of educational institutions,
- the attention of external environment,
- and leadership strategies for educational institutions.

The emphasis of the criteria is to serve the great differences in approaches between various models and reinforce the view that theories are normative and selective (Bush, 2003: 30-34). The Figure 6 below shows the conclusion of the difference among the six concepts based on

Models	Elements of models			
	Goal	Structure	Environment	Leadership
Formal models	Goal oriented	An objective fact. Hierarchical and vertical	Local and national level and parents, employers, and educational institutions	As hero
Collegial models	Agreement on goals with no consensus	Objective fact, Lateral or horizontal	Internal participation and external bodies and accountability	As a first among equals
Political models	Goals of sub units or looser group of individuals	The mix of formal and collegial models	External influences of internal decision making	Own values, interests and policy objectives, influenced by committees and decision-making groups

Subjective models	Goals of individuals	Internal interaction and behavior of individuals	Interaction of people within institutions	Own values, beliefs and goals, personal quality of individuals
Ambiguous models	Problematic goals	Problematic structure, aggregations of loosely couples sub-units	A source of ambiguity, unpredictability of organizations	Leaders face four fundamental ambiguities; purpose, power, experience and success
Cultural models	Cultures expressed through goals	The physical manifestation of the culture of the organizations	The source of many of the values and beliefs that coalesce to form the cultures	Generate and sustain culture and communicate core values and beliefs within organizations and to external stake holders

(Bush, 2003: 50-169)

Figure 6: *The conclusion of element criteria of theories on education management*

the criteria examination of each element:

3.4. Insights into organizational theories in higher education

Ever since higher education was taken into account in the midst of the twentieth century, it has played a prominent role in the rate of return and provided society the knowledge and continuing education. Meanwhile, there have been radical changes of global and regional politics and the periods of increasing growth and recession of the world economy (Duke, 1992). Under these circumstances and other factors, the patterns of institutional governance and management of higher education have been affected and changed. Changes in institutional governance management of higher education in different continents have contributed to both threats and opportunities. Colleges and universities have become the unique position to perform institutional activities and serve a public purpose (Shapiro, 2005). At this position, higher education institutions are always interpreted as a messy environment with complicated procedures of running academic activities and institution affairs. In addition, there are many boards of trustees, external and internal stakeholders and various levels associated with higher education, and there are various organizational and policy models of other corporations and various sources in connection with higher education. Therefore, to see the appropriateness of each organizational model in governing higher education is probably dealing with ambiguity because the image of higher education institutions in fact has a different character of its operation. They have much difference in needs (Manning, 2013: XII). Thus, the skills of leadership and management of educational organizations through the concepts of organizational theories are important to be upgraded and comprehended by all educational administrators and leaders of higher education at all levels.

Over the past decades, several scholars, educators and researchers have been searching for the appropriate models of organizations to explore changes in higher education governance. Various theories of organizations have been developed, modified and applied in institutional governance and management of higher education by different measures to improve its quality. Historically, well-known paradigms of organizational theories are new political models in university governance, which Baldridge (1971) constructs through examining previous concepts of scientific paradigms and two traditional models of organizations, bureaucratic and collegial models. The scientific paradigms govern the thinking of a specific channel of the scientific community and serve as conceptual framework for groups' investigation. They become the governing framework that defines and legitimizes the efforts of scientists working within the specific area. The paradigm application comprises of defining crucial problems, providing a theoretical framework for addressing the critical problems, selecting certain types of instrumentation for tackling given problems of the paradigm and providing the methodological arms for examining the conceptual and theoretical problems. It is also defining legitimate proof, that is, the types of experience and empirical phenomenon are specified. Ultimately, it is involving ideological components of emotional attachments and world views (Baldridge, 1971). However, political paradigms have proved to partially inadequate models when they are applied in the context of educational organizations. Therefore, together with some of related models in organizations, insights into the concepts of the two social models (bureaucratic and collegial models) are examined deliberately and combined in order to interpret changes in institutional governance and management of higher education. Although the two social models have differently descriptive explication, they would help explore changes in institutional governance and management of higher education in too deep in the specific context setting of this study, higher education in Lao PDR.

3.4.1. Bureaucratic models

Bureaucracy models or Weberian models are derived from the work of Max Weber, who was a German sociologist and political economist. Max Weber is recognized as the founding father of organizational theory. In particular, once the inception of his ground breaking theory of bureaucracy was introduced through his work, *Economy and Society* (Weber, 1978). Weber is generally acknowledged to have developed the most comprehensive classic formulation of the characteristics of bureaucracy (Stillman, 2010: 54). According to Bush (1989: 5), Weber's work on organization theory is to define essential bureaucracy by calling the attention to a clear-cut division of labor, a hierarchy authority structure and a system of rules and regulations. These concepts are consistent with the principles of classical management. Based on the statement of Weber (1978), bureaucratic models are considered as modern officialdom that functions its tasks in the six different manners. First, it functions under the principles of official jurisdictional areas, which generally governed by rules, that is, by laws or administration regulations. This means that:

> "(1) the regular activities required for the purposes of the bureaucratically governed structure are assigned as official duties; (2) the authority to give the commands required for the discharge of these duties distributed in a stable way is strictly delimited by rules concerning the coercive means, physical, sacerdotal, or otherwise, which may be placed at the disposal of officials; (3) methodical provision is made for the regular and continuous fulfillment of these duties and for the exercise of the corresponding rights; only persons who qualify under general rules are employed" (Weber, 1978: 956).

In the realm of the state the three elements constitute a bureaucratic agency, and in the realm of the private economy they constitute a bureaucratic enterprise. In addition, bureaucracy, understood by Weber, is fully developed in political and ecclesiastical communities only in the modern states, and in the private economy in the most advanced institutions of capitalism.

Second, it functions under the principles of office hierarchy and of channels of appeal stipulating a clearly established system of super-and sub-ordination in which the lower offices are supervised by the higher ones. What is more, for the full development of the bureaucratic types, hierarchical office is monocratically governed. The principle of hierarchical office authority is found in all bureaucratic structures such as in the state and ecclesiastical structures and in large party organizations and private enterprises. It is not important for the character of bureaucracy whether its authority is called private or public. Third, it functions under the methods of managing modern offices based upon written documents or files, which are kept in their original or draft form, and upon a staff of subaltern officials and scribes of all sorts (Weber, 1978: 957). Fourth, it is in regard to office management, in which all specialized office management at least is distinctly modern and usually presupposes thorough training in a field of specialization. This increasingly holds for the modern executive and employee of a private enterprise as it does for the state officials. Fifth, when the office is fully developed, official activity demands full working capacity of the official, irrespective of the fact that the length of obligatory working hours of the official in the bureau may be limited. Normally, this is only the product of a long development in the public and private office. The last manner is regarded to the management of the office that follows the general rules. The rules are more or less stable, more or less exhaustive, and can be learned. Knowledge of these rules represents a special technical expertise which officials gain, and it involves jurisprudence, administration or business management. Weber (1978: 958) also adds that the reduction of modern office management to rules is deeply embedded in its very nature. Furthermore, there is an assumption of the modern public administration theory that the authority to order certain matters by decrees, which have been legally granted to an agency, does not entitle the agency to regulate the matter by individual commands given for each case, but only to regulate the matter abstractly. This way is in extreme contrast to the regulation of all relationships through individual privileges and bestowals of favor seen as dominance in patrimonialism, at least in its long-distance relationships that are not fixed by sacred tradition.

The statement above is the brief characteristic of bureaucracy of Weber (1978). In fact, there are various explanations and diverse interpretations of its concept, influenced by Weber's thought, for example, in the notion of legal authority in a bureaucracy on Bush's (1989) book entitled, *Managing education: Theory and practice*; *the formal structure: The concept of bureaucracy* on Stillman's (2010) work, and the work of several scholars and researchers.

According to Stillman (2010: 54), from the standpoint of public administration and the general literature of social science, bureaucracy means much more than the various bothersome characteristics of modern organizations. The term in serious administrative literature denotes the general, formal structural elements of a type of human organization, i.e. a governmental organization. In this sense, bureaucracy has both good and bad qualities. It is a neutral term rather than one referring to only the negative straits of organizations. It is a lens through which we may dispassionately view what Carl Friedrich has appropriately tagged the core of modern government. There are numerous ideas formulated by Max Weber's fertile mind, but Stillman (2010: 55) can examine only a few aspects on the concept of bureaucracy. And, based on Weber's belief, it is found that civilization is evolved from the primitive and mystical to the rational and complex. Human nature progresses slowly from primitive religions and mythologies to an increasing theoretical and technical sophistication. World evolution is a one-way street on the view of Weber's nineteenth century. Weber also visualizes a progressive demystification of humanity and humanity's ideas about the surrounding environment. In keeping with Weber's demystification on why individuals throughout history have obeyed their rulers, "three ideal types" of authority of his work are described and explained by Stillman (2010). The first ideal-type of authority is the traditional authority of primitive societies that rest on the established belief in the sanctity of tradition, that is, a family of rulers has always ruled, people judge them to be just and right and obey them. Time, precedent, and tradition give rulers their legitimacy in the eyes of the ruled. The second ideal-type authority is charismatic authority, which is based on the personal qualities and the attractiveness of leaders. The features of this authority are self-appointed leaders who inspire belief because of their extraordinary, almost superhuman, qualification. They are military leaders, warrior chiefs, popular party leaders and founders of religions. Their heroic feats or miracles of these individuals attract followers. The third ideal-type authority is the foundation of modern civilizations. It is called "legal-rational" authority based on "a belief in the legitimacy of the pattern of normative rules and the rights of these elevated to authority under the rules to issue commands" (Stillman, 2010: 55). Stillman additionally explains that obedience is owed to a legally established, impersonal set of rules, rather than to a personal ruler. The ideal-type authority vests power in the office rather than in the person who controls the office. Thus, according to the rules anyone can rule as long as he or she comes to office. The authority also forms the basis for Weber's concept of bureaucracy that bureaucracy is the normal way of legal-rational authority appearing in institutional form, and holding a central role in ordering and controlling modern societies. One quotation of Weber on bureaucracy is that: “it is superior to any other form in precision, in stability, in stringency of its discipline, and in its reliability. It thus makes possible a particularly high degree of calculability of results for the heads of organizations and for those acting in relation to it. It is finally superior both in intensive efficiency and in the scope of its operations, and is formally capable of application to all kinds of administrative tasks” (Weber, 2005: 260; Stillman, 2010: 56). Although Weber’ view on bureaucracy that is indispensable to maintaining in modern society, many people might complain about the evils of bureaucracy it would be only an illusion to think for a period of time that continuous administrative work can be carried out in any field except by means of officials working in offices for a long term.

Bureaucratic models have long historical evolution since the beginning of the twentieth century. They are appropriate models to analyze business and public organizations, while collegial models, in contrast, are theoretical foundation used for examining colleges and universities. In addition, several scholars and writers claim that bureaucratic models are the most influential in university governance because the characteristics of universities fit the original characteristics of Weberian models, the nature of bureaucracy (Stroup, 1966 as cited in Baldridge, 1971). Besides, bureaucratic models are identified through the formal models, in which the word “formal” is an umbrella term covering various elements of the models on education management, such as structural models, systems models, bureaucratic models, rational models, and hierarchical models. The formal models assume that:

> “organizations are hierarchical systems in which managers use rational means to pursue agreed goals. Heads possess authority legitimized by their formal positions within the organization and are accountable to sponsoring bodies for the activities of their institutions” (Bush, 2003: 37).

Somehow, these theories overlap significantly and share their greater of less degree of features as the following:

- They have several common features. In particular, those features tend to treat organizations as systems that comprise elements of clear organization links such as the link between departments and subunits.
- There is prominence to the official structure of the organization that represented by

charts to show the pattern of relationship between members of the institutions.

- The official structures of the organization tend to be hierarchical in the vertical relationship between heads of the departments and the dean of faculties, the dean of faculties and the president. This hierarchy represents as a means of control for leaders over their staff.
- The approaches of the formal models are typified educational organizations as goal-seeking organizations, in which goal development and achievement are one of two main general elements in leadership.
- Rational process is considered as a measure of making managerial decisions of the formal model.
- The authority of leaders is a product of their official position within organization. The leaders possess it over their staff because of their formal roles within the organizations.
- And, the emphasis of the organization is on the accountability to its sponsoring body.

By examining additional sources, it is suspicious that these characteristics are regarded as the traditional criteria of a machine bureaucracy, which it is one of the five pulls explaining the different direction of organizational management. Its structures are fined-tuned to run as integrated, regulated machines. Mintzberg (1983: 163) explains that this is the structure closest to the one that Max Weber first described, with standardized responsibilities, qualifications, communication channels and work rules, as well as clear definition of hierarchical authority. In connection with the description of the basic structure, Mintzberg (1983: 164) states that:

> "a clear configuration of the design parameters has help up consistently in the research: highly specialized, routine operating tasks; very formalized procedures in the operating core; a proliferation of rules, regulations, and formalized communication throughout the organization; large- sized units at the operating level; reliance on the functional basis for grouping tasks; relatively centralized power for decision making; and an elaborate administrative structure with a sharp distinction between line and staff."

In contrast, the later concept of bureaucracy is regarded with professional bureaucracy operating the core of organizations and educational organizations, in which in business organizations employees seek to have less control from the employers; while in universities, academics seek to minimize the influence of the administrators over their work. It is assumed that when subordinates succeed, they work relatively autonomously, have standardization of skills and outside training that enhance their skills (Mintzberg, 1983). It is an actual fact in various statements of the writers that it is ambiguous to grasp the features of the bureaucratic models clearly. According to Bush (2003), bureaucratic models are probably the most important approach of the formal models and have certain advantages for education governance and management. They are considered as the most efficient form of management in formal organizations including educational organizations and the preferred models for many educational systems because the models have substantial literature about the applicability to schools and colleges in many countries of the world, i.e. Czech Republic, China, Greece, Israel, Poland, South Africa, Slovenia and much of South America. The characteristics of the models are often generic to formal organizations. The main features of the models are used to describe a formal organization which seeks maximum efficiency through rational approaches to management include (1) the importance of the hierarchical authority structure with formal chains of command between the different positions in the hierarchy, (2) its emphasis on the goal orientation of the organization, (3) the importance of a division of labor with staff specializing in particular tasks on the basis of expertise, (4) the roles of rules and regulations rather than personal initiatives, (5) the nature of impersonal relationship between the staff and clients as business organizations and teachers and pupils as educational organizations, (6) the unique of merit on the recruitment and career progress of staff (Bush, 2003: 44).

However, several observers indicate that upon the mentioned characteristics above there would be more essences of bureaucratic models and the models would miss some points when apply to university administration because, for example, there are many bureaucratic elements and various levels of working systems in higher education system, in which at this level colleges and universities are labeled as complex organizations. Whereas, the models have a formal hierarchy associated with various levels of communication, and there are relations between offices. As a result, the level of respect is considered. Regarding the respect, it would be like the mountains acting as a natural barrier to the spread of professional bureaucracy (Mintzberg, 1983). In addition, there are formal policies and rules that govern all the work of the universities and university offices under the authority of the universities. Finally, there are bureaucratic elements regarding students' aspects of record keeping, registration, graduation requirement and other routines of day-to-day activities. In addition, in many ways, Baldridge's (1971) statement has proved that the bureaucratic models fall short of explaining policy formulation systems of the universities. The manifest of reasons asserted by Baldridge is that the broad discussion of Weberian paradigm is much about “authority”, formalized power, but less about the other types of power; for example, power based on nonlegitimate threats, power based on the force of mass movement, power based on expertise and power based on appeals to emotion and sentiment. This additional discussion assumes that the Weberian paradigm is weak when it attempts to deal with these nonformal forms of power and influence. The second aspect of bureaucratic paradigm plays much attention on the formal structure but very little about the processes of dynamism. A description of the static institutional arrangements may be helpful and organized but there is little explanation on the institution in action. The third perspective of the bureaucratic paradigm deals with the formal structure at any one point in time but there is no explanation on how the organization changes over time. Ultimately, the paradigm does not deal with the crucial task of policy formulation, just only explains how policies may be carried out in the most efficient fashion after they are set, but there is less explanation on the process by which policy is established at the first stage. In addition, it does not deal with political issues, such as the struggles of groups within the universities who want to force policy decisions toward their special interests (Baldridge, 1971: 11). On the other hand, the bureaucracy models may well suit to the analysis of business and government organizations, but does not adequately account for what they believe to be the unique nature of universities as organizations. Furthermore, some scholars indicate that there are some weaknesses of bureaucracy in education, for example, the excessive centralization and bureaucratization existing in South America in spite of the reforms undertaken (Newland, 1995: 113 as cited in Bush, 2003), and in Greece where there is the process of restructuring the organization of schools toward the conceptions that less complexity, formalization and centralization of the system, and more extended professionalism and autonomy of teachers and head teachers would be beneficial (Kavouri & Ellis, 1998: 106 as cited in Bush, 2003).

In fact, European higher education systems and public administrations have experienced a lot of difficulty regarding political revolution and higher education reforms against bureaucratic patterns. For example, the terms “weakness” and “heaviness” are still used to describe what several authors believe distinguishes the Southern European states i.e., Italy, Greece, Portugal and Spain from the other states of Western Europe. Despite a general process of convergence toward the latter countries in a diversity of important respects, the judiciary and the public administration in Southern Europe have changed less. Particularly, bureaucratic incompetence and patronage have remained as two enduring Southern European traits (Galanti, 2011: 6). Thus, public bureaucracy still becomes a crucial element in any discussion of the continued existence of exceptionalism in some countries in Southern Europe, in which politics seems to have faded. In connection with higher education, the fall of bureaucratic patterns can be seen in the reform of higher education system in Portugal in the year before 1974 democratic revolution. Under the corporatist New State from 1926 to April 1974, Magalhães & Santiago (2012: 229) explain that public administration rested upon a highly centralized system with a mixed regime between a pre-Weberian pattern based on informal and ideological political networks and Weberian with respect to the functional aspects, that is to say, the structural component of hierarchy and the allocation of power. To hold the power at university level, a new level framework for higher education was promulgated in the shape of Decree 12 426. Magalhães & Santiago (2012: 229) describe it as:

> "a long and violent phase in the relationship between State and Universities. In fact, all those whether by thought or deed who opposed the regime – whether students, professors or non-academic staff – were actively hounded, ostracized and expelled from the institutions, or arrested".

The dictatorship had contributed to an autocratic system of governance for higher education institutions, based on a centralized and tightly coupled administration and on the form of an appointment system of rectors and faculty heads by ministerial order (Lima, 2012: 289). Subsequently, higher education suffered a lot when there were the consequences of cuts in budget to reduce the deficit in Portugal's public expenditures, and the school growth stopped. Ideological control of universities led to abandoning the disciplines of teaching and research (Sobral, 2012: 62). Overall, Portuguese society, institutions and individuals had suffered the influence of the corporatist regime or the dictatorial regime. Up till the present, in many respects, bureaucratic influence has continued to mark (Magalhães & Santiago, 2012: 229).

Last but not least, Bush (2003: 46) concludes that it is difficult to apply bureaucracy models to schools and colleges because of the professional role of teachers. If teachers do not own innovations but are simply required to implement externally imposed changes, they are likely to do so without enthusiasm, leading to possible failure. Moreover, if teachers and professors in colleges and universities have an important role as politicians, there seem to have an increasing number of problems. According to Peters (2001: 229), this is because when compared to some absolute scale, rather than to the abilities of politicians, the skills of bureaucrats are not so overwhelming. There are so many standard complaints about bureaucracy. More specifically about public bureaucracy, concern their internal managerial dysfunctions. The bureaucrats always discuss more about other things than institutional goals. Subsequently, general chronic inefficiency has been filled the literature on bureaucracy. In fact, they must concern whether the internal problems are sufficiently great to limit the ability of bureaucracy to provide effective governance when conventional political institutions have proven themselves ineffective. Higher education institutions as being public must be more concerned about the adherence to laws, norms, procedures and so forth than private organizations because their response is about public asset and their act represents the people. Thus, as public officials they must be held accountable for their actions to the people. Peters (2001) also asserts that the accountability of the bureaucrat in turn can be how she/he protect herself or himself against possibly various complaints, with the only protection being in the strict or even rigid adherence to rules and procedures. The protection dealing with superiors is always as important as dealing with clients because the policy leadership from the top of the organization can be thwarted by bureaucratic rigidities and procedures within the organization. This nature of the act in a public organization makes the best conceived policy innovation fail if the superiors implementing it are more concerned with their own protection than the success of institutional goals. This is something about the absence of measurable outputs for most public organizations that general problems of control are exaggerated. Therefore, the evaluating success in a public bureaucracy generally is seen as consumption rather than production. That is, the standard measure of success is a larger budget rather than more or quality services rendered to the public, in which public higher education should take action on quality services rather than the larger budget. Finally, Manning (2013: 124) concludes that if higher education is to achieve its current goals and rise up to meet future challenges, the energy expanded to maintain the bureaucratic form may be better inverted in other place.

3.4.2. Collegial models

In academe, as many different organizational theories in higher education, the concept of collegial models has various interpretations and diverse elements at the institutional level of higher education. Although there are various references of higher education literature in connection with the concept of collegiality, there seems to have no systematic investigation of its meaning and few sustained attempts to define what it actually means (Tapper & Palfreyman, 2010: 14). According to the principle of collegiality, its emphasis of conceptual theories refers to sharing power and decision-making through the process of agreement among some or all faculty members of the educational institution. The approaches of collegiality range from a restricted collegiality where the power is shared by the leader with a limited number of senior colleagues to a pure collegiality where the equity of all members' voice determines policy (Bush, 2003). In other words, it is often linked to being cooperative to lend a helping hand sharing power and delegating authority among colleagues, as well as having cooperative interaction among peers in higher education institutions. All in all, this is the precise essence of the collegiality, in which two points of sharing and then interacting sometimes cause possible problems. Subsequently, there might be an emerging controversy surrounding the colleagues and peers through the process of sharing and interacting, coexisting with different views. Based on what has been said above, it can be an interpretation of collegiate affairs emerging at institutional context of the collegiate university, and also they are sometime recognized as the behavior of collegiality (Freeman, 2009).

In addition, it is also assumed that there is a right for professionals to share the wider decision-making process in the form of collegiality. Professionals would receive the benefit of sharing from the support and expertise of their colleagues. Bush (2003: 65) expresses that in the notion of collegial model it is the institutional model that determines policy and makes decisions through a process of discussion leading to consensus. The major features of collegial models by Bush (2003: 65-67) are modified in brief as the following:

- The tendency strengthening of collegial models seems normative; however, it is based on agreement where bias and conflicts would appear and democratic principles on decision making are advocated, and never claim that the nature of management in action is determined.
- The appropriateness of collegial models is for the educational organizations where there are significant members of professional staff whose knowledge and skills arising influence authority. A measure of autonomy is required by teachers, so that they can collaborate to ensure that there is a coherent approach on teaching and learning.
- There is a common set of values held by members of the organization. The source of the values is from the socialization which it may occur during the activities of training

and early years of professional practice.

- The important element in collegial management is the size of decision-making groups. They have to be sufficiently small to enable everyone to be heard. In large size of groups, it can be solved by having formal representation within the various decision-making bodies.
- And, decisions are reached by consensus rather than division of conflict.

Some scholars and researchers view on collegiality as a university model that can be used as a theoretical foundation for examining the university's affaires. In the 1980s and 1990s, its notion was considered as an enshrined perspective in the folklore of management and as the most appropriate way to run schools and colleges. Its assumption is an associated factor influencing the school effectiveness and school improvement and the official model of good practice. The collegiality designates structures by way of giving members of organizations to have equality to participate in decisions, in which each of them is bound and individuals have discretion to perform the main operations in their own way, subject only to minimal collegial controls. Its shape is seen as flat and circular structure (Watson, 2008: 187; Manning, 2013). Therefore, Baldridge (1971) describes the university as a collegium, and the collegium is important for analyzing and interpreting the institutional governance and management of higher education institutions, and higher education institutions cannot be indentified and understood without knowledge and broad interpretations of collegiality, faculty and their unique culture (Manning, 2013: 35).

Over the past several decades, the concept of collegiality has been affected by the innovation of organizational and social theories. There are pressures of change including political, economic, cultural and social aspects affecting the traditional concept of collegiality. Therefore, the concept of collegiality has been coexisted with the concept of formal models as a mixed paradigm in higher education, combing inside the hierarchical structure of the university. The collegiality was in decline in the 1980s, for example, in British higher education system (Halsey, 1995). Nevertheless, it has been adopted by most leading universities in modern and developing countries in order to make good governance in their higher education institutions compatible with the quality of global higher education institutions. The core elements of collegiality include the federal structure of governance, donnish dominion, intellectual collegiality and commensality. They are always deployed as a guideline to analyze diverse interpretations of collegiate universities although there have been intense struggles to restructure the membership of the executives bodies of the collegiate universities (Tapper & Palfreyman, 2010: 17).

4.4.2.1. The collegiate university

Described by scholars and authors, the form of collegiate university is originated by medieval universities such as the Universities of Oxford and Cambridge in British higher education system and universities in Bologna and Paris (Bush, 2003; Tapper & Palfreyman, 2010; Manning, 2013). According to Tapper & Palfreyman (2010), the two British universities are remembered as powerful symbols of the university representing two variants of the same model. They have been recognized as a federal rather than a unitary structure since the latter half of the nineteenth century. Governing authority and functions of collegiality are divided between the central university and a number of constituent colleges. The concept of collegiality has been affected internally and externally by various pressures of change as previously mentioned. The outcome of change has brought about the reshaping character of the collegiate university; that is, the power of the central university was expanded, the colleges were re-invigorated under the control of college tutors. Besides, their graduates enabled to compete effectively for entry into both the upper echelons of the burgeoning professional class and the administrative rank of the civil service. The awarding of degrees was regulated. Significantly, it would seem that the era of professionalization was emerged through pursuing professional careers or administrative posts in the public sector. Thus, there has been an increasing vitality to have a university degree since then. Furthermore, the cultural aspect of patronage was in decline in the form of institutional governance of collegiality, and the entry into prominent posts in both state and society was increasingly determined by bureaucratic procedures rather than the personal connections central to a system of patronage (Tapper & Palfreyman, 2010: 19). In the twentieth century, the form of federal university had changed in the way that the universities became secular institutions committed to expanding knowledge through teaching and research. Within this historical context, the balance of power within the federal model was not the key issue but rather the university’s purpose. Continuously, there has been the significant evolution of college tutors, and a power has created several interests. There was the intrusion of the expansion of university income and the new areas of knowledge, i.e. the experimental sciences. In the other critical changes to the collegiate university, there was a gradual shift of Oxford from a confederation of colleges to a collegiate university, while Cambridge remained firm playing the role as the central university (Tapper & Palfreyman, 2010). Regarding the characteristics of current academic life that evolved from the medieval guild structure and persist today, they include peer preview, faculty control of the curriculum and academic freedom (Manning, 2013: 37).

3.4.2.2. Donnish dominion

Despite the subsequent expansion of higher education over the past decades, higher education has experienced both a failed thrust and a new impetus toward mass higher education. There has been the rise of liberal economic policies being irrelevant to the long-term decline of academic power and emerging demonstration how power has ebbed away from academics toward government, and toward students and industry as consumers of education and research (Halsey, 1995). During the 1960s and 1970s, British higher education, as an example, developed into an avid consumer of the financial patronage of the state. Thus, there had been an emerging range of both competing and co-operating interests in the context of higher education institutions. In addition, the role of colleges and universities was as recruiting-grounds for political and administrative leaders of the future. As a result, a fundamental idea of the university was changed. The position of the academics in the character of donnish dominion, in relation to state funding, salary levels, research facilities, staff-student ratios, public respect, and indeed every dimension of professional status, had deteriorated by the 1980s. Higher education system of Britain was regarded as in crisis (Halsey, 1995: 2; Tapper & Palfreyman, 2010). Furthermore, based on the statement of Tapper & Palfreyman (2010), the interpretation of the extent to which the affairs of those institutions controlled by their academic faculty and the donnish dominion which it is an element in the traditional understanding of collegiality and undoubtedly its influence have been truncated. Base on this statement above, it is obvious that the core element of donnish dominion in regard with power of academics (Bush, 2003), which it has been in decline because of the pressures of change in politics, economy, and society (Tapper & Palfreyman, 2010), should be retained and redefined with additionally appropriate principles of collegiality. Unless, the concepts of collegiality regarding the power of academics, in which academics posses authority arising directly from their maverick manifestation and knowledge and skill, may fail to carry over to a different setting; while power and authority are contextual for all organizational perspectives (Manning, 2013: 41). Nonetheless, Tapper & Palfreyman (2010) also advise that what is taught and researched and how it is taught and researched should be under the academic control.

3.4.2.3. Intellectual collegiality

Since the second half of the twentieth century, higher education has evolved and expanded knowledge through the innovation of both teaching and research (Tennant, McMullen & Kaczynski, 2010; Tapper & Palfreyman, 2010). In addition, there has been an emerging pursuit of scholarship, in which it is a concept central to the function of higher education influencing higher education practice and policy throughout the world (Nicholls, 2005). The importance of these higher education affairs and function has become the focus for university academics from then on. However, the intellectuality still has a broader base than colleges and a wider area than interdisciplinary research of the collegiate university because there is an enormous quantity of collaborative research, as well as there are the publications of many academics bear the imprint of some of their colleagues, i.e. jointly published work (Tapper & Palfreyman, 2010: 26). Besides, there has been the emergence of the marketization of higher education and global competition. This momentum of higher education evolvement has made colleges and universities more than ever positioned as important sites for the production and dissemination of knowledge and innovation in the service of socio-economic development. Recently, higher education institutions have become more cooperative in their look. At this position, universities are seen in contrast to the values of traditional collegiality regarding decision-making (Tennant *et al.*, 2010). For example, in relation to the innovation of university affairs, none of lonely scholars spends most of his/her time in his/her garrets laboring to produce the great work. Therefore, similar to previously core elements of the collegiality, the concept of intellectual collegiality has become broad and had diverse interpretations, but it remains a process of interaction amongst academics focusing upon their specialization, research and teaching practice. More importantly, regarding the research in the sciences and increasingly in the social sciences, it cannot rely on one scholar's perspectives. Mostly it is now dependent upon the work of research teams led by senior academics with known research records e.g. full professors of the university, who have headed the bid to obtain funding (Tapper & Palfreyman, 2010). In this context, according to Tapper & Palfreyman, they believe that the collegiality is not a process that involves the participation of equals with equal voices, but it is a cooperative factor in the achievement of shared goals with recognizing the significance of all inputs and mutual respect across the team. This seems that they are implying that new interpretation of the intellectual collegiality is always redefined upon the time goes. In fact, the focus of intellectual collegiality is the research process itself. It is idealized as a pattern of collaboration amongst equals who have mutual respect. An equally important part of that process is the requirement of openness and transparency that can be seen during conducting research in broad access to its findings. In other words, the interpretation of intellectual collegiality is an understanding of the social purposes of research to inform both the wider intellectual community and also its availability to the public at large. This is another consequence that collegiality is also understood as enhancement of the educative process at large and not simply an observation on how academics of the collegial university relate to each other. Tapper & Palfreyman (2010) also adds that one issue of intellectual collegiality is interdisciplinary research, the tended focus issue being encouraged within the collegiate university. The analysis of intellectual collegiality has a more fragile basis than the concept of the collegiate university and donnish dominion because it is difficult to find substantive empirical source to corroborate the assertion that the collegiate university is a unique contribution to intellectual collegiality.

3.4.2.4. Commensality

Halsey (1995) describes the collegiate university as a sense of community and long-term loyalty by the process of socialization. Higher education is seen functioning more than the transmission, acquisition and augmenting of knowledge. It creates a social process that unfolds in an institutional framework enveloping both faculty and students and shaping commensality (Tapper & Palfreyman, 2010). For example, around the campus of the university, students enjoy spending their time together sharing dining facilities, taking college tutorials together, participating in governance and a veritable plethora of sporting, social and cultural activities. In connection with this context, Manning (2013: 50) refers to it as advocacy culture, in which the traditional union issues of salary and other personnel issues are accommodated by concerns about curriculum, teaching-learning, tenure, and part-time faculty issues among others. In particular, Manning (2013: 51) includes that collective action through student unions and faculty advocacy is a major to combat the changes, which threaten the long-standing values of higher education. The strategic collaboration with students is a circular method of the collegiality to achieve mutual goals, and faculty and academics frequently march with student activities or support their causes.

Through the literature of core elements of collegiality, it seems that what Baldridge (1971) and several scholars and researchers implied is proved. The university is a collegium, the community of scholars or the professionally argumentative community (Watson, 2008: 188), with a rather ambiguous concept. Simultaneously, Baldridge (1971) explains three different concepts that run across the typical literature of the paradigm. They include a description of practical management of a university, a discussion of the faculty's professional authority and the educational process. In the first idea of the collegial university's management, full participation of the members of the academic community is a priority. The second concern is regarded as professional authority of faculty. Professionals should be free in action and less influent on what they know and what they can do rather than on the basis of their official positions. The examples of professionals whose influence depends on their knowledge rather than on their formal positions are the scientist in industry, the military advisor, the experts and professors in the university. In other words, this is the nature of academic freedom of the collegiality, stated by Manning (2013). The third concern is more collegial argument with the educational process rather than the administration aspects of the university. In particular, the concern of students becomes an important issue of the university. As the university is massive with thousands of students, there would be a growing discontent and growing concern about the alienation of students. In response to this impersonal bureaucratized educational system, several critics are calling for a return to the academic community. This seeking is to reform the university and receive the proof of needs for more personal interaction between the faculty and students, for more relevant courses, and educational innovations to bring students into existential dialogue with the subject matter of their discipline. Therefore, the innovations of the presence of higher education are seen through the evolvement of higher education by a combination of traditional bureaucracy and collegiality.

More interpretations of collegiality are indentified by its goals, structure, environment and leadership (Bush, 2003). As we know, a useful lens is provided by sociology through which to view faculty guilds and their evolved structure, the collegium (Manning, 2013). The group, society, and community are the main units of analysis and interest. The emphasis of the group is expressed in the collegial perspective through emphasizing on peer review, professional authority, self-management and the community of scholars. In a larger sense, the governmental goals are central to the mission and purposes of higher education institutions. According to Bush (2001:

73), the goals (1) provide a general guide to institutional activities, enable teachers to link their activities to institutional objectives; (2) serve as a source of legitimacy, enable activities to be justified if they contribute to achievement of goals; and (3) become a means of measuring success indicating as school effectiveness based on its objectives achieved. It is assumed that all members of an institution agree on its goals, and perhaps agreement on aim is the central element in all participative approaches of school and college management (Bush, 2003).

By the evolvement and maturation of higher education since the second half the twentieth century, there has been the widespread authority of expertise within the universities of learning-teaching, scholarship and research. Besides, colleges and universities have become “bottom-heavy institutions” (Glatter, 1984: 23 as cited in Bush, 2003: 68) because at institutional level colleges and universities have more autonomy and heavier tasks for social services and institutional development. Through the literature of collegiality by several authors, this is the natural effect of emerging knowledge and competence distribution in higher education institutions when universities have more participation from external bodies. Certainly, the degree of transparency is at the extent of higher level. And this may affect the quality of higher education institutions in a good sense of direction if there is a substantial measure of collegiality in its management procedures by depending on higher-level professional skills (Williams & Blackstone, 1983: 94) and more participation of external bodies. Little (1990) also expresses how the benefits of collegiality in education is and the reason to pursue the study and practice of collegiality that it is presumably something gained when teachers work together and something lost when they do not. In effect, the perceived benefits must be great enough that the time teachers spend together can compete with time spent in other ways, on the other priorities that are equally compelling or more immediate.

On the contrary, many critics claim that the concept of collegiality is appealing and persuasive because its emphasis on the professional freedom of professors, the need for consensus and democratic consultation and the call for more humane education, are all legitimate and worthy goals (Baldridge, 1971). Still, since 1990s the collegial concept has challenged by the rapid growth of higher education, the rise of managerialism and the movement toward top-down hierarchical control. These challenges have made it more difficult to maintain its previous significance in the decision-making process for the collegial aspects of universities because there is the influence of highly managerial and bureaucratic approaches on higher education. Thus, the collegiality has become weak, and there is an emerging confusion between the descriptive and normative enterprises in the collegial literature. There has been a lot of conjecture in the work recently about the collegiality whether the university is a collegium or it ought to be. There is no accurate description of the processes at many levels in the universities when the collegial discussion of a round-table type of decision making occurs. According to Baldridge (1971) and Bush (2003), it is asserted that the collegial models cannot deal with the problem of conflict adequately.

3.4.3. Political models

Ellström (1983: 233) asserts that the heavy demands put on the organizations by the rational models are probably being realized in many organizations including educational institutions. Particularly, in the case of educational institutions, the diversity of interests and lack of consistent and shared goals have been noticed. Under these conditions, it is hypothesized that organizations are best understood as political entities, and they are considered as a system of interaction between individuals and subgroups pursuing different interests, diverse demands and ideologies through the use of power and other resources. According to Manning (2013: 67), regardless of any cultural beliefs about the rationality or serenity of college campuses, higher education history includes the phases of the social unrest of the 1960s, intense public scrutiny of the 1990s and economic crisis of the early twenty-first century. These phases have shaped higher education institutions including colleges and universities as contested political ground where there is the presence of various types of stakeholders and interest groups. Thus, higher education is not the position of academics and students only, but composed mainly of external stakeholders, power elites, as well as donors. When there is an increasing participation of external stakeholders, certainly the traditional patterns of institutional higher education institutions may be affected. More emerging conflicts consistently may be created through the relationship within institutions and between higher education institutions and external stakeholders. Subsequently, the various interpretations of organizational models are redefined, and then become additional input into the traditional concepts of the models.

Coming along the phases of higher education maturation and augmentation, Baldridge (1971) has started to unmistakably indentify the political perspectives in higher education since the early 1970s. Based on his statement, it is found that the widely accepted perspectives of bureaucracy and collegiality are not adequate to explain higher education governance or faculty affairs, and they do not give an adequate account of the evidence in connection with higher education governance. The evidence regarding lack of fit in the traditional bureaucratic and collegial perspectives has been derived from organizational change over the past decades. On the contrary, the concept of political models, rather than the formal and collegial models, is captured the ongoing reality of higher education. This can be seen in the complex and dynamic processes that operate in the modern campuses of higher education institutions today. Therefore, together with several higher education scholars and organizational theorists, Baldridge suggests that the concept of political models might better explain higher education institutions than other choices available. Its concept is not a substitute for the bureaucracy or collegial models of academic decision making. In a very real sense, each of those addresses a separate set of problems and they provide complimentary interpretations. There are various strengths of political models, however, and they are offered as a strong contender for interpreting academic governance (Baldridge *et al.,* 1978: 44; Manning, 2013: 67).

Regarding the statement of Bush (2003) about political models of educational institutions, the term, micropolitics (Blase, 1991), is defined as the interaction of social systems of teachers, administrators, teachers and students within school buildings. At this internal level, Ordorika (2003: 5) refers to the political ground of interaction between faculty and students against administration's attempts to produce reforms that contravene traditional perceptions about the role of the institution, as well as established right and practices. Nevertheless, in fact, the concern of micropolitics also focuses on external issues of higher education, in particular the interaction between professional and lay subsystems, as well as local and central government. Bush (2003: 89) additionally explains that political models embrace those theories which characterize decision-making as a process of negotiation and bargaining. Alliances in pursuit of particular policy objectives of higher education are formed and developed by interest groups. Conflict is viewed as a natural phenomenon and power accrues to dominant coalitions rather than being the preserve of formal leaders. Moreover, the interest groups articulate their need in many different ways. This brings pressures on the decision making process from any numbers of angles (Baldridge, 1971: 19-20).

Some major features of political models are viewed by Bush (2003: 91-93) including:

- Its tendency is on group activities rather than the institution as a whole. Interaction between groups is at the heart of political approaches in the schools, colleges and universities, the complex organizations, where there are differently several types of groups.

- The concern of political models is interests and interest groups. It is believed that individuals have variety of interests. In large complex organizations as universities, a person is motivated to act by various tools in one direction rather than others and people live in the midst of their interest. They need to do whatever they can sustain or improve their position. This is what Morgan (1997: 149) describes as, "the flow of politics" which it is intimately connected with the way of positioning oneself.
- When interests groups occupy different interests, the situation of conflicts exists in organizations to get what they want and conflict becomes the normal feature of organizations.
- The models' goals are unstable, ambiguous and contested. Different interests, individuals and coalitions have different aims and methods in order to reach their achievement.
- Through the complex process of bargaining and negotiation, decisions within the political arenas emerged.
- And, power becomes central to all political theories. Conflicts of interest are resolved by the medium of power.

As mentioned earlier by Baldridge (1971) and many authors, the bureaucratic and collegial models are adequate in using for explaining the context of institutional governance and management of the universities and colleges. However, they both still miss many important features. Therefore, Baldridge has developed and advocated the perspectives of political models, the models of university governance. He asserts that the political models incorporates and expands the concept of the traditional models, bureaucratic and collegial models, through using three theoretical sources including the sociological tradition of conflict theory, community power and the so-called informal groups to interpret institutional governance and management in higher education (Baldridge *et al.*, 1978).

3.4.3.1. Conflict theory

Whenever interests collide conflict arises (Morgan, 1986: 155). It seems that there is a personality problem in business organizations, for example, finance people and marketing people never get along. There are several points for analysis of large organizations by the concept of conflict. First, the focus of conflict theories is the fragmentation of community systems into interest groups, with different perspectives. Second, the conflict is related to the interaction of different interest groups and especially the conflict processes by which one group tries to gain advantage over another (Baldridge, 1971: 16). Third, interest groups cluster around the divergent values. Finally, the central feature of the conflict approach becomes the study of change. However, in contrast to the rational model, the political models view conflict rather than consensus as a normal aspect of organizational life (Ellström, 1983: 233). In higher education, as complex and dynamic place, ongoing situation of universities has inevitable consequences of conflict within interest groups in the campuses and the outside. Since there was the shift of a paradigm from the industrial age to a new information technology age, the shift of the very locale of universities from the regional to the global has been also emerged. The work of academics in the campuses of universities is no exception involving everything from physically teaching on campuses in foreign countries to collaborative research and development of across national boundaries (Ling, 2005). In a consequence, more participation of higher education comes into the system. This may create more fragmentation of the relationship between higher education institutions and stakeholders, governmental agencies, communities and donors. By this nature of cooperative higher education, universities are inevitable to face more conflicts if they expect to achieve the institutional goals.

3.4.3.2. Power theory

According to Baldridge (1971: 15), the political dynamics of universities are similar to those studied by community power theorists in political science. Power is always considered as a source of political models, and mainly used to explain the micropolitical universities. According to Bush (2003), its concept is central to all political theories. Politically, the scholars have charted the complex processes by which various groups in the community influence governmental policy. The outcomes of the complex decision-making process of higher education institutions are probably determined according to the relative power of the individual academics and other internal and external interest groups involving in debate. The emphasis of power is useful for the organizational analysis, especially the study of power nature in political systems, the role of interest groups in the political arena, and a stress on goal-setting activities adapted from the power theories (Baldridge, 1971). In connection with power in higher education, Manning (2013: 72) expresses that knowledge is an important resource of power, in which power is a context-specific, relationship-oriented resources used to achieve goals and realize relationships. Although knowledge is controlled to gain power, sometimes academics can still gain power by controlling, shaping or teaching. This typical feature of interpersonal power, a palatable form gains through associations and friendships. In universities, therefore, establishing networks is always a trading form for power and influence to gain jobs, work connections, and favor. “The more influence to one has to trade, the more power is gained” (Manning, 2013: 73).

3.4.3.3. Interest groups

The literature of interest groups is explained through the studies done on prisons and from industrial settings. Explained by Baldridge (1971), the cleavage and conflict between prisoners and their captors become the normal state of affairs. For example, powerful groups form on every side to fight for privileges and favors. From industrial studies, it focuses on the man-to-man interaction patterns that develop within a peer group. Regarding the different interest groups in organizations, probably including universities, Hoyle (1986: 128, as cited in Bush, 2003) states the differentiation between personal and professional interests. Personal interest focus on status, promotion and working conditions, while professional interests focus on commitment to a particular curriculum, syllabus, mode of pupil grouping, teaching methods, etc. These become parts of the micropolitical process regarding the strategies used to further them (Bush, 2003: 92). In regard with higher education, interest groups are characterized as stakeholders directly associated with higher education institutions e.g., faculty, alumni, parents; or indirectly associated e.g., neighbors, employers, state legislators and government officials. They all have different interests in the actions and decisions of colleges and universities, and they lobby to exert their influence on higher education institutions (Manning, 2013: 70).

The position of each theory has greatly influenced the political models. Here are some of major emphases of each strand:

Theoretical background of political models

Conflict theory	Community power theory	Interest group theory
• Conflict and competition • Emphasis on change processes	• Forms of power and influence • Multiple centers of influence	• Influence of internal groups • Influence of external groups

Role of classes and interest groups in promoting conflict and change Role of conflict in political decision making	Interest groups and veto groups Spheres of influence and study of specific issues Interaction of multiple types of influence	Conflict and competition Divergent value as source of conflict Goal-setting activities

Adapted from Baldridge (1971: 19)

Figure 7: *Theoretical background of the political model*

Regarding the statement of Baldridge (1971), the three approaches of political models above are combined as a theoretical frame guiding the interpretation of organizational governance and management. With scrutinizing deliberately the contents of each strand, the concept of political models maintain the depiction of how complex organizations change. In addition, it is conceivable that any kind of organizations is prevailed of the same constraints on governance and management. This is undoubtedly identified in the basic concept of the models which assumes that complex organizations can be studied as miniature political systems, with interest group dynamics and conflicts similar to those in city, state, and other political situations (Baldridge *et al.*, 1978: 34). In addition, Morgan (1986) continues supporting those ideas by focusing on relations between conflict, power and interest to analyze organizational politics in a system way. Morgan (1986: 148) states that when organizational politics arise, people think differently and expect to act differently. This diversity creates a tension that must be resolved through political means, and that there are many ways in which the tension can be done through examining the different kinds of rules in organizations; for example, autocracy, bureaucracy, technocracy, codetermination, representative democracy and direct democracy. However, it is understood that very few organizations use just one of these different kinds of rules. It is found that a mixed type is formed in practice. For instance, while some organizations are more autocratic, more bureaucratic, or more democratic than others, they often contain elements of other systems as well.

Pertaining to the process of implementation the political models have several stages. The central focal point, which is policy formation, is considered as the key concept to analyze the processes of change in governance of various organizations including the educational organizations (Bush, 2003). Policies are crucial to commit the organizations to definite goals, set the strategies to achieve those goals, as well as to determine the long-range destiny of the organizations (Baldridge *et al.*, 1978: 34). Policies have major impact on decisions and make the feature of organizations in shape. In general, policies are decisions that bind the important courses of action. Since they are important, people in the organizations have to find out the way to influence them so as to see that their special values and ideas are implemented. They are also recognized as a major point of conflict, a watershed of partisan activity permeating life at the university, and they become the center of political analysis (Baldridge, 1971: 21). In short, Baldridge continues to precisely differentiate that:

> "..just as the political scientist often selects legislative acts in Congress as the focal point of his analysis of the state's political processes, we as organizations theorists have selected policy decisions as the key to studying organizational conflict and change" (Baldridge, 1971: 21-23).

Within its social, political and economic contexts, education policies are, in particular, considered as theories of state which consist of several procedures of development and implementation. It inevitably focuses attention on the role of the state in the macro-policy environment. Although there is significant variation in state formations between nations, almost universally the state has a key role in providing and regulating educational services. Therefore, whether national or local state, policy has a considerable impact on shaping what happens in a daily basis in educational organizations (Bell & Stevenson, 2006: 5). With the policy formation, there are a series of assumptions about the political processes that identify the characteristics of the political model including inactivity prevails, fluid participation, fragmentation of colleges and universities into interest groups with different goals and values, normality of conflict, limitation of authority, and the importance of external interest groups. The concepts implied stress that the influence on educational organizations is from both external and internal environments. Regarding an interest in normality of conflict of colleges and universities as other organizations, it is noticed and assumed that there is a fragmented and dynamic social system when conflict is considered as natural and not a symptom of breakdown in the academic community. This might be because, in reality, conflict can make change in the processes of action, work culture in several types of organizations and educational organizations. On the contrary, this approach can be also a burden to be accepted in some organizations where the culture is based on intuition and patronage, but not formal rationality. However, conflict becomes a significant factor strengthening institutions and organizations to be better off through organizational change.

Based on the key assumptions above, it is important to look at five points of the political model to analyze the changes in institutional governance and management of higher educational institutions, to see how the social structures of the university influence the decision-making processes and how political pressures are brought on decision markers, how decisions are forged out of the conflict, and how the policies are implemented. Here are the stages of five points from the first to the last respectively; social structure features, the process of interest articulation, legislation, policy outcomes and policy execution (Baldridge *et al.*, 1978).

As many other organizational theories, political models have maintained its position with existent patterns of limitations. For example, according to Bush (2003: 108-109), five major points are explained: (1) political models have its strong concern about the language of power, conflict and manipulation, while the awareness of other standard quality of organizations is neglected; (2) the influence of interest groups on decision-making is stressed, while little attention to the institutional level is concerned; (3) too much emphasis is on conflict, while the possibility of professional collaboration leading to agreed outcomes is neglected; (4) political models are regarded as descriptive or explanatory theories; and (5) there is valid insights into the operation of schools and colleges, but it hardly discerns what constitutes political behavior and what may be typical bureaucratic or collegial affairs. Manning (2013: 76) also provides some weaknesses of political models by the abilities with negative effects. For instance; political models can highlight divisiveness, competition and negative aspects of organizations; can disempower the underrepresented and those who have less access to power; can diminish morale and healthy work environments; and can concentrate major decision-making in the hands of an elite few.

3.4.4. Anarchy models

Based on the evolution of higher education and its maturation, institutional governance of higher education, as mentioned earlier, has been determined by the bound conceptions of traditional organization theories mainly comprising of bureaucracy, collegial models and some other organizational models. Characterized by Baldridge *et al.*, (1978: 20-31), colleges and universities are seen as complex organizations. They have ambiguous goals, hierarchical systems and structures, officials that are responsible for specific duties, decision-making process for setting institutional policy and routine bureaucratic administration for handling day-to-day work.

They share many characteristics with other complex bureaucracies and collegialities, in which they are formed by levels of governance and fragmented management. Colleges and universities are unique kinds of professional organizations. They have different characteristics from industrial organizations, governmental bureaus and business firms. These characteristics are recognized as the complex nature of higher education, which leads to the emerging anarchistic models to be counted as a supplement of the more common bureaucratic system of higher education in order to enable scholars and higher education researchers to interpret the presence of higher education governance better. Especially, four fundamental ambiguities of anarchy models, including ambiguities of purpose, power, experience and success have become the organizational concepts striking at the heart of the usual interpretations of leadership and interpreting the leadership of higher education institutions since the 1970s (Cohen & March, 1974: 195). By his book on *Theories of Educational Leadership and Management*, Bush (2003: 134) identifies anarchy models as ambiguity models where turbulence and unpredictability are dominant features of organizations. The objectives of the institutions are not clear, and it is difficult to understand the processes of the institutions. Participation in policy making is fluid as members opt in or out of decision opportunities. Manning (2013: 11) also follows the work of Cohen and March (1974) recognizing anarchy models as organized anarchy on her book, *Organizational Theory in Higher Education*. The perspectives of the anarchy models by Manning (2013: 14) assume multiple realities. Faculties experience the organizations from their various disciplinary points of view, administrations from their different understandings, students from yet others. The presence of higher education is more complicated by the participation of internal (e.g., boards of trustees) and external (e.g., state legislations) stakeholders. Regardless of power or position, it is difficult to fully understand the various realities and perceptions present in the academic organizations, a situation that introduces uncertainty into the organizational structure. Though tempered by culture, history and tradition that shape the beliefs in particular directions and away from other, the presence of multiple realities within organized anarchy is undeniable. In addition, Ellström (1983: 234) counts anarchy models through using three of the most well-known concepts including (1) the metaphor of organized anarchy; the model of the ambiguity on purpose, power, experience. In the world of institutional management, organized anarchy is originally touched by Cohen & March (1974); (2) the metaphor garbage cans, in which the recent studies of universities, a familiar form of organized anarchy, suggest that colleges and universities can be viewed for some purposes as collections of choices looking for problems, issues and feelings looking for decision situations in which they might be aired, solutions looking for issues to which they might be an answer, and decision makers looking for work (Cohen, March & Olsen, 1972: 1); and (3) the metaphor of loosely coupled system (Weick, 1976), which it is one of organizational theories applied to governance and management of the academic organizations.

3.4.4.1. Organized anarchy

In academic organizations, colleges and universities have several unique organizational characteristics. Specifically, they are depicted as instable and complex organizations (Cohen & March, 1974; Baldridge *et al.*, 1978; Bush, 2003: 143). They are considered as higher education institutions that have ambiguous and contested goal structures. It is hardly seen that a single model of organizations will serve the academic organizations' goals. The standard term, bureaucracy, the best structured model of organizations, still misses the standing point in interpreting changes in institutional governance and management of higher education because the status of academic organizations is always changed periodically. There is fluid and confused participation in the management of higher education institutions, while bureaucracy implies rigidity and stability. Bureaucracy has clear lines of authority and hierarchical demands, but academic organizations have autonomy-demanding professions and lines of authority that are always vague and confused (Baldridge *et al.*, 1978: 25). Therefore, Cohen & March (1974) pioneered the term "organized anarchy" to interpret the complexity of institutional governance of colleges and universities. Cohen and March state that in anarchical universities individuals are seen as making autonomous decisions. For example, "teachers decide if, when and what to teach. Students decide if, when, and what to learn. Legislators and donors decide if, when, and what to support" (Baldridge *et al.*, 1978: 26). This phenomenon has become the method of collecting problems, complexity and confusion of the academic organizations. Consequently, (1) the internal action of organizations becomes problematic (Ellström, 1983: 235). This is the tendency of creating difficulties in defining and ordering the priority goals in higher education institutions, particularly not only at the institutional level but also at every level from the individual students to the whole institutions. Ultimately, the outcomes of the institutions would be unpredictable (Cuthbert, 2002). (2) In addition, the processes and technology of organizations are vague or difficult to be understood by the members of academic organizations. The methods of transformational processes, such as teaching, learning, and research are difficult to specify. There is neither accepted model nor even set of models of learning which can be said to underlie all educational practice (Cuthbert, 2002). And (3) there is fluid and part-time participation as mentioned earlier. The members of higher education institutions swim in and out of groups, committees and other decision making arenas, as they choose variously to participate or not in particular issues and discussions (Ellström, 1983: 235; Cuthbert, 2002: 4). Beyond the three problematic issues as features of organized anarchy stated by Ellström, the fourth kind of ambiguity is added; the ambiguity of history. It is the tendency of organization members to reconstruct and distort organizational events in the past selectively and to see what happened, why it happened, and whether it had to happened are all problematic under the ambiguities of the academic organizations such schools, colleges and universities as a whole (Ellström, 1983). What is more, Bush (2003: 139) also provides and explains nine features of organized anarchy through ambiguity models. Here are some additional interpretations of organized anarchy models related to the empirical study in this context setting. First, the organizational environment of higher education institutions also becomes a source of ambiguity in the way that educational institutions are becoming more dependent on external groups. Self-managing colleges and universities are vulnerable to changing patterns of parental and student demand. There is the provision for open enrolment. Parents and potential parents have more opportunities to exercise more power over institutions. In turn, funding levels are linked recruitment. The publications of examination and test results also serve to heighten dependence on elements in the external environment. All these reasons show that the higher education institutions become more open to external groups. There is also the emergence of new competition increasing virtual education. In addition, internationalization of higher education is combined with the repercussions of the global economic crises, governmental-mandated requirement, and market market-driven pressures (Manning, 2013: 19). In a consequence, as higher education in the era of rapid change, certainly its institutions may experience difficulties in interpreting the various messages being transmitted from the environment and in dealing with conflicting signals. Second, there might be also the prevalence of unplanned decisions; however, formal models assume that problems arise, possible solutions are formulated and the most appropriate solution is chosen. Then, the preferred option is implemented and subject to evaluation in due course. And third, the ambiguity models address the advantages of decentralization. By the complex and unpredictable image of institutions, it is thought that there are many decisions being devolved to sub-units and individuals. For example, departments may have power to adapt rapidly to changing curriculum, and successful programs and courses are able to expand and thrive, while weaker areas may contract or even abolish based on the inefficiency of the outcome (Bush, 2003). However, Weick (1976: 7) and Bush (2003: 141) argue that devolution enables organizations to survive while particular sub-units are threatened.

3.4.4.2. Garbage can models

Garbage can models refer to a metaphorical notion of organization behavior models. The models are the most celebrated of the ambiguity perspectives (Bush, 2003: 141) for interpreting the patterns of changes in large organizations, i.e. colleges and universities. According to Cohen and March (1986), on the basis on empirical research the ambiguities become one of the major characteristics of universities and colleges in the United States. They are important to implicate the anarchic view of academic organizations, which assume that there is lack of intentionality of organizational action, and this assumption is manifested in the garbage can models of organizational choice models (Cohen *et al.*, 1972; Ellström, 1983: 235). The models were first applied to analyze the shift in regard with changing distributions of power, norms and ideas, the roles of specific United Nations actors, for example (Lipson, 2004). Lipson states that the models portray organizational agenda setting as the contingent byproduct of the coupling of previously disconnected streams of problems and solutions, rather than the result of efficient rational decision making. In order to understand the ambiguities and complexity of large organizations, i.e. schools, colleges or universities, garbage can models of organizational choices (Cohen *et al.*, 1972) are essential to use for interpreting some organizational decision-making processes, in particular decision making by organized anarchies where preferences are not clear, technology is vague, or participation is fluid made (Cohen & March, 1974: 3). The basic idea of garbage can models is that a choice opportunity (an occasion on which an organization is expected to produce a decision) is viewed as a garbage can into which the participants dump the mix of several problems and solutions (Cohen & March, 1974: 81). Problems, solutions, and decision makers move from one choice to another depending on the mix of recognized problems, the choices available, the mix of solutions available for problems, and outside influences on the decision makers. In short, the mixed problems are not coupled from choices giving an image of rummaging around inside a garbage can. Problems are addressed based on a solution choice, but choices are made based on shifting combinations of problems, solutions, and decision makers. In this sense, according to the rational choice theory (Zey, 1998) decision-making appears probabilistic instead of rational. The garbage can models allow problems to be addressed and choices to be made, but does not necessarily follow a rational process. Poorly understood and addressed problems can drift into and out of the garbage can process, depending on the situation and factors. In the situation of garbage can, a decision is viewed as the outcome or product of several relatively independent streams within organizations. To analyze processes within large organizations, problems, solutions, participants, and choice opportunities, these four streams of interrelated events within the garbage can models are dominated (Cohen *et al.*, 1972: 3; Cohen & March, 1974; Bush, 2003: 142).

Problems

Problems become the core concern of people inside and outside the organizations, or academics and professionals within higher education institutions. They always arise in the processes of organizational performance. The sources of problems are always from various aspects of lifestyle, family disputation, frustration of work, careers, and group relations within the organizations and so on. All require attention. In general, in regard with the assumption of the concept of problems, it is distinguished that problems are not similar as choices. They may not be resolved when choices are made.

Solutions

A solution is somebody's product that interacts with other independent streams for decision making in the garbage can decision process. It is an answer seeking for a question. Participants may have ideas for solutions. They may be attracted to specific solutions and volunteer to play the advocate. Only trivial solutions do not require advocacy and preparations. Significant solutions have to be prepared without knowledge of the problems that they might have to solve. Cohen & March (1974: 82) say that:

> "despite the dictum that you cannot find the answer until you have formulated the question well, you often do not know what the question is in organizational problem solving until you have the answer".

Participants

Participants always come and go. Participants vary between problems and solutions. Participants may depend on the other time demands of participation (independent from the particular “decision” situation under study). Participants may have favorite problems or favorite solutions which they carry around with them.

Choice opportunities

These are occasions when an organization is expected to produce behavior that can be called a decision. Opportunities arise regularly and any organization has directions of articulating an occasion for choice. Contracts must be signed; people hired, promoted, or fired; money spent; and responsibilities allocated (Cohen *et al.*, 1972; Bush, 2003).

In the advocate of Cohen & March (1974: 83), it is stated that:

> “the properties of universities as organized anarchies make the garbage can ideas particularly appropriate to an understanding of organizational choice within higher education. Although a college or universities operates within the metaphor of a political system or a hierarchical bureaucracy, the actual operation of either is considerably attenuated by the ambiguity of college goals, by lack of clarity in education technology, and by the transient character of many participants. Insofar as a college is correctly described as an organized anarchy, a college president needs to understand the consequences of a garbage can decision process.”

3.4.4.3. Loosely coupled system

Understanding a college or a university as a loose coupling of actors, rewards, and technology, could help better explain how organizations adapt to the changing world and survive amidst ambiguities and uncertainties (Weick, 1976). According to the observation by Weick, the manifests of loosely coupled system consist of situations where several means can produce the same result, lack of coordination, absence of regulations, and highly connect networks with very slow feedback times. According to the metaphor of loosed couplings, elements of an organization are not tightly connected to each other (Ellström, 1983).

The basic concept of loosely coupled system is considered as the ways of connection, link, or interdependence between people within and outside organizations, in which it is called the connections of agents (Goldspink, 2007) of teachers, principals, or institutional units (schools and regions). These agents make up the system. According to Goldspink, there are various definitions of loosed coupling system. By Weick (1976) who is the pioneer to apply loosed coupling system to schools, the system is seen as a characteristic to be valued and by others as a problem to be addressed (Goldspink, 2007). Weick (1976: 3) states that:

"...coupled are responsive, but that each event also preserves its own identity and some evidence of its physical or logical separateness..."

In addition, Dubois & Gadde (2001) address that:

"the attachment among the events maybe circumscribed, infrequent, weak in its mutual effects, unimportant, and/or slow to respond".

It is likely that loose coupling system may occur by several measures of agent connection (Goldspink, 2007), such as among individuals, subunits, organizations, hierarchical levels, and ideas; between organizations and environments, activities; and between intention and actions. Tyler (1987: 315) describes this as an attempt to demonstrate the internal processes of the school as the articulation and elaboration of the inter-relationship among tasks, people, goals, and structures. Those loose couplings within educational organizations include intention and action, processes and outcomes, administrators and teaching staff, academics and presidents, and academics and graduates. The coupling may include formal and information, rational and emotional interactions. Finally, it concludes that loosely coupled system is based primarily on data from education, so that the anarchical model should be considered as a qualified candidate in the search for a model of school as an organization (Ellström, 1983: 236).

3.5. The conceptual paradigm of the study

Based on the above literature and the examination of various concepts of organizational theories in higher education governance, the perspective of changes in higher education governance is very pervasive and diverse. Universities are seen as large organizations portraying the complex structure of academic units, administrative offices and providing society multi-service programs instead of working for profit. Their settings are politically charged (Manning, 2013) because at the heart of academic governance the universities have wider external environment where there are the balance of power, authority, and accountabilities to be exerted over the system of higher education as a whole, as well as there are various actors/stakeholders including academics (the owner of expert knowledge), the state (the licenser of universities and in public systems their funder), and a range of stakeholders including potential students, graduates, the employers of graduates and the other potential clients for universities services (Fulton, 2002: 187). What is more, their goals are ambiguous and contested, and their technologies are unclear and problematic (Baldridge, 1978: 46). The work and decision-making process are definitely dominated by the professionals. In addition, it is found that the current characteristic of universities is not what universities used to be. Although various characteristics of the universities are identified, we cannot clarify the specification of what universities have now become. It is lack of explanatory understanding how universities themselves actually function. Traditionally, we can identify universities largely in terms of the conditions under which they see themselves operating and coordinating, principally autonomy in terms of the research they undertake and the teaching what students are taught. As argued, autonomy evokes the ability of universities to perform as the conscience of society, but it also governs the operations of the disciplines, giving each the freedom to pursue university inquiries wherever they might lead (Marginson & Considine, 2000). These are the most characteristics of higher education institutions that several scholars have attempts to describe.

As we know, recently governance has become the principal vehicle for determining university identity. University structures are different across institutions, and there are various aspects of the study in higher education governance. They may include the nature of the external environment (national and global) as mentioned earlier; an historical analysis of the changing relationship between government and universities; a description of the internal governance of the universities in the sample analyzed in terms of executive power, institutional power and research power; and exploration of national system dynamics; and exploration of the linkages between governance and identity (Marginson & Considine, 2000). These topics are frequently found through the review of the evolution of global higher education governance. With uncertainty and complexity of higher education institutions, there have been emerging kinds of university connections, stakeholders and networks over the past decades, and they impact on the image of traditional higher education governance shortly thereafter. Subsequently, higher education institutions have been restructured and reformed continuously. The patterns of university governance regarding the standard bureaucracies have been combined with different concepts of organizational theories to better interpret the patterns of changes in higher education governance in different context settings. By the perspective of combining multiple elements of different organizational theories, it may evolve comprehensive understanding of the ever-changing world of higher education because when one model becomes the explanation for all situations and context, that understanding fails to provide a broad or deep perspective concerning higher education functioning. Different models allow diverse insights and assessments. The use of multiple perspectives with which to view higher education is more important now than ever before (Manning, 2013: 2013).

Commonly, higher education governance is characterized as a set of laws, regulations, structures, norms and practices that constitute the framework of an institution to pursue institutional goals, objectives and policies in a coherent and co-ordination manner (Fried, 2006). As soon as there is an increasing participation and inter-university competition in higher education systems (Marginson, 2004), the current conditions of higher education governance increase complexity and uncertainty. As a result, a static formula of governance could not be so much implied regardless of context and circumstances. Nevertheless, the outcome of an interaction among different actors/stakeholders and the inter-relationship among tasks, people, goals, and structures allow them to influence decision making according to their notion of what serves best their legitimate self-interest as well as the broader institutional purposes (Fried, 2006: 98). All in all, these are some typical changes in global higher education governance that force modifications and changes in local higher education governance, e.g. in Southeast Asia since the 1980s (Varghese, 2009: 23), and there seem to have more difficulties in interpreting the notion of changes in the local higher education governance. Especially, in developing countries where higher education systems have just been reformed systematically and restructured for good governance shortly thereafter, the modernization of higher education has been recognized. However, the process of modernization has been slow (Khanh & Hayden, 2010). Particularly, the context setting of this study will be a case example of complexity and uncertainty of higher education governance in the regional context at the current situation because it is assumed that the modes and patterns of higher education governance in this context setting comprise mainly of an all-encompassing notion of examined organizational theories/models above. In rationale, this is because the National University of Laos, the central institution of higher education in the country, is just under the eighteen years of establishment. This means that institutional development of the university is in the process of maturation, and it has suffered from various constraints and influences vis-à-vis politics, regional economic crises, national economic recession and weak governance of the state bureaucracy.

In certain circumstances, therefore, in order to interpret changes in institutional governance of higher education in Lao PDR, the tensions of this study concern multiple perspectives of considered organizational theories. It is impossible to deploy a single perspective capable of presenting a total framework, as Bush (2003: 178) stated because one model cannot delineate the intricacies of decision processes in complex organizations such as colleges and universities (Baldridge, 1978: 28). In particular for this study, a meticulous model of this empirical study may appear to be applicable when another theory may seem more appropriate in a period of time. Through the background and the literature review of the study, in order to explore and interpret the configuration of changes in institutional governance of the National University of Laos, the framework is built on modifications and combinations of conceptual perspectives of bureaucratic, collegial, political and organized anarchy theories in connection with the dimensions of governance. It is assumed that traditional perspectives of bureaucracy, collegial and political models are already fit in with consequences of institutional changes in higher education governance of Lao PDR. However, additional concepts of anarchy models along with the dimensions of governance are also important as the current changes of regional and global higher education governance may match their perspectives.

For example, since Laos became independent in 1975, the state bureaucracy has been under the principles of socialist orientation. Many approaches of socialism had been applied for socio-economic development, but they were failed to improve the national economy and living condition of people. Until the 1980s, the new direction of socio-economic development was changed. New Economic Mechanism under the principles of market economy was introduced. Laos had started with an open-door policy with the socialist orientation. The concept of decentralization was introduced. Some conceptions of democracy in educational sector have emerged at subunit level. The acquisition of the values, knowledge, and skills in new concepts of organizational theories have been collected and applied for the practices in public and private organizations. The growth of national economy has been better. In line with the consequences of socio-economic transition and economic growth over the past few decades, higher education has been affected. There has been a great demand of human capital to foster the rapid changes of socio-economic development and growth, international cooperation and internationalization of education. As a result, it is inevitable for public organizations to be influenced by global perspectives of organizational models including those of bureaucratic, collegial, political and ambiguous models to improve the quality of social organizations including higher education institutions. In addition, there is an increase of more participation in higher education governance. In a consequence of more participation, there has been an increase of ambiguities, complexity and uncertainty regarding the university goals and structures. Moreover, there are emerging conflicts by interrelationship within the university faculty, academics and staff and between universities and external stakeholders. As a result, to combine the concept of anarchy models with others is important to understand how the National University of Laos has been changed and governed.

Furthermore, it is also assumed that there is an emerging concept of New Public Management coming up with the typologies of basic dimensions of the governance introduced at the end of the twentieth century and continued influencing changes in higher education governance of the globe at the beginning of the twenty-first century. Therefore, to better explain changes in institutional governance of higher education in this context setting over the period of time, the perspectives of organizational theories mentioned above together with the dimensions of governance can be used to look at some particular patterns of changes in the structure (policy, governance and management), funding mechanisms and financial management, academic autonomy and program management (de Boer, *at al.*, 2007). As we can see, the direction of changes in institutional governance of higher education of Lao PDR has been moving toward the same line of the global development of higher education. In particular, it can be seen when the government has delegated some extent of autonomy for the National University of Laos in the areas of finance, academic and research affairs, staffing, and international cooperation. However, it is questionable and not clear-cut regarding their stipulated essence and performance. In general, several authors use the specific-mixed configuration of governance including five dimensions at a particular point in time for the search of changes in institutional governance of higher education. For this study, the dimensions are used as a heuristic tool to focus and organize the analysis of the changes in governance of the institutional context setting, and this study is also aiming at exploring and examining the level of autonomy of the university by using the dimensions of governance under the perspectives of new public management as a tool for some interpretations of the study. Particularly, from the year of university establishment to the present, the multi-level character of organizational theories and the dimensions of governance becomes a guideline in capturing the complex dynamics of institutional governance of the National University of Laos. They are considered as conceptualization of theoretical constructs (Middendorp, 1991) and a theoretical analysis (Dix, 2008) of the study. This is the conceptual paradigm of the study.

RESEARCH METHODOLOGY

> "Not everything that can be counted counts and not everything that counts can be counted." Albert Einstein's statement in Bishop (2009: 56)

This chapter presents two main concepts of the research methodology, the literature of qualitative research and the empirical-qualitative research approaches. The chapter is divided into seven sections addressing general information of research methodology, the literature of qualitative research, data collection, fieldwork, and data analysis. The first two sections concern a general understanding of the research methodology and the importance of qualitative approaches for the research design. The following two sections provide the methodological background explaining the literature of qualitative research and the appropriateness of different qualitative approaches to design the study and pursue the interpretations of the study. As multi-level analysis is applied to interpret changes in higher education governance in Lao PDR, the rest sections concern the empirical operation of data collection, explaining the important data sources of evidence of the study, the procedures of data collection, fieldwork, and data analysis. Data sources and data collection are deliberately considered at three concerned organization levels including the national, institutional, and subunit levels. Regarding the procedures of data collection, two major types of instruments (documentary data and interviews) were purposively deployed. In addition, the researcher's perception for the study's context was also counted as an important instrument of the study. The interview used an in-depth semi-structured interview. In addition, during the ongoing process of writing the thesis, distance observation was paid attention to notice more about the political and socio-economic development during the process of writing the thesis. The last two sections explain the characteristics of data sources and the detailed description of respondents for interviews. Finally, the last two sections concern the importance of fieldwork, the explanation of data analysis, and personal remark.

4.1. The scope of research methodology

This is a case study design. The selected case is the National University of Laos. According to the statement of several scholars and researchers, case study is an approach of qualitative research considering as the most used approach for educational research, school management, university governance, and the area of social sciences. Based on the broad literature of higher education and research methodology, it is found that qualitative research and higher education governance studies are very suitable for each other. As universities are counted as complex higher education institutions and have multi-level units of the responses and data sources, using qualitative research techniques is the best choice.

More recently, there have been changes in government perspectives on their role in steering system of higher education, changes in community perceptions on purposes of higher education, and changes in economic conditions. In a consequence of these changes, there are a lot of emerging complexities surrounding the issues of higher education governance, and there are more constraining factors of changes in university governance. Predominantly, together with a cross-national perspective, changes at the macro level or state level become an issue for the search of changes in higher education, while changes at institutional (meso), and sub-organizational (micro) level or subunit levels are recognized as the effects of the shift in governmental steering paradigm (Meek, 2003). However, very little systematic study regarding the recent governance shift in higher education of Laos has been undertaken on the actual effects of changes in institutional governance of higher education. Thus, this study will be an initial study to search for the insight into changes in university governance in Laos. It aims at exploring the effects of the shift in the university governance through evidence of data sources from national policy level, institutional and subunit level. In addition, since this research project began in 2010, there have been more emerging factors of changes in higher education governance in Laos because of the constraining condition of globalization, economic transition, and public administration reform. Especially, at the beginning of 2012 during my two-month intensive fieldwork on research sites for data collection, some changes could have been observed in regard with new polices of the government on higher education to improve the quality of higher education by reducing the number of new enrollment. These policies comprehend positive and negative effects in the university governance as a whole. To update ongoing changes and development of the university under the new polices, the researcher has undertaken some distance observation through the media, i.e. newspapers and news on websites of MOES and the university. Besides, the researcher has collected ministry and university articles and archives about higher education of Laos, as well as interacted with academic staff of the university by using electronic devices and internet call, i.e. Skype to ask for necessary data and the detailed description regarding the outcomes of new policies of higher education that focus on quality. All in all, the procedures of this study seem to be very complicated, but it is assumed that the objectives of the study are shaped by using different approaches of qualitative research to collect the data of the study. Multi-level analysis is counted as data analysis and study interpretation. Multi-dimensional theories of organization in conjunction with dimensions of political models and dimensions of governance in higher education are framed to guide for the chronological explanation of changes in institutional governance of NUOL from the past to the current situation.

4.2. The overview of research design

The university as the home of higher education encompasses facets of issues and challenges. Its goals are ambiguous. To discover its issues and challenges in our time since the university is a part of the general education, we are required to understand the general principles of education that broadly are understood as a process of acquiring knowledge (Açikgenç, 2008). Likewise, to understand matters and issues of higher education, we have to deal with them at both institutional and system level or in overall mechanism of higher education. We have to examine the internal and external effects, see and watch the fact of both sides through lens of truth existence deeply embedded in the conscience of the respondents of the study, individuals, or members of organization. In addition, we have to see the overall atmosphere inside the system to find out what or how relationship among the factors is. In doing so, this would help facilitate the way to solve institutional issues and challenges efficiently and effectively. University in the notion of higher education governance appears to be hard to understand because it is seen as being complex and abstract (Kohler, 2006). It is a socially constructed organization with ambiguous goals. To identify this complex and abstract image of universities, it is necessary to use multi-facets of research methods. The concepts of university explanation would be induced and descriptive although the image or shape of university is completely distorted by ambiguous goals. For this reason, qualitative methods design is considered as methodological framework of the study, and also the different approaches of qualitative research in conjunction with case studies, various organizational theories and theories in governance and management of higher education are framed to benefit data collection, data analysis, and the interpretation of multi-data sources. It is assumed that the issues and challenges of higher education governance are fit the pragmatism of organizational study by using and combining the different approaches of qualitative research and various concepts of higher education governance and management.

According to Schratz (1993), in recent years scholars and researchers have found that the academic process of "noise reduction" by suppressing the more disturbing aspects that represent the individuality of human recognition in the domain of higher educational practices has been increasingly disenchanted. Consequently, various voices and evidence of researchers have been heard within the scientific community suggesting more or less scientifically grounded way to understand and make the educational practices improved. In many disciplines including educational practices, historically, the first and only research choice is the quantitative research paradigm that started circa the nineteenth century. It has been considered as the choice of research method because it becomes the first research paradigm that incorporates ontological, epistemological, axiological, rhetorical, and methodological assumptions and principles (Denzin & Lincoln, 2005; Leech & Onwuegbuzie, 2009). Regarding qualitative approach, it was introduced in the first time at the beginning of the twentieth century from 1900 to 1950. It was only the first period of long movement for the qualitative research that the researchers, who had refuted the quantitative paradigm's assumptions and principles, turned their interest to the qualitative research paradigm (Leech & Onwuegbuzie, 2009) with less influence, but there was contradiction between the two approaches. As a result, during the 1960s battle lines drawing within the quantitative and qualitative camps have been occurred (Denzin & Lincoln, 2013) by the concepts of mixed methods introduced. Qualitative approaches were known and taken into account as its importance for the search of social issues. Even since then, mixed methods research has become more popular in many disciplines including education (Leech & Onwuegbuzie, 2009). And also, positivism had gained its reign supremely as its adherents tried to elevate the approach of quantitative research into the uppermost epistemic position, and as the gold standard of education research during the 1970s (Howe, 1992, 2009). Despite what has just been said, it has brought to considering research paradigms dominating the debate over research methodologies (Bryman, 1984) between the quantitative and the qualitative research. This period of time was called the era of conflicts and wars of paradigms. Based on Howe's (1992: 237) statement on the debate, quantitative and qualitative have become the terms that are used to make at least two different contrasts between literal and derivative, that is, the literal contrast has to do with data collection, research design, and analysis that Smith & Heshusium (1986 as cited in Howe, 1992: 237) refer to as "techniques and procedures"; the derivative contrast is related to broader "epistemological assumptions", and "epistemological paradigms." Many authors give understanding of evolution of the debate that the two ways of contrasting quantitative and qualitative research have been separated, such that it is now viewed as perfectly coherent to combine quantitative and qualitative "techniques and procedures", according to Howe (1992), while many educational researchers understand that combining epistemological paradigms remains incoherent. Based on the article entitled: *"Closing Down the Conversation: The End of the Quantitative-Qualitative Debate Among Educational Inquirers"* by Smith & Heshusium (1986), it is claimed that:

> "the claim of compatibility and the call for cooperation between quantitative and qualitative inquiry cannot be sustained. Moreover, these claims have the unfortunate effect of closing down an important conversation".

However, the qualitative has become a well known approach as in what has been called the golden age of qualitative research by the end of the 1980s. The constructivist-interpretive paradigm had become firmly entrenched within several fields, including that of education (Denzin & Lincoln, 2005; Morgan, 2007; Ridenour & Newman, 2008; De Lisle, 2011). More recently, the approaches of qualitative research are broadened in using for the search of educational effects and challenges, particularly the approach of case studies on governance and management of higher education systems. Here are some examples on global topics of qualitative research methods and case studies on changes of higher education governance and management: *Patterns of Institutional Management: Democratisation, Autonomy and the Managerialist Canon* (Lima, 2012), *Higher Education Transfor-mation: Some Trends in California and Asia* (Hawkins, 2010), *Between Control, Rituals and Politics: The Governance Board in Higher Education Institutions in Norway* (Larsen, 2002), and case studies of institutional restructuring in ASEAN higher education institutions including *Gadjah Mada University, Indonesia* (Susanto & Nizam, 2009), *Hue University in Vietnam* (Chien, 2009).

4.2.1. Qualitative research of the study

Qualitative research has become the recent phenomenon of entrepreneurship research (Wigren, 2007). As the presence of higher education highlights the need to embed creativity, innovation and entrepreneurship into education (European Union [EU], 2012), the qualitative research of entrepreneurship in higher education has become a prominent issue in higher education. In essence, although there is no literal and direct interpretation of qualitative research in higher education, its notion can be effectively applied in the context setting of higher education studies. One of the reasons why it becomes an effective tool of the research in higher education is because the meaning of the qualitative research based on the attempts of several scholars and researchers defined seems to be clear and appropriate for seeking deep insights into the complexity and ambiguities in higher education governance through data collection, data analysis and data interpretation of the study, and because it is a study that focuses on understanding the naturalistic setting, or everyday life, of a certain phenomenon or a person (Wigren, 2007: 383). By Denzin & Lincoln (1994: 2), it is defined as:

> "...multi-method in its focus, involving an interpretative, naturalistic approach to its subject matter. This means that qualitative researchers study things in their natural setting, attempting to make sense of, or interpret, phenomena in terms of the meaning people bring to them..."

Another precise definition of qualitative research is given by Creswell (2007) when he states that qualitative research begins with assumptions, a worldview, the possible use of a theoretical lens, and the study of research problems inquiring into the meaning individuals or groups ascribe to a social or human problem. To study the problem, qualitative researchers use an emerging qualitative approach to inquiry, the data collection in a nature setting sensitive to the people and places under the study, and data analysis that is inductive and establishes patterns or themes. And then, the final written report or presentation includes the voices of participants, the reflectivity of the researcher, and a complex description and interpretation of the problem.

Qualitative research is about the stance of meanings as they appear to, or are achieved by persons who live in that social situation (Greene, 1997). It is used as an umbrella term referring to several research strategies that explains certain characteristics. Its data collection is termed soft, that is, rich in description of people, places, and conversations. In a context, research questions are not framed by operationalizing variables, but they are formulated to investigate all their complexity (Bogdan & Biklen, 1982: 2). In addition, Bogdan & Biklen express that researchers may develop a focus as they collect data of qualitative research, they do not approach the research with specific questions to answer or hypotheses to test, but concerned with understanding behavior from the subject's own frame and reference. As a result, Wiersma (1995) states that it is more flexible than research design in quantitative research and characterized as a less structured approach. This is the typical nature of educational research drawing its context and methods from a variety of disciplines and traditions. Furthermore, typically qualitative research is associated with historical research and field based research. This traditional concept is related to the terms anthropology and ethnography which are both associated with one another. However, in historical research it cannot relive the past, so the researcher must use documents and other artifacts to reconstruct the past through the process of critical inquiry in order to have precise interpretations and projections of the results and interpretations onto the current issues, problems, procedures, and the like; yet, as to ethnographic research, it is associated with anthropology, but it is increasingly being used in educational context, and defined as the process of providing scientific descriptions of education system, processes, and the phenomena within their specific contexts (Wiersma, 1995). According to McMillan & Schumacher (2010: 23), qualitative research is a systematic design as quantitative research, but the qualitative one emphasizes gathering data on naturally occurring phenomenon. The phenomenon can be viewed holistically, and complex phenomenon cannot be reduced to a few factors or partitioned into independent parts (Wiersma, 1995). In general, researchers must search and explore with a variety of methods until a deep understanding of the study gained. The viewpoint of participants of the study and their own voice are the crucial goal in qualitative research. In other words, there is a focus on the meaning of events and actions as expressed by the participants. This approach involves multiple realities as different people construct meaning from the same event. In this sense, reality is the subjective meanings of the participants. As a result, much of what is reported in qualitative studies consists of participants' perspectives (McMillan & Schumacher, 2010) that related to the regime-centered organization (Soukamneuth, 2006). If it is a case study of an organization, related research documents in the broad lens of political economy and society become the requirement of data analysis. Therefore, in order to gain insights into the objectives of the case study, its major questions always consist of how well, how much, or how effectively knowledge, attitudes, or opinions and the like exist or are being developed over a period of time of data collection (Fraenkel & Wallen, 2009). In addition, it is necessary not only to research the concept of local context of the case to understand across many academic disciplines, but also to gain a sense of how global processes have impacted on different levels; macro, intermediate (institutional), and micro (local) level, in which the research questions are also designed around the contexts of influence, policy text production, and practice, as stated by Vidovich (2003: 73). Regarding the context of influence, it refers to the search for what factors influence changes of an organization, and what the driving forces are existed at each level of macro, intermediate, and micro perceptions. For the context of policy text production, it is as to how the policy text is constructed by ministries and higher education councils at macro processes, how the institutions reconstruct the policy text at intermediate processes, and how universities construct the policy text at micro processes. Therefore, an essential step of the qualitative approach is to highlight the study conceptualization and conceptualize the policy process through different levels and contexts. However, expressed by Vidovich, (2003: 73):

> "...the separation between the different components of the policy process was artificially imposed to facilitate analysis", and "documents and interviews were the principal data sources used to research the above questions, although at each context and level specific methods of data collection and analysis were modified to adapt to the changing place and time...".

Despite what has just been said, this is considered as a complex of policy processes that can be searched and identified by using qualitative research approaches. In conclusion, the approaches of qualitative research seems to have the most appropriated research techniques that fit the characteristics of higher education institutions, in which they are described previously in the last chapters as complex organizations and academic communities constituting ambiguous goals, unclear technology, fluid participants. Hence, this study is subject to qualitative techniques to search for changes in institutional governance of higher education in comprehensive and coherent way, and interpret all changes of higher education governance by richly descriptive concept of qualitative research. According to Maxwell (1996), qualitative research has no a single right model for its research design, but the components of the design and logical connections between the design components are crucial to achieve the goal. Specifically, qualitative data is likely to take the form of feelings and impression through discourse, as the respondents of the study describe the qualities of the events under the research context (Bouma, 2000: 20). As qualitative research, the data collection of case study (a type of qualitative research) is guided through more accessing thoughts and feelings of the respondents than composing more impersonal and standardized data sets. Therefore, case study is counted as the major research method of the study, in association with other types of qualitative research that are considered to be fit for the search of changes in institutional governance of higher education in Laos.

4.2.2. Qualitative research approaches of the study

Based on Merriam's (1998) statement, there are five types of qualitative research in education, basic or generic, ethnography, phenomenology, grounded theory, and case study, while Yin (2006) has also mentioned about different types of qualitative research including surveys, ethnographies, experiments, quasi-experiments, economic and statistical modeling, histories, research syntheses, and developmental methods. Each type has its own techniques and characteristics, while some researchers express that case studies are much different from other types of qualitative research because they can combine with all types of qualitative research. Based on this concept, the literature review of the study and the characteristics of higher education, it is assumed that case study techniques in conjunction with techniques and procedures of the ethnography and phenomenology fit the conceptualization of the study. The following is the explanation of three types of qualitative research; case study, ethnography, and phenomenology.

4.2.2.1. Case study

Case study in qualitative research is probably the most widely used approach to qualitative inquiry in education (Gall *at al.*, 2003). Currently, it is the study method that has attained routine status as a viable method for doing education research. It has no clear and precise definition, but multiple definitions and various understandings of the case study are recognized. Yin (1994: 3), who is recognized as a leader in case study methods, defines a case study as:

> "...an empirical inquiry that investigates a contemporary phenomenon within its real-life context, especially when the boundaries between the phenomenon and the context are not clearly evident... It allows the investigation to retain the holistic and meaningful characteristics of real-life events — such as individual life cycles, organizational and

managerial processes, neighborhood change, international relations, and the maturation of industries..."

In other words, a case study is a story about something that has its entity, and has an intensive description and analysis of a phenomenon or social units, such as an individual, group, institution, or community (Merriam, 2002), and they represent a basic form of qualitative research to examine a bounded, integrated system, a case, over time in depth, by employing sources of data found in the setting (Stake, 1995; Merriam, 1998; McMillan & Schumacher, 2010: 24). Its focus is always on the study of a single person or entity using an extensive variety of data (Suter, 2012: 366), and on seeking to describe the phenomenon in depth through using unit analysis techniques that normally characterizes a case study (Merriam, 2002).

In additional statement of Gall *et al.*, (2003), there are four characteristics of the case study; (1) the study of phenomena by focusing on specific instances, or cases; (2) an in-depth study of each case; (3) the study of a phenomenon in its natural context; and (4) the study of the emic perspective of case study participants. Each characteristic has its own shape, but not all are shaped in one case. Therefore, for the research of this study it is related to particular instances that:

> "...a case is a particular instance", and "the case is done to shed light on a phenomenon, which it is a process, event, person, or other item of interest to the researcher..." (Gall *et al.*, 2003: 447).

And another related aspect of the phenomenon is studied by using unit analysis that typically includes individuals (most common), groups, social organizations and social artifacts. As the phenomenon has multi-facets of complicated aspects, this study cannot cover all of four to produce a single perfect case study. Thus, a focus of investigation is selected (the focus can be the aspect, or aspects, of the case on which data collection and analysis concentrated). Another characteristic of the case that influences this study is a phenomenon in its real-life context, in which it is an approach to social science research that involves "watching people in their own territory and interacting with them in their own language, on their own terms" (Kirk & Miller, 1986: 9). In a sense, it means that typically the researcher of case studies involves fieldwork and interacts with study participants and organizations concerned in its natural setting or its context setting (Manning, 2013). The researcher must become as an instrument to see what is to be seen in order to identify what is important, interpret it, and report it accurately, objectively, and meaningfully to others. In addition, within the appropriate natural context, the researcher must interpret the social implications of an act or the individual perception of an event by using expressive language to help create culture of precise communication of thoughts and paying attention to particulars. Ultimately, coherence, insight, and instrument utility must be woven from multiple sources to enable a temporal and contextual placement of findings (Mason & Bramble, 1997).

According to the features of case study, some researchers express that case study is differentiated from other types of qualitative research in that it is prevalent in education, be very qualitative, and more likely to be qualitative in education research (Merriam, 1998; Yin, 2006). In comparing to other methods of qualitative research, the case study is embodied of the strength and ability to examine in-depth of a case within its real-life context, and it enables researchers to examine important topics not easily sought by other methods. The point is that when the case study is deployed, other research methods serve complementary functions (Yin, 2006). One summary of the father of qualitative research states that:

> "…the case study method is best applied when research addresses descriptive or explanatory questions and aims to produce a first-hand understanding of people and events…" (Yin, 2006: 112).

There are four types of case study designs, "every type of the design include the desire to analyze contextual conditions in relation to the "case" with the dotted lines between the two signaling that the boundaries between the case and the context are not likely to be sharp" (Yin, 2013: 46). By the quality of the case study, it can combine with other types of qualitative research (Merriam, 1998: 12), and accommodate a variety of disciplinary perspectives (Merriam, 1998: 20). Particularly, in education it can be framed with the concepts, models, and theories from anthropology, history, sociology, and education psychology. For instance, in an analysis of the culture of a group of international students in a school (in a country), it can be labeled as an ethnographic case study. Similarly, a description and analysis of a school, program, intervention, or practices as it has evolved over the time would be a historical case study. For further example of a case study, it concerns a single student learning math concepts and would most likely draw from concepts and theories of learning found in educational psychology. As was mentioned earlier, these are educational case studies that their focus is on some aspects of educational practice. By using a case study design, it is expected to gain an in-depth understanding of the situation and meaning for those involved, with the interest in process rather than outcomes, in context rather than a specific variable, in discovery rather than confirmation (Merriam, 1998: 19). On the contrary, Merriam states that there is still much confusion about what constitutes a case study, how it differs from other forms of qualitative research, and when it is the most appropriate to use.

Since the units of analysis determine and define the case, other types of qualitative studies can be, and sometimes, are combined with case study when the requirement occurred (Yin, 2013). Merriam (2002) expresses that an ethnography case study is quite common wherein the culture of a particular group is studied in depth. In addition, grounded theory within a case study could be built, the data from a case study from a critical science perspective could be analyzed, or one person's story could be obtained, hence narrative with case study could be combined. This is how the case study becomes a vehicle for in-depth description and analysis. Furthermore, Yin (2009: 19) emphasizes that case study is useful for explaining presumed causal links between variables, for example, treatment and intervention outcomes. It is used to describe the real-life context in a causal chain, to illustrate specific constructs, and to illuminate a situation when outcomes are not clear. Yin also explains that case study is eminently justifiable in several circumstances, including critical theory testing, unique situations, and typical cases that especially reveal or require observation and data collection over time. Case study always poses challenges partly because the mindful researcher must use creative insight and careful interpretation to make sense of and explain findings, or explanation building, that are observed as well as what is not observed (Suter, 2012: 366). Its sources of evidence are as diverse as archival records, documents, structure or open interview, various types of observation and artifacts. These would provide converging evidence, known as triangulation that this study is formed to match the perspective of the study inquires. For example, along with two types of data collection methods such as semi-structured interview with open ended questions and various types of documentary data, the researcher's personal experience in the case setting of the study is also counted as the major source of evidence. What I mean is that I used to be a former student of NUOL since 1995. After my graduation in 2000, I have become an academic teaching staff of the university since then. This experience will help depict the lives of ordinary and traditional behavior of the university in this study's context setting better. Then, the study would produce engagement, excitement, and seduction as a whole (Yin, 2009: 190; Suter, 2012).

Regarding generalization of the case study, according to Suter (2012), researchers, who use case study approach for their research, are not so much interested in generalizing their findings to others as in telling a story. They just believe that a good case study is usually fascinating to read, it is engaging and often speculative. Nevertheless, researchers, who use case study design, often find that their research's findings generalizes to the extent that others can use ideas embedded within the descriptions in some other, often personal, contexts. In a sense, the aspect of usefulness may be more important for case study than wide generalization (Suter, 2012), and "insights gleaned from case studies can directly influence policy, practice, and future research" (Merriam, 1998: 19).

Explained by Yin (1994), in order to design the case study five components including the research questions, its propositions, its units of analysis, a determination of how the data are linked to the propositions, and criteria to interpret the findings, must be considered as the important steps. Each component has its techniques of how a case study can be determined. For example, study questions are the first component that the form of the question, such as "who," "what," "where," "how," and "why," questions, provides an important clue regarding the relevant research method to be used. Study proposition is regarded as the component that directs attention to what should be examined within the scope of the study. Yet, unit of analysis is related to the fundamental problem of defining what the case is. It can be a problem that plagued many researchers at the outside of case studies. Yin (2013) concludes that operationally defining the unit of analysis assists with replication and efforts at case comparison, and added that:

> "...in each situation, an individual person is the case being studied, and the individual is the primary unit of analysis. Information about the relevant individual would be collected, and several such individuals or 'cases' might be included in a multiple-case study..." (Yin, 2013: 29).

Further component concerns linking data to propositions and criteria for interpreting the findings. It presents foreshadowing the data analysis steps in case studies. All techniques and choices are covered in details, and become main concern during the design phase. Main choices are awarded to see how they fit the case studies. Thus, research design can create a more solid foundation for the later analysis, in which all techniques represent the ways of linking data to proposition: pattern matching, explanation building, time-series analysis, logic models, and cross-case synthesis. The actual analyses will require that case study data is combined or calculated as a direct reflection of initial study propositions. The last component is the criteria for interpreting a study's findings concerning statistical analyses offering some explicit criteria for such interpretations. However, much of case study analysis is not relied on the use of statistics, so more attention is put to other ways of thinking about such criteria creating meanings to the case setting, in particular by using descriptive approach to describe the findings, to justify and to design what they are significant of the study.

4.2.2.2. Ethnography

Ethnography is a form of qualitative research employed by anthropologists to study human society and culture (Wilson, 1977; Woods, 1988; Tormey & Kiely, 2006). Woods (1985) defines it as descriptive, in which in anthropology it means the picture of the way of life of some identifiable groups of people. Whereas, Wiersma (1995: 249) describes it as:

> "...the process of providing holistic and scientific descriptions of educational systems, processes, and phenomenon within their specific context..."

It is social research that involves a process of living in and making sense of a culture as a set of meanings that exist as a complex and interrelated whole (Tormey & Kiely, 2006: 17). As culture has various definitions, some researchers refer it to the beliefs, values, and attitudes that structure the behavior patterns of a specific group of people in an organization, a society, etc. All things considered, based on the statement of several ethnographers concerning the definition of ethnography, there seems to have no definite definition of ethnography. However, there is a broad acceptance of ethnographic characteristics as identified by Atkinson & Hammersley (1994: 248). They describe ethnography constituted the following features: (1) a strong emphasis on exploring the nature of particular social phenomena, rather than setting out to test hypotheses about them; (2) a tendency to work primarily with unstructured data, that is, data that have not been coded at the point of data collection in terms of a closed set of analytic categories; (3) investigation of a small number of cases, perhaps just one case, in detail; and (4) analysis of data that involves explicit interpretation of the meanings and functions of human actions, the product of which mainly takes the form of verbal descriptions and explanations, with quantification and statistical analysis playing a subordinate role at most. In addition, Creswell (2012: 461) expresses that:

> "...the term ethnography literally means 'writing about groups of people.' Using this qualitative design, you can identify a group of people; study them in their homes or

workplaces; note how they behave, think, and talk; and develop a general portrait of the group…"

Based on his concept, ethnographic research is described as qualitative research techniques for describing, analyzing, and interpreting a culture-sharing group's shared patterns of behavior, beliefs, and language that develop over time. The culture is the central meaning of the ethnography. It concerns everything having to do with human behavior, values, and belief. It is constituted by language, rituals, economic and political structures, life stages, interactions, and communication styles. To comprehensively grasp the various patterns of a culture-sharing group and to understand their culture-sharing behaviors, values, beliefs, and language, typical data collection is conducted by spending considerable time in the field interviewing, observing, and gathering documents about the group, the institution, or a society, in which the researcher or ethnographer plays a role as the primary instrument for data collection and data analysis. Furthermore, some scholars and ethnographers state that ethnography is a set of methods used to collect data about social orders, setting, or situation being investigated (Merriam, 1998). It is the method that assists upon rendering thick conceptual descriptions of social subjects as they actively and creatively make sense of their social worlds (Geertz, 1973, as cited in Eisner & Peshkin, 1990), The common instruments for data collection, as we know already, include interviewing, collecting documents, and examining life histories (Merriam, 1998. What is more, the ethnographic study requires direct observation or field work that the researcher is immersed in the field situation in order to employ techniques for interview in all degrees of formality and casualness. From the interview, backed by observation, ethnographic study can be beneficial of eliciting the native views of reality and the native description of meaning to events, intentions, and consequences (Splindler & Spindler, 1997).

4.2.2.3. Phenomenology

Phenomenology is counted as a school of philosophical thought underpinning all qualitative research, in which it is assumed that all qualitative research is phenomenological. The research's focus of phenomenology is the essence or structure of an experience (Merriam, 2002: 7). As mentioned earlier, ethnography focuses on culture, and likewise phenomenology concerns the careful description of phenomena from the perspective of those experiencing the phenomena (Wiersma, 1995). In other words, according to Patton (1990, as cited in Merriam, 1998), the assumption of the phenomenological research concerns an essence or essences to share experience. The essences of the core meaning can mutually be understood through experiencing a phenomenon. In addition, in order to explore and grasp the lived experience from the vantage point of the subjects, a phenomenologist must take into account her or his own beliefs and feeling. He or she must first identify what expected to discover, and then deliberately put aside these ideas. This process is called bracketing (Nieswiadomy, 2012: 172). After that, the experiences of different subjects are analyzed and compared to identify the essences of the phenomenon or the vantage point (Merriam, 2003), for example, the essence of being a decision maker in an academic institution throughout the term assigned. What is more, Moustakas (1994) also explains that phenomenology concerns the way to return to experience with the purpose of obtaining comprehensive descriptions to provide the basis of a reflective structural analysis to portray the essences and experiences. It emphasizes idiosyncratic meaning to individuals, not shared constructions as much, and emphasizes the effects of research experience on the researcher-personal experience of the research. Much like hermeneutical analysis, but even more focused on the researcher's experience. Some use the term "phenomenology" to describe the researcher's experience and the idea that this is all research is or can ever be (Lofland & Lofland, 1995: 14). According to Suter (2012: 367), he provides an example of phenomenological research based on the researcher's experience by the qualitative research study of Meister (2010: 880) entitled: *Experienced secondary teachers' perceptions of engagement and effectiveness: A guide for professional development.* During this study, Meister had had experience for the last fifteen years studying the change phenomenon as it impacts practicing teachers. In line with her interests, values, and experience with the research problem that becomes as a source of motivation for her study, the phenomenological study was counted as her study research method to describe a qualitative research study of experienced high school educators who have remained motivated and highly engaged in their teaching. She said that she had experienced educational reform personally and witnessed the way it affected each of her colleagues during she had been teaching in a public high school for nineteen years. From this experience, she was predisposed to the belief that teachers' needs and concerns had to be addressed so that change could be implemented successfully. This is how the researcher's perspective stimulates the phenomenological research. And, it is assumed that phenomenological study is possible to discover how people involve formulating meanings in their lives through their own experience, the repeated experience of others, and the researcher's experience.

4.3. Research design

NUOL is a state-run university authorized by the government agency, the Ministry of Education and Sports (MOES) that provides central policies for general and higher education. Other ministries also have an important role in higher education governance as well. For example, Ministry of Finance (MOF) is in charge of state budget governance for education at all levels including the financial system of the university. Financial policies related to annual budget, budgeting structure and forms, and financial affairs of the university are set by MOF. Ministry of Foreign Affairs was also responsible for international cooperation of education and higher education in coordination with MOES. Ministry of Planning and Investment is responsible for the mega-investment projects of general education and higher education. Since 1997, there has been governance and public administration reform, the structure of public organizations including that of NUOL has been changed. However, the scrutiny of changes in institutional governance and management of the university has not been evaluated and diagnosed systematically and periodically. Very few articles and issues related to higher education governance and the restructuring of higher education system in Laos are studied and discussed. Therefore, by tracing the sources from the central organizations of the government related to institutional governance and management of the university, as well as by tracing the attitudes of various internal and external actors/stakeholders of higher education (they are catergorized in research units) and from the internal authorities of the university, changes in institutional governance and management of the university would be explored to document detailed descriptions of its phenomenon, to develop possible explanations of it, or to evaluate the phenomenon and changes in university governance as a whole.

As has been already mentioned above, this is a case study design in association with other types of qualitative research approaches, ethnography and phenomenology. In order to achieve the objectives of the study, the research questions are set, constituting the perspectives of changes in institutional governance and management of higher education and the phenomenon of organizational development. These research questions are used as focal points in order to guide the entire empirical study in the process of data collection, data analysis, and interpretations of the study. Several considered procedures and techniques of qualitative research approaches are deployed. Here are the main research questions:

- What are the structural changes in higher education policy, governance and management of NUOL?
- What are the main changes in funding mechanisms and financial management of NUOL?
- What are the changes in academic autonomy and program management of NUOL?

Bouma (2000: 13) explains that:

"...a researchable question is usually a small fragment of a larger question. One of the hardest things for a researcher to do is to confront a larger, burning issue by tackling only one small, manageable part of it..."

He also suggests that:

"...it is better to answer a small question than to leave a large one unanswered."

Therefore, based on the objectives of the study the methods of data collection and data analysis in the context setting of the study are designed as a small fragment of a larger question. By using qualitative approaches, the central concerns are examined by breaking the key words down into several related mini-questions (See Appendix I, II, and III). In framing the holistic research framework of the study, the specific attention is given to the government policies of higher education and the implementation of the policies in line with university autonomy, social and cultural values and practices. These are considered as imperial evidence in higher education setting of the study.

Based on the literature of organizational theories in higher education and the background of the study reviewed in previous chapters, together with the rationale of qualitative research methodology and the objectives of the study mentioned above, the empirical case study is conceptualized by using techniques of case study along with those of ethnography and phenomenology as the major research techniques to determine in part by what data of the study is collected, analyzed, and interpreted. Embedded case study that involves more than one unit of analysis and is not limited to qualitative analysis alone is counted as the conceptual framework of the research design (Meyer, 2001; Yin, 2013). It means that this case study is embedded within a large case study that has multiple cases or units of analysis within the broad depiction of higher education governance. For example, the multiplicity of evidence is investigated at least partly by a top-down approach, beginning by looking at the system of higher education first, and then looking out for changes in governance at the level of institutional units and subunits respectively. It is assumed that this process is counted as a tool to examine different salient aspects of the case. At the system level, multiple units of the study including related administrative departments of two ministries and two international organizations are selected. At the organizational level, it concerns administrative offices of the university. And, at subunits level, it concerns administrative people of different departments and divisions of selected faculties, or even groups of individuals such as academic and administrative staff. Similar to a single case study, an embedded case study methodology provides a means of integrating quantitative and qualitative methods into a single research study (Scholz & Tietje, 2002). Therefore, in some content of the study, secondary analysis of quantitative data is used in simplifying the truth of university governance. However, the identification of subunits allows for a more detailed level of inquiry. Thus, the embedded case study design is an empirical form of inquiry appropriate for descriptive studies, where the goal is to describe the features, context, and process of a phenomenon more inductively.

Manning (2013: 1) explains that:

> "...higher education is a complex enterprise open to a wide range of understanding and interpretations. Its complexity is expressed in the types of institutions, environmental pressures exerted, multiple and simultaneously occurring organization structures, and numerous professional identities of its members," and "organizational theorists postulate that organizations progress through a life cycle: birth and early development, institutionalization, and maturity..."

Thus, to better interpret the complexity of organizational functioning and to achieve the objectives of the study, the perspectives of organizational theories reviewed in previous chapters are used as a guideline in the process of empirical case study for data collection, data analysis, and data interpretation of the study. In addition, Manning (2013) states that higher education institutions contain several simultaneous operating organizational perspectives shaping a complex range of governance and management and activities in several levels. In other words by Tierney (1988: 24), it is described that:

> "...institutions are certainly influenced by powerful, external factors, such as demographic, economic, and political conditions, yet they are also shaped by strong forces that emanate from within. This internal dynamic has its roots in the history of the organization and

derives its force from the values, processes, and goals held by those most intimately involved in the organization's workings. An organization's culture is reflected in what is done, how it is done, and who is involved in doing it. It concerns decisions, actions, and communication both on an instrumental and a symbolic level..."

In a sense, as a social education institution and a central university of public higher education institutions, NUOL has suffered some similarities of local forces and a global trend of changes in higher education governance. As a consequence, in order to explore and interpret changes in institutional governance and management of the university a combination of historical case study' procedures and techniques along with those of ethnography and phenomenology is considered useful, in that, it addresses the life cycle: birth and early development, institutionalization, and maturity, in particular the process of political confrontation, changes in university governance, and relationship among variables at state and institutional levels. These processes are addressed as a focal point of the study so as to generate a theory.

According to many scholars and researchers, it is expressed that whether an individual, a system, or a single institution is a case, and no one single perspective or model can be used to explain all aspects of higher education governance and management. The essential step in doing case study as Yin (2009: 36) expressed is that:

"...more generally, a more elaborate theory desirably points to a more complex pattern of expected results (P. R. Rosenbaum, 2002, pp. 5–6 and 277–279). The benefit is a stronger design and a heightened ability to interpret your eventual data..." (Rosenbaum, 2002).

Thus, in guiding the research process, an embedded case study is already considered (Yin, 2013: 50). Rowley (2002: 22) states that embedded case study is the design that identifies a number of subunits or units of data collection that have different roles, locations, or meetings. Each of which is explored individually. Results from these units are drawn together to yield an overall picture of the decided case. The biggest challenge with the embedded design lies in achieving a holistic perspective from the analysis of the subunits, or research units. Additionally, as mentioned earlier the types of qualitative research techniques are necessarily combined in conjunction with one another to conduct an ethnographic case study or a basic or generic qualitative by using the framework and investigative tools of phenomenology. For example, three forms of case study, ethnography, and phenomenology are combined to use as the research methodology, in which case study as the context setting, ethnography as an important construct of socio and political cultures, and phenomenology as guideline (Merriam, 1998: 20). Based on this schematic conceptualization and the notion of ethnography and phenomenology in the previous section of the chapter, besides the interviews and documentary data in regard with the methods of data collection, the researcher's perceptions on an understanding and experience of local culture, politics, and organizational behavior have completely determined in part of the interpretations of the study, especially on changes in institutional governance of higher education. By the notion of using qualitative approaches, a qualitative researcher is always considered as a research instrument to mediate the meaning of diversity and conflict of a social history or a social system through the researcher's own perceptions on the field setting (Watt, 2007: 82). This is a reason why qualitative approaches are counted as an appropriate research design, and their components can be fit for a strong research design. As the research, I used to be a former student of NUOL and then have become an academic staff of the university since 2000; it is assumed that my own perceptions of changes in higher education and university governance become a benefit of ethnographic techniques for interpreting the outcome of the study. An understanding of local beliefs, local values, and local cultures of the study context setting by the researcher can be comprehensively restructured in some extent to underpin the interpretation of the study because the entire experience in the process of the birth, ongoing institutionalization, and maturation of the university is assumed to be understood and observed indirectly. These procedures and techniques are assumed to specify and help better interpret the context setting of the study. All in all, these are the application of triangulation techniques for multi-level research and multi-unit analysis of the study based on the conceptualization of the study. These are the process of becoming an important construct of socio and political cultures of the university governance based on the literature review of higher education (Merriam, 1998: 20).

In regard with phenomenological techniques, the descriptive research approach is deployed by research instruments for data collection administered at national, institutional, and subunit level. Two types of instruments for data collection are semi-structured interviews and documentary data. The result of data collection is synthesized and analyzed to interpret the picture of the way of life of some interactive groups and some stakeholders in higher education governance (Woods, 1985), as well as organizational and political cultures of the university are interpreted respectively. The process of providing holistic and scientific descriptions of educational systems, processes, and phenomenon within the context setting of the study is examined (Wiersma, 1995: 249). At national system and institutional level, the facets of higher education governance are explored through the sources of interviews and documentary data collected from selected ministries and international organizations that have provided financial and technical assistance for higher education of Laos since the NUOL was established in 1996. According to Merriam (1998), the common instruments employed for data collection includes interviewing, conducting document analysis, and examining life histories, in which life histories refer to the histories of universities and individual respondents (educational administrators) who answer the interview questions. Although there is no direct observation regarding the topic research, an in-depth experience of the researcher of the study setting is counted benefiting data collection, data analysis and interpretations of the study. In addition, conducting fieldwork is also immersed in employing techniques for the degrees of formality and casualness to achieve the objectives of the study.

Therefore, ethnographic study is assumed to fit in order to elicit the native views of reality and the native description of meaning to events, intentions, and consequences (Splindler & Spindler, 1997), and the outcome of ethnographic techniques has direct reflection in the culture of beliefs, values, and attitudes that structure the behavior patterns of a specific group of people in institutional governance of higher education (Merriam, 1998; Geertz, 1973, as cited in Eisner & Peshkin, 1990). Along with ethnographical techniques, the procedures and techniques of phenomenology that focus on the essence or structure of an experience (Merriam, 1985) mentioned earlier and the description of phenomena from the perspective of those experiencing the phenomena (Wiersma, 1995) or the outcome of ethnographical techniques will be shared (Patton, 1990, as cited in Merriam, 1998). The essences of the core meaning can mutually be understood through experiencing a phenomenon. The experiences of different people are bracketed, analyzed, and compared to identify the essences of the phenomenon, e.g. the essence of being a decision maker in academic development of the university.

This is the holistic framework of research methodology of the embedded case study design that collects data with multi-methods and has multi-level analysis and interpretation. The context of changes in institutional governance and management of higher education, including policy, structure, finance, and academic affairs, is described by way of inducing generalizations from synthesizing gathered information, or as a *funnel* (Wiersma, 1995: 220) in which questions proceed from the general to specific and where ideas are initially cast in very broad terms and then narrowed as more research data is collected (Burns, 1997; McMillan & Schumacher, 2010: 23). On the basis result of funnel approach from initial data collection, the participants, sites, conditions, are identified more specifically in order to provide increased focus on the phenomenon under study. By this process, Wiersma (1995: 219) states that it leads to more narrow data collection, concentrating on those data that reflect the specific phenomenon emerged. The process may be repeated, becoming more focused until the conclusions are concentrated on a specific component or a limited number of components of the study. The data collection, analysis, and interpretation, have become more focused, directed, or narrow, from a more general beginning.

As examined and explained previously, organization theories in higher education including bureaucratic, collegial, political, ambiguous and managerial perspectives become scientific evidence to create more understanding of higher education governance, particularly changes in institutional governance and management of higher education from a long period of time since the NUOL was established in 1996 up to the current situation. Considering the literature of various theoretical concepts related to changes in governance and management of different higher education systems of the globe, region, and some individual nations in previous chapters, it is found that political dimensions of educational governance and management tend to play a major role in institutional changes in governance and management of higher education systems at all levels. This can be seen from the nature of politics that when politics exists, competing human interests collide (Morgan, 2006), and:

> "…whenever people interact—whether in families, communities, workplaces, or formal political venues—their different needs, interests, and expectations will produce some level of conflict and result in some type of power dynamic…" (Milley, 2008: 54).

Therefore, there is always a contradiction of political decision-makers about their ability to steer modern welfare states and their macro economies including national university systems at all levels. This influence can be an indication of changes in governance and management of higher education systems, and as well it can be seen from the statement of de Boer *et al.*, (2007:138) that:

> "...the top-down steering efforts of political-decision makers are confronted with bottom-up dynamics resulting from the efforts of individual, collective, and corporate actors in the respective policy areas to pursue their own interests..."

Therefore, in hierarchies, networks, communities, and markets are considered as basic mechanisms of governance that must be identified. Regarding these concepts, concrete societal sub-systems including policy areas are understood as configurations of various governance mechanisms. Although the dimensions of governance in higher education are seen as a wide diversity of opinions, the diversity can be formed as a configuration through examining various organization theories of changes including the approaches of New Public Management in higher education system as many scholars and researchers do. This configuration always reflects a move of governance and management toward higher education. The move can be examined by using various dimensions of the current configuration as seen from a wide range of the literature organization theories reviewed previously. The dimensions of changes in governance and management of higher education are frequently used for the search of institutional changes in higher education systems. So far five dimensions emerged, such as state regulation, academic self-governance, competition, managerial self-governance, and stakeholder guidance. All five dimensions may coexist in a certain period; one or more dimensions may predominate, or may be seen as the striking feature of an epoch (Fried, 2006). These five dimensions also become the typologies of basic dimensions of governance in societal sub-sectors and university systems (Clark, 1979; de Boer *et al.*, 2007; Leišytė, 2007; and Fried, 2006). They are also counted as an important tool to look at specific problems when studying changes in institutional governance and management of higher education. In particular, for this study they are used as additional perspectives to guide in exploring the presence and process of changes in institutional governance and management of NUOL along with other perspectives and literature of organizational theories reviewed.

4.3.1. Data collection

Data collection covers three levels of higher education system: national, institutional, and subunit level. This process of the study is always considered as an important part of the empirical study because the nature of empirical research is used to characterize social sciences, and all phenomena can be reduced to empirical indicators which represent the truth (Sale, Lohfeld, &

Brazil, 2002). As qualitative case research, it cannot be carried by people who see themselves as detached, neutral observers (Greene, 1986, 1997). Therefore, Stake (1995: 49) expresses that:

> "...qualitative study capitalizes on ordinary ways of getting acquainted with things. The acquaintance is largely cerebral, only a few things get recorded..."

Additionally, Stake explains that a researcher always has great privilege and obligation, the privilege to pay attention to what she/he considers worthy of attention and the obligation to make conclusions drawn from choices meaningful to colleagues and audiences. What's more, experience is counted as one of the principal qualifications of a qualitative researcher, and it leads to understanding significant things, recognizing good sources of data, and consciously and unconsciously testing out the veracity of the researcher's eyes and the robustness of her/his interpretation. Therefore, the researcher's perceptions on the reality of the case setting are deployed as an important instrument of the study as already addressed in the last section. Along with the experience of ordinary looking and thinking, an experience of qualitative researcher is one of knowing. In a sense, the knower and the known are always interactive and inseparable (Bailey & Nunan, 1996: 1), and this requires sensitivity and skepticism (Stake, 1995: 50). According to Brown (2008: 2), experience of the inquiry refers to a process of interpretation and of making sense of the phenomenon under the study. Thus, the experience of the researchers and research subjects is considered as an essential data source of evidence for content analysis of case study.

According to Leišytė (2007: 21), the major components of case study are units of analysis at each level, in which the research units can be a case, a person, an institute, or a group. In fact, the units are organizationally embedded within higher education governance and system that include various actors/stakeholders, such as concerned ministries, external stakeholders, universities, faculties, and their layers of academic departments. They have their own administrative, physical, and academic structure and existence. However, they are regarded as the smallest organizational, collective part of a university. They have their own organizational behavior and setting, and they are supposed to act on the own basis of interests and those of its individual members. In addition, they can be seen as being a semi-autonomous body. From what is explained, the implication is that the research units have their own way of life. However, in fact, they cannot survive with self-reliance, and they need to interact with internal and external environments on which they depend. Based on the notion of the study, it is assumed that they become the fence protecting and increasing their credibility to conduct the research activities they prefer, and they have different varieties of characteristics, in which using different methods of data collection is necessary to obtain an effective source of evidence. For example, along with using semi-structured interviews of research units and the collection of related documentary data for data collection of the study, the researcher's perceptions based on life experiences that are shaped in the context setting of the study are counted as an important instrument. Besides, additional documents are collected in parallel with the interviews during the fieldwork. Leišytė (2007: 57) expresses that although each level of data collection has its own interrelated features and dynamics and includes a nesting effect, that is, what goes on at one level constrains or enables what goes on another, the aim of multi-level analysis is to analyze the essence of collected documents related to higher education governance and management and yield the responses of research units as changes in institutional governance and management of higher education and university. This process is a helpful conceptualization in understanding the influence of changes in the external and internal governance and management of academic units at a university. In regard with the interviews, there is a set of questions for each level designed by covering the subject matter and areas of research questions, such as changes in policy, structure, academic affairs, finance, and university autonomy. The mini-structured questions of each level have some similarities and differences. By using the responses of similarities and differences, it is assumed that the notion of political models (power, conflict, interest) would emerge, there will be contradictions among hierarchical authorities of bureaucracy at all levels, and there would be an emerging notion of bureaucratic professionalization in line with the emergence of ambiguities of higher education governance as whole. Furthermore, five dimensions of higher education governance would be able to be explained in the form of changes in institutional governance and management of higher education in this context setting of the study.

Qualitative case study is naturally concerned with the changing nature of reality created through people's experiences. It evolves reality in which the researcher and researched are mutually interactive and inseparable (Phillips, 1988). This is a reason why the interviews are used to search for the objectives of the study. Sixty-seven purposive respondents for interviews were chosen. These people held administrative positions at different levels of data sources. Based on the conception of the study, the use of multi-level analysis, the study has three level units of data sources, and they were considered as three research units. The respondents of the study were grouped by levels of data sources or research units, and then categorized into different types of respondents in each unit. For instance, Research Unit I was considered as data sources at national level, comprising of ten respondents of the interviews. The respondents were those who had high-ranking positions working for MOES, MOF, JICA, and ADB. They were categorized into two different types of respondents, national authorities (NA1-7) and external actors (EX8-10), see Appendix IV. Research Unit II was considered as data sources at institutional level, there were fifteen respondents, categorized into two types of respondents, top management university authorities (TMUA11-15) and middle management university authorities (MMUA16-25), see Appendix V. Research Unit II was considered as data sources at sub-institutional level/faculty and departmental level, categorized into two types of respondents, middle management university authorities (MMUA26-31) and low management university authorities (LMUA32-67), see Appendix VI). The major research units of all levels were selected in order to examine and explore similarities and differences of their perceptions and attitudes toward changes in institutional governance and management of higher education at a given moment of time from the year 1996 (when NUOL was established) to the current situation, and then the condensed data collection were used for data analysis and interpretation of the study.

4.3.2. Insights into the methods of data collection

Case study research is not limited to a single source of data as mentioned earlier. It typically draws on multiple sources of evidence, and a good case study benefits from using different techniques/methods for data collection. Multiple sources of evidence comprise mainly of documents, archival records, interviews, direct observation, participant observation, and physical artifacts (Yin, 2006). Each of these different sources requires different approaches to their interrogation, and is likely to yield different kinds of insights, strengths, weaknesses, and the richness of the case study evidence base derived largely from the multi-facetted perspective that is yielded by using different sources of evidence (Rowley, 2002: 23). In other words, the techniques of data collection of case study are largely determined by the nature of subject matters. Thus, a case study researcher usually looks for a large variety of sources to supply data collection (Fidel, 1984: 274). In addition, the execution of a case study also depends crucially upon the researcher's perceptions and her/his competence how she/he can easily adapt to the local context of a research setting. As I has lived and worked insides the context of the study for a long time, my perceptions and experience of locality has become a conceptual notion of the study for source of evidence. Although Vidovich (2003: 73) explains that only documents and interviews are the principal data sources used to research for the answer of the qualitative research questions, specific methods of data collection and data analysis are able to modify and adapt to the changing place and time in different contexts and at each level. Stake (1995: 68) also accepts that gathering data for case study by studying documents follows the same line of thinking as observing or interviewing. Thus, this conceptualized view seems to be fit in the concept of the study, as I am trying to use my own perceptions to help for data collection of the study. Although I have no direct observation of this study, my experience of being a student and working at NUOL over the past eighteen years would become an important component of this study supporting data collection, analysis and interpretation, in particular during my fieldwork for the two principal methods of data collection, documentary data and interviews in Laos. These are the methods of triangulation, multi-unit analysis and multi-level collection of data. In a conclusion of Yin (2006:117) on data collection, he says that:

> "...case studies should present their data formally and explicitly, in a variety of data arrays set apart from the case study narrative..."

Besides my fieldwork, carrying out the review of the relevant literature and collecting related data become an essential prerequisite for the study. What is more, this is the processing case study, and all things can be done until the end. Therefore, the researcher continues reviewing the processing of changes in higher education governance in the context setting by updating news' articles on Lao education from the internet searches, newspapers, and chapters of books to see what has been changing during the period of the study, specifically the issues and new development policies of higher education governance in the country. Ultimately, all aspects of data collected are synthesized and descended to use for data analysis and interpretation of the study.

4.3.2.1. Documents

Based on different sources of qualitative research evidence, documentary information is likely to be relevant to every case study topic (Yin, 2009: 101). It is important to search for the archival phenomenon of case study, that is in this case, the phenomenon of changes in institutional governance and management of higher education in Laos. Therefore, in order to better understand and explain the local context of the study, in line with the interviews and researcher's perceptions, some related documents to the research questions have been collected, reviewed, and synthesized before other methods of data collection were deployed. Subsequently, additional documents in connection with higher education governance were collected again at each level during the research fieldwork in Laos. The documents are considered a useful source of evidence to explore and identify the local context of the study. It is assumed their contents contain an in-depth description of changes in institutional governance and management of higher education. At least, there are different types of more than thirty documents collected from different levels. For example, at the state level, the variety of documents collected includes Education Strategic Vision up to the Year 2020, educational policies and reforms, educational strategic plans, different types of laws (constitutional law, educational law, state budget law, and other laws on administrative and public areas), rules and regulations of higher education, related decrees of the government (the Decree on the Establishment of NUOL, the Decree of Civil Servants, and other decrees concerning higher education governance). The majority of these documents and additional ones are bound in a compilation of the university book (NUOL, 2007) and that of the MOES (MOES, 2010) - besides, there has been a collection of some working papers and articles regarding the issues of higher education governance of Laos from international journals and communities. Secondary data of previous studies of higher education governance of Laos and other types of related documents have been reviewed. At institutional and subunit level, several types of related documents were collected including annual reports of the university and faculties, presidential orders of the university (on academic, financial and personnel affairs), brochures of selected faculties, and other related documents. As there are several types of documents concerning higher education governance increasingly available through the internet searches and the websites of related organizations at the present, additional types of documents are collected with ease. After that, all collected documents have been reviewed, examined, and identified in order to support other methods of data collection, data analysis and interpretation of the study. In the process of content analysis of documentary data, as we know for case study it is very important to corroborate and augment evidence from other sources. Therefore, together with evidence from the interviews and the researcher's perceptions, documents were examined and condensed though reading and taking notes based on the key points of the research questions. This process is assumed to be helpful to verify the correct things in the process of data analysis of the study.

4.3.2.2. Interviews

As mentioned previously at the section of qualitative research approaches, interviews are the main instrument for data collection of case study. Merriam (1998) also states that interviews are the most common source of evidence in case study research. Semi-structured interviews are considered as a main device that contains a mix of more and less structured questions. By using this device, specific information can be elicited from all the participants, and this forms the highly structured section of the interviews. The largest part of the interviews is guided by a list of questions or issues to be explored, and neither the exact wording nor the order of the questions is determined ahead of time (Merriam, 2002: 13). To investigate the process of restructuring the National University of Laos, the focus on individual lived experience as seen in phenomenology of case study is important for data collection. In addition, the focus on experience of society and culture defined by ethnography (which is the branch of anthropology) is also determined the process of data collection of the study (McMillan & Schumacher, 2010: 23). As a result, interviews are considered as the second method of data collection. The semi-structured interviews with open-ended questions and with “what” questions are designed and used. That is to say, as Patton (1990) expresses what people are experienced of an organization and how it is that they experience will be collected by interviews, recording, transcript, analysis and interpretation. Interviews are approved by researchers for the benefits of case study in using interviews. It is expressed by Stake (1995: 64) that much of what we cannot observe for ourselves has been or is being observed by others. Two principal uses of case study are to obtain the descriptions and interpretations of others. The case will not be seen the same by everyone. This is the focal points of organization life to be explored, in which qualitative researchers take pride in discovering and portraying the multiple views of the case and the interviews are the main road to multiple realities. As case study is an approach of qualitative research, it comforts of making use of interviews that aren’t structured. This means that the interviewer and the respondents can interact when the answer uncovers situations which need to be dealt with by asking different varieties of related questions. The interviewer can construct a manuscript to stick to, while she or he is interviewing. This type of interviews is known as a semi-structured interview (Yin, 2009), and it was employed for primary data collection (of the study) at all levels of data sources. By using this basic approach of interviews for the study, it could help the researcher probe more deeply with open-form questions to obtain additional information pertaining to the objectives of the study. The interview questions were designed by covering the topics of university governance and management. The interview questions of each level have some similarities and differences. Some questions of the interviews are the same. In doing so, it is expected to obtain the different perceptions of the respondents on shifts of university governance and management whether their perceptions have some contradictory evidence and interferences to search for how bureaucratic, collegial, and political perspectives exist and influence changes in institutional governance and management of higher education.

Data collection needs to be well-prepared to obtain the exact data of the study. Well-organized data collection can help manage to grasp every facet of everything the study requires. Furthermore, a well-organized and categorized set of case data always facilitate the task of analyzing the case study evidence in order to address the research questions which are the focus of the study (Darke, Shanks, & Broadbent, 1998). For the interviews, there are a total of sixty-seven purposive participants. The respondents were divided in three research units, and then categorized into different types of respondents under the conceptual framework of the study. They were administrative people in educational sector ranking from higher positions to the lower ones, and they were considered as experienced actors/stakeholders of higher education who understand the interaction between higher education governance and multi-faceted characteristics of institutional governance and management of the university. As a large majority of them have experienced the institutional governance of the university and higher education for a long time, their views and perceptions of changes in higher education governance are assumed to be useful sources of evidence in relation to changes in university governance, in particular, the views of those who were grouped as Research Unit I and II. For example, of Research Unit I, it comprised mainly of a vice-minister of MOES, the former chairman of the University Council, directors and vice-directors of selected administrative departments of MOES and MOF. In addition, there were two representatives of international organizations such as ADB and JICA. They were responsible for education. In Research Unit II, there were the president and vice-presidents of NUOL, directors and vice-directors of administrative offices of the university. The respondents of Research Unit III included deans, heads of administrative divisions, and heads of specialized and academic departments of selected faculties. More details of interview questions and respondents are explained in the following sections of data sources.

4.3.2.3. The researcher's perceptions

As characterized by several scholars and qualitative researchers, qualitative research study has an emphasis on complexity and emergence design. Conducting this type of research design, it may seem daunting to those new to the task. However, as qualitative researchers are principally counted as the information and data collectors determining how best to proceed (Karnieli-Miller, Strier & Pessach, 2009: 281), they can examine various guidelines in the literature and different sources of evidence to facilitate understanding of both the phenomenon under study and the research process itself (Watt, 2007: 82). Based on the implication of the statement, it seems obvious that qualitative researchers are learning to reflect on what they behave and think. In addition, on the phenomenon under study, their behavior and thoughts can create a means for continuously becoming better researchers that capture the dynamic nature of the process, in which conducting research, like teaching and other complex acts, can be improved; it cannot be mastered (Glesne & Peshkin, 1992: xiii as cited in Watt, 2007: 82). On the other hand, by using different sources of evidence, Karnieli-Miller *et al.*, (2009: 281) develop an analysis of power relations between the researcher and participants across the different stages of the research process in qualitative research. It is found that qualitative research, which comprises of several paradigms and traditions with variations between them, presupposes a redistribution of power through a researcher-participant coproduction of knowledge or the researcher-participant relationships, and their unique contribution to a project makes them both inseparable parts of the final creation. Furthermore, there is an indication that:

> "…participants feel involved because of the examination of their personal experiences. Researchers are involved because of their in-depth study of the others' experiences and the aspiration to understand them. This relationship is even more complex owing to the researchers' and participants' significant and sometimes conflicting roles; participants, sometimes as clients or patients, are the main providers of data, the storytellers; the researcher is the philosopher of the study, the data collector, analyzer of the participants' stories, writer, and publisher. The researcher typically personally collects most of the data through interviews or participant observations…" (Karnieli-Miller *et al.*, 2009: 279-280).

This statement seems to be a full inquiry into the qualitative data to create the meanings and interpretation of the case study design, in which the researcher and participants always play a large part in fulfilling an important function of qualitative data. As a consequence, the researcher's perceptions in conjunction with other qualitative instruments are considered as a inseparable means of collecting qualitative data of this case study. The researcher's data source is used as a powerful device for data collection through fieldwork in Laos. As the researcher, I believe that my own experience of being a university student and having been working within the university system for more than fifteen years reflect the objectives of the study because of context sensitivity from within (McMillan & Schumacher, 2010), and they become a useful device to help me understand the effect of the immediate and larger context of the study, which it is bounded by social, political, class, and technology factors that form a "lens" in facilitating behavior interpretation (McMillan & Schumacher, 2010: 322). In addition, although I had no direct observation of the context setting before the study began; it is assumed that in-depth perceptions of political and cultural locality are understood, and they have presented me advantages in the process of data collection during two-month field work. What is more, an understanding of the behavior of research participants/respondents, the context of the case setting, and social behavior in the context as a whole, is counted as a supporting die to help me easily communicate with selected participants/respondents and official staff at ministry and international organization level for collecting needed documents pertaining to the objectives of the empirical study. For example, I find out that it is convenient to ask permission for data collection at MOES, MOF, Asia Development Bank (ADB), and Japanese International Cooperation Agency (JICA). I feel absolutely sure that it is because I have known some officers. The majority of them are the graduates of the Department of English, Faculty of Letters, and some are former students of mine. Specifically, my acquaintance with organizational culture of work and working people rather help me a lot in collecting qualitative data. In particular, at institutional and subunit level there is more emerging confidence to obtain what data I really expect to have because there is more acquaintance with all selected respondents ranking from the president and vice-presidents of the university to the university administrators at the subunit level. Excepting some respondents of one separated campus, that is the respondents of the Faculty of Law and Political Sciences. However, there are two former students of mine teaching there. They guided me to selected units of the study for the interviews and data collection.

For the most part, during the personal collection of data through field work it seems that a lot of lessons have been learned. Although I have an acquaintance with all aspects of the context, I have improved more social interaction with government officials and educational administrators at all levels who are selected as interviewees, and general people who are responsible for additionally required documents. I have understood more about the nature of hearing, in which it is pointed out by Professor Susan Greenfield (1997: 66 as cited in Trowler, 2002: 6), the neurological specialist that people's perceptions involve more than simply physical auditory sensations, and there is much more to hearing than mere vibration. We hear a symphony as vibrations any more than we see a face as lines and contrasts. Rather, our perceptions are unified wholes, shot through with memories, hopes, prejudices, and other internalized cognitive idiosyncrasies. Furthermore, I have improved a welcoming and nonthreatening environment, in which the interviewees are willing to share their personal experiences and beliefs. In a consequence of the good environment, their attitudes toward changes in the university governance and management based on the interview questions are shared freely. Taylor & Bogdan (1998: 48) refer to this nonthreatening environment as creating a feeling of empathy for informants that enables people open up about their feelings, so that the feeling of intimacy is fueled by the unstructured, informal, anti-authoritative, and nonhierarchical atmosphere in which the qualitative researcher and participants establish their relations in an atmosphere of power equality (Karnieli-Miller *et al.*, 2009: 280). Although this seems as if the creation is in complex and blurred shape with mixed confirmation of qualitative information, the qualitative data collection is synthesized, descended, and categorized based on the focal points of the study and the key words of the research questions to support the interpretation of the study.

4.3.3. Data sources

NUOL is the first national university in the country. Its institutional restructuring in the 1990s was an example of global reform in higher education. Over the last decade and a half, the university has gained the increasing popularity through normal and private programs and nationwide reputation as a central higher education institution. In general, there have been some positive effects of global higher education governance upon the local higher education, although there are several constraining conditions impacting on the development of the university. Obviously, many higher education systems and universities are positioning themselves in the global higher education landscape through ASEAN University Network, student mobility projects, and several academic exchange programs with higher education systems of developed countries (Sirat & Ahmad, 2010: 125). For example, recently there has been an increase of mobility projects under the European Union's Erasmus Mundus program, enhancing quality in higher education through the scheme of granting scholarships and academic cooperation between partner universities in Europe and the rest of the world. NUOL has also joined and cooperated under some projects, playing its role as a university partner sending academic staff and students to Europe. In addition, as a host university, NUOL has provided some international programs for academics and students from European university partners. This is a new trend of global higher education influencing the regional one. By some extent of several consequences, there are emerging changes in institutional governance with set context for the principal-agency nature of the state-university relationship. Recently, NUOL has gained some extent of internal self-governance and an entrenched culture and tradition. By examination of different documents and the literature of higher education in the context, the university has not been determined by the specific law of higher education, but it is governed under the Educational Law and the Decree on the Establishment of the University. Later, the constitution of the university was set out by the modifications of the university decree. Based on these indications, it is obvious that the university is the statutory body of the government under variations of rules and regulations, depending on national polices and state legal framework. In particular, it is found that MOES has continued managing the university directly and delegating authority to university administrators, and the government's role is still a more strategic one. Another thing is that there is also an increase of interpersonal relationship among researchers, teaching academics, administrative staff, etc. This can be represented as an interrelationship among academic and services units within the university, such as administrative offices, academic faculties, teaching-learning departments, and classrooms. Even assuming that once the state and the institutional aspects are linked as the nature of higher education, the university would be without a doubt shaped as a blurred image under "a loosely coupled system" (March & Olsen, 1975; Weick, 1976). Therefore, to explore and identify changes in institutional governance and management of the university, a prerequisite for the success of the study has to do is searching for in-depth interpersonal relationships within and interrelationships between the NUOL and external stakeholders (including agencies of the government and international organizations) in the area of university governance, development, and planning. It is important to cover various aspects and stairs of data sources inside the staircase of higher education system ranging from the state level to the completely independent or semi-independent subunit level of higher education. In addition, it is necessary to characterize different data sources of evidence to see why they are so obviously appropriate to be selected. As the hub of higher education system, the university is complicatedly formed by multi-level governance and network as reviewed earlier. To answer research questions of the study, various data sources of evidence at different levels from the top to the subunit level are collected. According to Yin (2006), there is no limitation to a single source of qualitative data for case study research. However, the benefit of a good case study is always derived from having multiple sources of evidence. More importantly, case study is characterized by many qualitative researchers as a processing research study, so variations of qualitative data related to research questions and based on the researcher's perceptions have been being collected to fulfill all the expectations of the case of the National University of Laos in regard with its changes in institutional governance and management up to the completion of the study. A full inquiry into qualitative data collection of the study for data analysis and the interpretation of the study is constructed through three-level data sources of evidence. The following are the characteristics of the three data sources at state, institutional, and subunit level.

4.3.3.1. Data sources at the state level

Data sources at this level concern data collection at two ministries and two international organizations. They are the main sources of evidence in higher education governance of Laos because they have played an important role in higher education governance reform over the past two decades. Two ministries are Ministry of Education and Sports (MOES) and Ministry of Finance (MOF). Related to higher education governance, concerning official documents, i.e. central policies, rules, regulations, laws, national documents on socio-economic development, different strategic plans, etc, have been collected at these two ministries. Regarding the international organizations, Asian Development Bank (ADB) and Japanese International Cooperation Agency (JICA) that have so far provided technical and financial assistance for restructuring the first national university are another source of related evidence of the study. It is assumed that the ministries and the organizations can provide useful evidence related to higher education governance, particularly in the aspects of policies of higher education governance reform and those of delegating authority, responsibility, and decentralization to the university. In addition, several documents, such as articles, books and reports on higher education of Laos, are also collected from internet searches. Majority of internet documents are the products and publications of WB, IMF, and UNESCO.

By using and synthesizing all data collected, changes in polices and issues of higher education governance (in regard with university autonomy, structure, academic development, and finance system management) are assumed to be explored and explained inductively in view of the fact that it seems to me the majority of collected documents meet the requirements of data collection. Apart from the collection of documentary data, semi-structured interviews were used as a supporting tool for data collection, in which all respondents of the interviews are the key persons holding senior positions at the selected ministries and organizations. In addition, based upon their important role as senior government officials in the context of the study setting, their views on changes in institutional governance of higher education would have a great impact on the objective of the study and create useful meaning of the phenomenon in higher education governance. Especially, the selected respondents for interviews seem to be appropriate informants because their work experience is associated with higher education governance. For example, at MOES, four departments were selected, such as Department of Higher Education (DHE[12]), Department of Finance, Department of Inspection, and Department of Planning. These departments have played some important roles in higher education governance since the first period of restructuring higher education from the year 1990s onwards. The directors and vice-directions of these departments were interviewed. At MOF, Budget Department and Fiscal Department also become the main data sources to search evidence for changes in finance management system of the university because rules and regulations on public finance are set out and approved by the departments, in which they have had role-playing in setting and approving budget of higher education since 2000s onwards. For the interviews, the directors or vice directors of these departments were selected as the respondents to answer interview questions. In regards ADB and JICA, they were also counted as research informants and data sources. Locally, these international organizations always support technical and financial assistance for public universities, and they support strengthening higher education system in the country. Some necessary documents (e.g. working papers and annual reports on general education, higher education development, and socio-economic situation) have been collected from the organizations. Senior officers of the organizations, that are responsible for educational sector, were interviewed. All in all, regarding the interviews, views on higher education governance contributed by selected respondents at the ministries and international organizations are assumed to reflect the reality of changes in higher education governance in the notion of external influences.

12. DHE was the Department of Higher, Technical and Vocational Education in the past (Saysomephou, 2006)

Conducting the data collection at data sources through the fieldwork at the beginning of the year 2012, two major methods of data collection mentioned above were used throughout the period of fieldwork in Laos. In terms of documentary data, updated and necessary documents with relation to higher education governance have been continuously collected. There is a wide range of collected documents, and they are very important sources of the research evidence. The following are some majority of collected documents:

- Annual reports on education of MOES,
- Education Sector Development Framework,
- National Education System Reform Strategy (2006-2015),
- National Socio-Economic Development Plans,
- National Growth and Poverty Eradication Strategy,
- Prime Ministers Education Reform Vision 2008,
- Education Strategic Plan Vision 2020,
- country reports on education (school-based management in Lao PRD, on implementation of the Brussels program of action for the least developed countries (2001-2010),
- decrees and legislation on public governance related to higher education governance, such as law of education, budgeting, government, etc.
- official documents on university governance and management from the first period of restructuring higher education to the current situation, and books about administrative issues,
- related articles derived from ADB, WB, IMF, and UNESCO,
- and books on higher education of Laos and related documents.

Although almost every study finds some need for examining newspapers, annual reports, correspondence, minutes of meetings, and the like (Stake, 1995), it is likely that collected documents are adequate to understandingly create the descriptive meaning and the philosophy of higher education governance in a particular context setting and rhetorically describe the meaning of the study based on the research questions. Moreover, supported by the procedures and techniques of semi-structured interviews for data collection, more in-depth understanding of changes in institutional governance and management of higher education would be apparently explained. The issues of university governance and management over the past decade and years from 1996 onwards are assumed to be explored, such as those of managerial self-governance, academic self-governance, financial autonomy, policies for external stakeholders of NUOL to participate in the university activities, decision making on financial support and academic issues, decision making on financial and academic mechanism, and overall development of the university.

More importantly, as the researcher I was involved in the field research, and have had real-life situation of the study setting, data of a reality in the real time has been collected. Based on personal perception in understanding the culture of hierarchical systems in the study setting, seniority is priority, ten senior administrative people, who were the respondents of interviews, are counted as main sources of evidence at the state level. Their attitudes and experience toward higher education reforms and changes in institutional governance and management of NUOL were shared, and they were very important for analysis and interpretation of the study. In the process of interviews, I used ten semi-structured interview questions at this level, and ten respondents were categorized into National Authorities (NA1-7) and External Actors (EA8-10) in Research Unit. In the NA1-7, they included Vice-Minister of Education and Sports, Directors and Vice-Directors of Departments of MOES and MOF. Specially, In the EA8-10, one of them was the first and former Chairman of the University Council. He kindly shared his views regarding the interview questions set. In connection with the interviews, I have considered the Vice-Minister of MOES and the former Chairman of the University Council as the most important persons in sharing their experience in response to changes in institutional governance of higher education in Laos because they are both very experienced persons in restructuring higher education system in the country. For example, the Vice-Minister of Education and Sports was the former administrator of the university when it was established in 1996. He was also the former Director General of Higher Education Department, MOES. As the Vice-Minister, he is in charge of four public universities including NUOL, Department of Vocational Education, Higher Education, Teacher Training, and Students Affairs, as well as Education Assurance Center. For the former Chairman of the university, he has been recently appointed as a senior member of the government, the present Minister for Government's Office, he is also a professionalized and resourceful person in the area of science and technology in the country. Based on the interview questions and their personal experience in connection with the context of higher education in the country, they were both so forthcoming to share their insightful perspectives on changes in institutional governance of higher education with a cordial welcome and friendly. These two respondents were truly the key resources of evidence in changes in institutional governance of higher education. The researcher had also made an appointment to interview the Minister for Ministry of Education and Sports. Unfortunately, because of his tight schedule, the Vice-Minister was interviewed instead. In fact, the Minister and Vice-Minister of Education and Sports were the former leaders of Pedagogy University of Vientiane (higher education institution before 1995) before it was formed into NOUL in 1996, so their experience regarding higher education governance and development was assumed to reflect the reality of changes in structural, academic, and autonomous aspects in restructuring higher education institutions on the whole. Additionally, there were more two senior officers of two international organizations categorized into external actors (EA8-10). One worked for ADB in educational sector, and one worked as a program officer for JICA Laos Office.

4.3.3.2. Data sources at the institutional level

NUOL is considered as a model university of higher education in the country. Its academic affairs are primarily organized through faculties, institutes, and schools as academic subunits that follow and implement the central policies of higher education, and departments and centers as instruction subunits for implementation of the policies. To manage the university activities such as teaching and conducting research services that cross faculty, institute, center and departmental lines, NUOL has administrative offices, as well as administrative and academic boards to interpret and respond to the central policies. In addition, the university has its affiliation with regional universities and other organizations, such as educational institutions, hospitals, research institutes, schools, and centers across the country. Thus, at this level, NUOL is counted as an important stair of data sources inside the staircase of higher education system for data collection, in particular, existing official documents that describe the organization and governance of the university in regard with rules and regulations, structure, operations, strategic plans; responsibilities and powers of general officers of the university, its academic staff, boards of trustees, and the university council. By reviewing these documents, it is assumed that the philosophy and the operation of university governance (that is explored) would be understood and helpful for data analysis and interpretation of the study. Thus, the majority of documents were collected during the researcher's fieldwork. Although there might have an overlap between several documents of data sources at considered different levels, but all documents have been reviewed and synthesized thoroughly. Obviously, it is my considered decision that a synthesis of documents reflecting the objectives of the study is used in the process of interpreting the meaning of data analysis.

Data collection at this level has been done through using qualitative methods such as collecting related documents and interviews. NUOL offices are counted as the data sources of evidence. Different types of official documents in each office were collected during and after the researcher's fieldwork, and administrative persons who direct the offices were interviewed. Currently, NUOL comprises mainly of ten administrative offices including:

- NUOL Presidential Cabinet
- Office of Academic Affairs
- Office of Post Graduate Studies
- Office of International Relations
- Office of Student Affairs
- Office of Infrastructure and Campus Management
- Office of Personnel Affairs
- Office of Research and Academic Services
- Office of SEA GAMES Residence Management
- Office of Planning and Financial Affairs

Source: *University website, http://www.nuol.edu.la*

However, two offices are not selected as data sources such as Office of SEA GAMES Residence Management and Office of Infrastructure and Campus Management for the reason that they are new additional units of the university structure. The rest are data sources of documentary evidence to be collected and interviews to be administered. For instance, documentary data includes university strategic plans, annual reports (on academic, financial, and political activities), recruitment policies, evaluation reports, rules and regulations of the university, etc. Data collection at this level is to search for university governance in connection with changing structures of the university, perceptions on the notion of autonomy based on governance and performance of the university activities, and academic and financial management as a whole. All selected administrative offices are administrative units that interpret and respond to the central policies of higher education. They are described as a central stair inside higher education staircase that is set as a link between the powers of faculties and those of the university presidency, and between the university presidency and central agencies (external stakeholders).

Each office has different tasks concerning the aspects of university governance. Therefore, they are very important data sources of the study.

In connection with the interviews, top management university authorities, who were responsible for the central administration and central policies of the government, were interviewed including the president and vice presidents of the university. They were grouped as Research Unit II and categorized into top management university authorities (TMUA11-15). In relation to interview questions, although the topic and the focus of interview questions are not so much different from those of questions at the state level, differences and seminaries of the respondents' views are assumed to create a useful meaning for interpreting the core concepts of the study based upon organizational and political theories in higher education governance that were examined and reviewed in the previous chapter. Besides, middle management university authorities (MMUAs) were selected at academic and administrative offices of the university. They were the directors and vice-directors of the university offices. There were categorized into MMUA16-25 in the Research Unit II. The respondents in Research Unit II were all considered as experienced authorities in the university environment and governance and implementation of governmental policies on higher education. The majority of them have been working in the areas of higher education before NUOL was established. They were important data sources of research evidence for in-depth descriptive analysis and interpretation of the study. Politically, as Lao People's Revolutionary Party cells operate within all public organizations, all interviewees were members of the Party. Their administrative positions were appointed by the central government and MOES authorities respectively. Therefore, their views of TMUAs and MMUAs based on the interview questions and guided by organizational and political theories in higher education would create some useful meaning of changes in institutional governance and management of higher education in Laos.

4.3.3.3. Data sources at the subunit level

Data sources at this level concern data collection at six selected faculties of NUOL, at administrative and service divisions/sections, and at academic departments of the faculties. The faculties, divisions/sections and departments are considered as the subunit stairs inside the implementation staircase of higher education system that balance competing pressures and operate university activities based on the central (state) policies of higher education interpreted by the institutional administration of the university. They always use the guideline of interpreted policies for the implementation to reach the university's goals. However, the outcomes of the state polices' implementation are always predictably doubtful and based upon how the dean of each faculty and the head of each section/division and department employ, reject or ignore demands for compliance, and how they employ, negotiate or reconstruct the discursive repertoires in which polices are encoded (Trowler, 2002: 4). This is because at this level inside the implementation staircase, academic staff in different sections/divisions and departments may apply, adapt, and modify the central policies to implement as they think appropriate. Unpredictably, all interpreted policies are on track to make the most efficient implementation when they reach the implantation subunits, and they may be interpreted by the institutional administration of the university in different ways for implementation. These are the real life situation and characteristics of higher education institution in regard with its problematic goals, unclear technology, and fluid participation. In line with the university activities, they are always recoded in the form of annual reports. Recognized by academic theorists, they are well described under a loosely coupled relationship between policy initiatives at the upper level of the implementation staircase and the outcomes on the ground or at the subunit level (March & Olsen, 1975). In other words, Cohen & March (1974: 206) express that in universities anything that requires the coordinated effort of the organization in order to start is unlikely to be started. Anything that requires a coordinated effort of the organization in order to be stopped is unlikely to be stopped. Therefore, at state (national) level, as at the institutional and subunit level, policy-making and policy implementation are more likely to be the result of negotiation, compromise and conflict than of rational decisions and technical solutions, of complex social and political processes than careful planning and the incremental realization of coherent strategy (Trowler, 2002: 5).

Since NUOL was established, in line with other faculties, the selected faculties have produced thousands of graduates. They have made a great impact on contributing human resources to national socio-economic development and developing national human resources. At early stage of the restructuring higher education institutions, there were two popular faculties, that is, Faculty of Letters and Faculty of Economics and Business Management because they have initially provided special courses for all types of students who can afford tuition fees and general people who are interested in further education, for example, the graduates of upper secondary education, general people and government officials whose criteria meet the requirements of enrollment. Prior to the NUOL was established, the most popular special course was English Special Course offered by English-German Department, Faculty of Social Sciences, Linguistics and Humanities, Pedagogy University of Vientiane (now all are replaced as Department of English, Faculty of Letters, National University of Laos). Since 1995, the government has reformed public and private higher education system to meet the needs of social and economic growth by liberalization and privatization of higher education, and to make them capable of exploring and mobilizing the modernization process (Ogawa, 2009:285). As a consequence, there has been an increase of diversification of higher education provision since then. All selected faculties of the study have offered Special Courses in many areas for the society operating learning and teaching system in different sessions, such as morning, afternoon, and evening. The university has become a profit-making institution unexpectedly. This was an emerging form of public-private hybrid institutions in the higher education of Laos during the first restructuring higher education system. After that, there has been an increasing number of students who enrolling for special courses at different faculties. This phenomenon has created various issues of higher education governance including the quality of graduates. The shift in the balance of power in the university governance has some consequences in regard with financial management, autonomy of academic staff, internationalization, and management of conducting research. The university seems to be governed under a loosely coupled system. Therefore, data sources of evidence at this level are as much important as at state and institutional level to search for changes in institutional governance and management of the university and higher education system as a whole, so they are required to gather and measure several sources. In particular, in the context of this study, data sources of evidence at six selected faculties of NUOL are essential if the study is to succeed in terms of inductive and descriptive research. Especially when the synthesis of collected documents is used in combination with the insightful essence of interview transcripts that reflects the reality of institutional governance of higher education, I assume that it is helpful in creating great meaning to governance of higher education in a particular context, and it is useful in interpreting the meaning of the study based on the theoretical framework of the study.

In fact, NUOL has eleven faculties, in which they comprise of both fields of science such as social science and natural science. However, the focus of selected faculties is on psychology and intellectual tradition of social science, in which they are related to the group of academic staff and students learning and sharing common characteristics of opinion, viewpoint of philosophy, humanities, discipline, belief, social and cultural movement, economics, and social changes. The following are six selected faculties:

- Faculty of Letters ,
- Faculty of Economics and Business Administrative,
- Faculty of Social Sciences ,
- Faculty of Education,
- Faculty of Sciences,
- Faculty of Law and Political Sciences.

Five faculties of the university that are not selected as data sources include:

- Faculty of Architecture
- Faculty of Engineering
- Faculty of Environmental Sciences
- Faculty of Agriculture
- Faculty of Forestry

Source: *University website, http://www.nuol.edu.la*

During the field work, the procedures of data collection were done through administrating interviews and gathering official documents and measuring information at administrative, academic, and service divisions of each selected faculty, such as Academic Affairs, Financial-Treasury Division, Administrative and Personnel Division, and Research Division. In addition, two academic departments of each selected faculty were also considered as the data sources. Related documents were collected at each selected department, and the head or vice-head of the department were interviewed. As this research is designed as a case study, collecting case study evidence from many sources is important because it is helpful to master actual human events and behavior by different perceptions, attitudes, and verbal reports about the events and behavior (Yin, 2009: 98). Hence, the main data sources of evidence inside the implantation staircase of higher education system to examine changes in institutional governance and management of higher education in the study setting are used including documentation, interviews, and distance observation. Official documents relevant for university governance and management were collected during the researcher's fieldwork. Annual reports of the faculties, faculty brochures, and other related documents were included. The purpose of documentary data is to search for the radical changes in academic management and implementation of central policies.

By using semi-structured interviews at this level, it is assumed that the respondents' experience reflects the development of NUOL as a whole. Their view on decision making of academic staff would be revealed how they struggle to implement the central (state) policies on higher education when global changes of higher education governance become influencing factors, and whether they suffer from the state steering in implementation of academic and teaching activities. The view on university autonomy was also asked. Other topics of interviews also cover aspects of changes in the structural system, financial supports for academic affairs, staff recruitment, and academic self-management. There are forty-two respondents of the interviews. They were grouped as Research Unit III and categorized into Middle Management University Authorities (MMUA26-31) and Low Management University Authorities (LMUA32-67). The respondents involved the deans or vice deans, the heads or vice-heads of management divisions, and the heads or vice-heads of two academic departments at each selected faculty. They were responsible for both administrative and teaching work. They were the members of the political Party, and experienced of the university and the Party activities. Their experience could be a conceptual component to create the new meaning in understanding and explaining changes in institutional governance of the university, as they have been working for NUOL for years. In addition, they were considered as a device of data sources for data analysis and interpretation of the study. In conclusion, the numbers of respondents are in the formulation of 10-15-42 from three levels (three research units). This illustrates the pyramidal structure of classical bureaucracy and hierarchy in educational administration. Within this structural view, it is assumed that there is a tight coupling system between central policies of higher education and implementation of academic teaching and research activities at institutional and subunit level. Therefore, the manipulations of formal mechanisms, such as rules, procedures, structures, and regulations are important data sources of case study to be collected. Furthermore, the views of the respondents at this level could also provide complementary information for the literature and document analysis at state and institutional level. By using all considered methods of data collection at all research units, it is assumed that the objectives of the study would be achieved; the research questions would be answered.

4.4. Fieldwork

By using documentary data as one of research methods, the particular time was not set for the collection of documentary data because wide variations of related documents could be accessible on the internet at anytime. Some of them were able to collect in every process of the study from online journals, the websites of related organizations, the University Minho network, etc. This is the typical nature of collecting qualitative data of case study. Some related information and various references are established in the process of conducting the study, searching for the answer of research questions, analyzing and interpreting the study, and they can be found on the websites of related organizations including the university (NUOL), WB, ADB, JICA, UNESCO. However, gathering data from different data sources through fieldwork on research sites is the most important stage for data collection of qualitative study because several documents and the real-life context setting of the study cannot be searched and found by the internet searches. To a large extent, fieldwork in the context of the study has a great determination to discover the quality of information obtained, and it can represent the current situation and real-life context. It can present the researcher with ethical dilemmas not anticipated ethnics approval processes, and which offer profound personal and methodological challenges (Palmer, Fam, Smith, & Kilham, 2014: 1). According to Palmer *et al.*, (2014), there is always the emergence of unexpected consequences and ethical dilemmas while conducting qualitative fieldwork, so the researcher has to deal with it carefully and systematically. For example, in the process of undertaking fieldwork of this study, there was the emergence of compromised relationships with the selected ministries, organizations, university faculties, and individual respondents, in which they developed in unforeseen ways, that is, there were more than three times to go to a place for the interviews based on the appointment made, but the respondent was always on another duty. In this case, the researcher had to deal with it by interviewing another respondent who was experienced of the subject area of the study (i.e. higher education governance) and had responsibility in the same line of authority and that of position in her/his organization.

Darke *et al.*, (1998) explains that in order to apply to undertake fieldwork on research sites it is essential to reach an agreement with the participating organizations concerning the confidentiality relating to the case study data and findings, and any limitations on the disclosure of the identifies of the case study participants and organizations. As a consequence, before the fieldwork was undertaken in Laos in the early beginning of 2012 for data collection, the schedule was prepared to make sure that expected data of the study would be collected from different data sources (see Appendix VII: The Schedule of Fieldwork from January 21st to March the 24th in Laos). Official declaration from the host university, University of Minho, was approved by the academic supervisor of the study before undertaking fieldwork (see Declaration I: Academic Supervisor's Declaration). Some personal request letters asking for permission to collect data of the study in Lao language and in English for international organizations were sent to the university and participated organizations selected as data sources of research evidence (see an example of the personal request letters in the local language (Lao) and English in Declaration II-XII). In addition, the researcher established direct contact with local people in the participated organizations in Laos including NUOL, MOES, MOF, ADB, and JICA. These procedures had been done during two months before I left Portugal for the fieldwork in Laos. Thus, a set of approval letters by the host and home universities and other concerned organizations for conducting fieldwork at different data sources of evidence were ready to proceed to start data collection when I was in Laos. What is more, before the fieldwork began I had made contact with some senior leaders of the university and the Dean of Faculty of Letters, where my present status as a government official is officially recognized. I sent an electronic letter to them in order to ask for an approval letter to conduct data collection at selected participating ministries, international organizations, and university faculties. This was how could communicate with all selected faculties more comfortably when data collection proceeded. The telephone call was also made during the preparation period to clarify some inquiries from participating organizations.

Fieldwork was undertaken in Laos from the beginning of January to March 2012, as the schedule planned. Notes of activities during the fieldwork were taken, as well as by far some parts of fieldwork and data collection were careful non-participant observation and precise thinking about the new policies of the government to improve and balance the quality of post secondary education including higher education by reducing the number of new enrollments for higher education institutions, in particular universities. Thus, university-level institutions in the country such as public and private colleges and educational institutions would have gained an increasing number of registrations/new enrollments. During the fieldwork, two specified types of data collection were applied including collection of documentary data and that of semi-structured interviews. In regard with non-participant observation and collection of additional documentary evidence, they have been undertaken continuously after the fieldwork by using the method of internet searches on the websites of the particular organizations to check news online update about educational issues, related articles, and new publications that are related to higher education of Laos. For example, the latest update on educational activities in Laos that reflect the national education system, Laos completely hosted the 8th ASEAN Education Ministers' Meeting (ASED-8) in Vientiane from the 7th to the 13th September 2014 to assess the results of education cooperation and discuss the formulation of the post-2015 ASEAN future course of action in order to enhance the teaching and learning of ASEAN languages in schools. The meeting was as well aimed at reducing the gap in the development of education and human resources amongst ASEAN member states, in which five related meetings were held on the sidelines of the ASED-8, including the 3rd ASEAN+3 Education Ministers' Meeting, the 9th ASEAN Senior Officials' Meeting on Education (SOM-ED), the 5th ASEAN+3 Senior Officials' Meeting on Education (SOM-ED+3), the 3rd East Asia Summit Senior Officials' Meeting on Education (EAS SOM-ED) and the 2nd East Asia Summit Education Ministers' Meeting (EAS EMM). Delegates from the ten ASEAN member states, as well as China, the Republic of Korea, Japan, Australia, India, New Zealand, Russia and the US participated in the events (Time Reporters, 2014). For higher education, it has various issues that ASEAN states have tried to figure out. Many projects of higher education have been implementing through the scheme of ASEAN University Network, and some of related evidence becomes references of additional data of the study that have been undertaken beyond the fieldwork.

As mentioned earlier, documentary data had been collected since the study began by ways of internet searches. However, the fieldwork in Laos was the most important part of the study's data collection because unavailable documents on the electronic searches were collected, and there was also an interaction with very important people who have worked in the area of higher education for a long time by face to face interviews. In regards the interviews, much preparation had been done as previously explained. Some respondents were contacted before the fieldwork started through the personal request letter and the letters of the NUOL ratified by the Dean of FOL and the Office Director of Academic Affairs of the university before conducting data collection at different levels of considered data sources. The method of semi-structured interviews was based on available time of the respondents. With the consent of interviewees, asking and answering questions at all levels of data sources were recorded by Philips Voice Tracer (digital recorder). Their talks were taken twenty minutes to one hour and a half to finish, depending on each question and the information (and available time) the respondents had. In connection with the set of interview questions, there are more questions of Research Unit I and Research Unit II than those of Research Unit III. Some respondents had plenty of information to inform and talk as much as their time available, while some went straight on to the point and answered the questions. However, I had tried to elicit more information by asking indirect questions and adding more inputs to their talks, so that more precise evidence was recorded. In a case some respondents were not available during their working hours, I was asked to go to their home to interview them, especially for the interviewees who were senior staff of the university holding administrative and academic position. Thus, the schedule was flexibly managed and carefully decided, as the fieldwork was always time-consuming. Nevertheless, in some days, the target of interviews was reached more than expected targets. This might be because the letters were sent before the fieldwork was undertaken, and also participating organizations had provided contact number. In overall, the interviews were on the right track. Some questions of the interviews at different levels were retained and some abandoned. The language used for the interviews was the local language, Lao, so the recordings of interviews were transcribed into English and the local language of some interviews (see an example of different transcripts in Transcript I, II, and III). Making transcripts and translation of the interviews was the most difficult part of the study, and it took a lot of time. The discourses were quite difficult to translate. Therefore, some transcripts of interviews were made into Lao language first, and then in English.

4.5. Data analysis

Data analysis is the crucial and difficult part of the study. Explained by Yin (2006), the analysis of case study evidence is considered as one of the least developed and most difficult aspects of doing case studies. In addition, Yin expresses that if selecting your cases to be studied is the most critical step in doing case study research, analysis of your case study data is probably the most troublesome. Following the completion of fieldwork, data analysis must be the next process of the study. However, in fact, data collection and data analysis usually occur together at the period of fieldwork begun or the study started. Stated by Merriam (2002), in qualitative research, data analysis is simultaneous with data collection. That is, one begins analyzing data with the first interview, the first observation, the first document accessed in the study. Simultaneously, data collection and analysis allows the researcher to make adjustments along the way to the point of redirecting data collection, and to test emerging concepts, themes, and categories against subsequent data. In other words, McMillan & Schumacher (2010) state that analysis of qualitative research can be done during data collection and after all the data have been gathered. It means that analysis is ongoing part of the study. Data collection and analysis are interwoven, influencing one another. Another concept is that fieldwork leads to data but also that data may influence fieldwork, and there is considerable overlap of these steps in practice (Wiersma, 1995). Case study evidence is found difficult to analyze because its database includes a multitude of different evidence from various sources (Rowley, 2002). McMillan & Schumacher (2010: 367) also express that most of researchers have learned that there is no single set of standard procedures for data analysis or for keeping track of analytical strategies. However, the advantage of having various sources of evidence makes the final findings linked together in order to crosscheck and triangulate. For instance, Yin (2006, 2013) states that case study analysis can be based on several techniques whose use might even be anticipated during the initial design of the case study; the analysis can be presented throughout a case study to build an argument that addresses research questions.

For this study, all evidence from the documentary reviews including legislation documents, annual reports of related organizations, interviews, and non-observation is summarized, grouped, coded, and categorized to develop systems for placing the data into categories. By reviewing the literature of data analysis of case study, it becomes guidelines to theorize about the data that provides the richly interpretive narrative that is the heart of the study (Brown, 2008). The analytic strategy of this study is influenced by theoretical proposition of Yin (2013). It is a theoretical orientation guiding the case study analysis, and helps to focus attention on certain data and to ignore other data, also helps to organize the entire case study and to define alternative explanations to be examined. It is the strategy that the original objectives and design of the case study presumably are based on, which in turn reflected a set of research questions, reviews of the literature, and new hypotheses or propositions (Yin, 2013: 130). In addition, Yin (2013) explains that to analyze case study data it has to start with questions (e.g., the questions in the case study protocol) rather than with the data. A small question might be analyzed first, and then identify the evidence that addresses the question. Continue drawing a tentative conclusion based on the weight of the evidence, also asking how the evidence displayed so that readers can check the assessment of data analysis. Then, take a larger question, and repeat the procedure. Keep going until it is sure that the main researched questions are addressed. In addition, Yin (2006), explains that some key assumptions for analysis are actually made by defining research questions and cases. Therefore, the techniques for analyzing the data might be directed to those questions first. Influenced by Yin's concept, data analysis is directed to research questions under the perspective of inductive analysis, and on the inductive process of organizing data into categories and indentifying the relationships among the categories (McMillan & Schumacher, 2010). The collected documents and the transcripts of interviews have been thoroughly read, critically examined and synthesized. They are read interpretively in order to strengthen the use of the multiple methods of data collection. The data is analyzed and grouped in accordance to the research questions and research protocols. The qualitative data is initially analyzed manually. Furthermore, the review of documents, transcripts of interviews, and other sources of evidence are grouped according to key themes and concepts of theoretical framework of the study. Finally, I have found that the study has been driven by a discovery motive of five dimensions of higher education governance. By using the methods of inductive process, another focus of data analysis is based on the themes of five dimensions of higher education to maintain the research questions. Then, transcripts of each interviewee are coded as P1 to P67, which they are used to cite for data analysis and interpretation of the study. The respondents have been maintained confidentiality with anonymity and kept all their information in safe place. To stipulate the pattern of findings at the outset of the study, analytic techniques are selected and combined. As this study is related to historical series of restructuring higher education of Laos, especially the National University of Laos, the need of an analytic strategy is not enough to craft changes in institutional governance and management of the university. Therefore, after examination of some techniques of Yin (2013), four analytic techniques (pattern matching, explanation building, time-series analysis, and logic models) seem to be fit the objectives of the study. Then, they are combined to analyze the case study data and frame the analysis and interpretation of the study. According to Wragg (2003: 155), analysis time is also frequently underestimated, even by experienced investigators. Even qualitative data have to be added up or transferred to data-processing packages and qualitative analysis is immensely time-consuming. If one records a one-hour interview, playback time alone time will be an hour while making transcription will take several hours more. This is a typical consequence of making interview transcription of the study.

4.6. Final remarks

This is the final section of the chapter. Personally, I have learned a lot from the literature review of qualitative research, particularly qualitative case study and its components. They become lessons learned that have provided me with a theoretical frame for understanding the design of qualitative case study and the ways to find out what to do to make a comprehensive case study. Through examining several concepts of qualitative case study and applying them for the study, they enable me to better understand the ambiguous nature of higher education that is constituted inside and outside the current system and those of changes in institutional governance and management of higher education of Laos over the past two decades, although there have been wide variations in the way case study presents the procedures and steps of the study. In addition, I have learned that we cannot apply a single theoretical model of organizations to guide us to analyze and interpret the meaning of collected qualitative data that are derived from different data sources and characteristics of higher education system, as well as we cannot use a single method of data collection to search for insightful information and evidence of the study in order to explain, identify, or explore the complexity of higher education system or university and its messy network. Therefore, this study has come out with a combination of multi-organizational theories in higher education as an informed guide to explore the complexity of changes in governance of higher education in Laos, and that of multi-method research as an instrument to collect multi-data of the study at different data sources of evidence existing inside the different levels of higher education system and outside the system, in which they can be used to characterize the current condition and changes of higher education governance. The use of several theories and methods in combination is assumed to provide us with a wealth of new insights into a particular context setting of the study including the complexity and ambiguities of higher education in Laos through considering the National University of Laos as a case setting, and having its role as interpretation and implementation units of central policies of higher education. These procedures, method, and instrument are the components of conducting this empirical study.

By my personal experience that I grew up in the context of Laos, I went to public schools at my home province, Champasak in the south of Laos, and continued further education at the NUOL in 1995, in Vientiane, the Capital of Laos. After graduation, I was employed as a teacher (civil servant) of the university, having been teaching English for undergraduate students at the university since 2000. I had participated in some political activities at my workplace, Department of English, Faculty of Letters, and was elected as the leader of Youth Organization at the Department and Faculty level to direct youth activities at Faculty level. As the leader of Youth Organization, I was recognized as a member of administrative council at the Department, so I had role-play as a decision-maker on the issues of the Department. In addition, I used to be a research assistant working for some researchers, and also have fieldwork in Laos for my master degree, that is, interviewing the employers of the NUOL graduates. All of these experiences above certainly reflect all the procedures of data collection, data analysis, and interpretation of this empirical case study in positive ways. Especially, they support my understanding of political culture, working culture, as well as the division of work in the society of Laos after viewing various aspects of local, regional, and global higher education, and I have gained more experience of understanding the social and political system in the local context. As a result, during conducting fieldwork in Laos, even though I had some difficulties and problems in the process of administering interviews, I could manage to overcome them. For example, at ministry and international organization level the respondents were all high-ranking people holding administrative positions. They were always on duty attending many meetings in a week. To establish compromised relationship with administrative officers who are working as bridging persons to communicate with their boss, appointments of interviews were made more easily.

The strong point of data collection of the empirical study concerns the respondents of the interviews. Majority of them were senior administrative people at different organization levels. There were a few junior administrative people that were selected as the respondents. It is noticed that their answer were different from one another between the senior and the junior in terms of reliability and validity. For example, senior administrative people such as the former Chairman of the University Council, Vice-Minister of Education and Sports, President and Vice-Presidents of the NUOL, and the like, answered the interview questions more reliably. They were not worried about their answer whether it could reflect their future career or not because there were informed that all data would be kept confidentially. Moreover, some say they realized the importance of doing the research and understand it as they are experienced of it already, and they did not hesitate to answer the questions. Whereas, a few junior administrative people answered interviewed questions with short expressions based on the interview questions. It seems as if they had some limitation of their answer. However, they are in small proportion of the respondents.

SOCIO-ECONOMIC TRANSITION, POLITICS IN RESTRUCTURING HIGHER EDUCATION: PERSPECTIVES OF POLITICALCULTURE DEVELOPMENT AND RATIONAL BUREAUCRACY

> "Education is traditionally regarded as a domestic issue. Policy decisions about what will be paid for, what students will be taught, who will teach them, and where they will be educated are made with regard to national histories, cultural norms, and local political conditions" (Nitta, 2008: 1).

This chapter concerns an empirical analysis and interpretation of domestic issues on the historical foundation of the first National University of Laos (NUOL) in the new era of changes in demography, economy, politics, and governance. The emphasis is on interpreting the relationship between the government (the Party) and higher education governance through exploring an anatomy of socio-economic transition and local political conditions that influence on changes in higher education system, such as restructuring higher education institutions into the NUOL and higher education governance. The perspectives of bureaucratic, political, collegial, and anarchical models are used as a guideline to explore changes in institutional governance of higher education. The official documents related to higher education governance, such as public policy, decrees, rules and regulations, interview data are reviewed, analyzed, and used to interpret the changes. The state legislation, public policy on higher education, and multi-data sources related to restructuring higher education system, the establishment of the NUOL, and the university operation are examined to search for changes in higher education system, e.g., changes in funding mechanisms, financial management, and academic autonomy. These key terms are used as cases or subjects to explain the meaning of the study. Based on them, the complexity of higher education governance in line with the line of authorities from the central level to the local level is described periodically, whereas socio-economic transition, political movements, and governmental activities are considered as the key factors impacting on changes, and assumed as driving forces for restructuring of higher education system. We cannot identify overall changes, the reform of higher education system, and the university governance clearly without understanding the periodical changing relationship between the public governance and the higher education performance, as well as the local ideology of politics and the socio-economic transition in a certain context and at a period of time. Therefore, the combination among them becomes an important guideline to interpret the meaning of the study. Based on multi-collected qualitative data, it is expected that changes in institutional governance of higher education would be descriptively explained. Finally, this empirical analysis and interpretation of the study will provide the meaning of dramatic and dynamic changes in higher education governance from the year 1995 to the present, particularly from the starting point of the establishment of the first National University of Laos and its gradual development to the current situation.

5.1. Anatomy of socio-economic transition and politics in higher education system

Any government in liberal democracies cannot long survive without economic expansion and political influence, whether the country is run by conservatives, social democrats, socialists, or apparently communist either (House, 2000). Economic change and political influence always impact on productivity manifesting in a drive for greater efficiency and have special implications for education development. They become a powerful effect to produce the source of most education policy at the national level. They are counted as the most significant driving forces of changes in global, regional, and local higher education systems. Including in the context of Laos, the dominant concerns are also the same. The influence of global and regional transition of economy and internally political influence are an impetus to the cause of developing social knowledge and the profession in order to foster the growth of socio-economic development. In general, the central policy of public governance is based on the resolutions of Lao People’s Revolutionary Party Congress. It is set by being aware of global changes in economy and the condition of local politics. Based on the statement, we can see the link between the concept of socio-economic transition and that of political influence. It is globally and locally a major element of changes in many aspects of the developing and changing world. For example, in Laos when the 1986 New Economic Mechanism (NEM) was introduced, decentralization has been applied, privatization has been taken over, and legislation has been developed and set out. These elements of changes become the major means to the compromised establishment of restructuring higher education, changes in the procedures of setting public policy, and making decision on several issues and agenda at the central level. It is assumed that the link is the way to capture the dynamics of changes in policy and decision making in higher education of Laos in a fairly straightforward way following the global direction and changes of higher education in terms of governance reform, performance, and technical and social services.

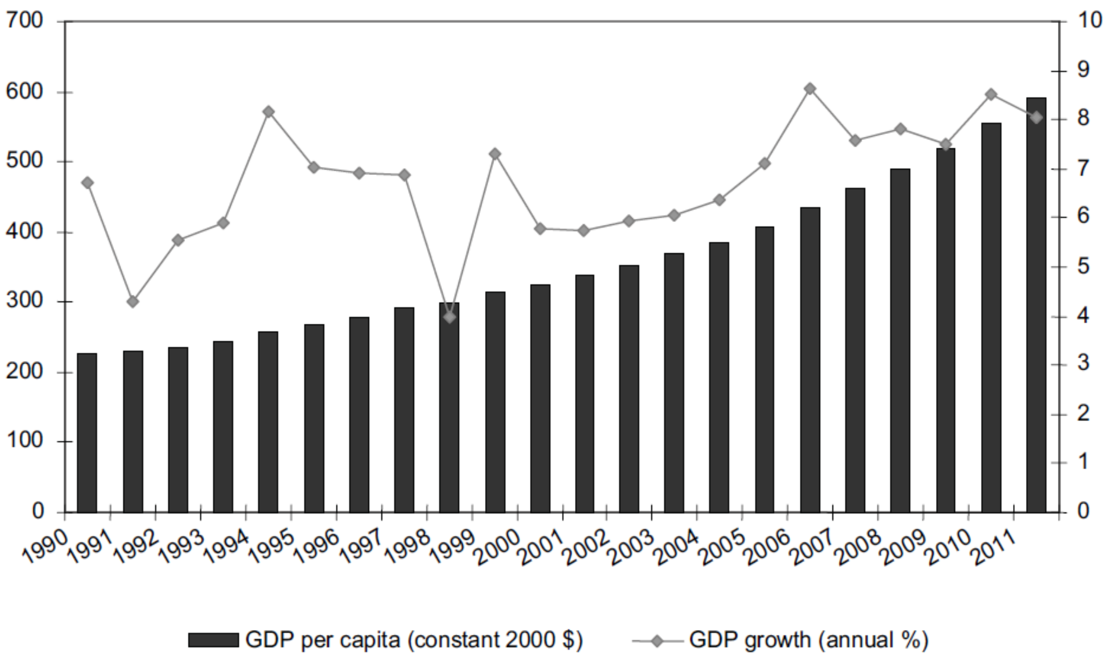
5.2. Socio-economic transition and higher education reform

5.2.1. Modernization of political economy

Higher education system is crucial for socio-economic development. It is a driver of economic growth (Welch, 2010). In a win-win situation, socio-economic development also becomes a driving force of changes in higher education systems for the better off working environment. Many governments and political leaders always insist that colleges and universities help the challenges of socio-economic development, but the result seems contradictorily imperative as higher education do more with less (Barrow, 1996). According to Barrow, it is impossible for the individual institution or faculty member to undertake to achieve the objectives of higher education. Thus, it is suggested that the contradiction should be resolved at a systematic level by joining institutional responses to market forces and strategic planning at the state, regional, and international level. The responses and plans may include budget cuts, eliminations of programs, retrenchment (in which it is happening in many developed countries now and it is the approach of self-governance), reallocation, curriculum reform, and a plethora of various changes. This seems to be bewildering and chaotic to individual faculty to overcome the responses, while at systematic level by way of regional politics and local socio-economic development and cooperation, it would help meet the goals of socio-economic development and restructuring higher education system. Commonly in many systems of higher education in Southeast Asia and Asian Pacific, it is on the move toward the devolution from a pattern of strong centralization (Welch, 2010). However, the governments still retain a strong interest in the capacity of higher education to contribute to national economic development. The devolution to institutional level is believed to be a means to ensure flexibility and diversity of higher education. This is the complex nature of higher education. Even in the case of higher education in the USA, until now it is uncertain whether American public universities are freer of state oversight, more controlled, or, paradoxically, both at the same time (David & Robert, 2008: 309).

In this empirical research setting, the starting point of changes in many areas in the transformation and modernization era including restructuring higher education system was in 1986, when there socio-economic transition begun in 1986 through introducing the innovation of New Economic Mechanism, NEM. It has been applied in order to boost economic sectors through approaching and planning of economic liberalization, shifting toward market determination of prices and resources allocations, providing decentralization of control over industries and public organizations, privatizing and deregulating to promote trade and foreign investment (Gunawardana, 2008). For almost three decades, the concept of the 1986 NEM has been cited in several articles on changes in many areas of socio-economic development, in book chapters, annual reports of the government and international communities that operate in Laos, working papers, and so forth. The NEM is counted as a device to indicate changes in several areas in Laos. Over the period of socio-economic transition, the macroeconomic situation in the country has been improved gradually (MOE, 2009). Changes of macroeconomic policy have become a strong impact on several areas of social developments, such as politics, economy, profession, cooperation, legislation, and so forth, for example, there has been the promulgation of many new laws including the Foreign Investment Law, No 07/PSA, dated 19 April 1988; decrees, agreements, etc. Enterprises have been privatized, and foreign investment has been promoted. Significantly, the first national constitution was promulgated in 1991 after fifteen years the state was governed by the resolutions of the Party. New laws on social and economic areas have been enacted including the National Education Law. This is how socio-economic transition influences the formal system of rules and regulations for governing official decision and actions (Harling, 1989). However, the plethora of rules and regulations may be contradictory and confusing. They are required to be updated time to time to facilitate the socio-economic development.

Influenced by the approach of the 1986 NEM and its circumstances, the government has opened up the country to the world attracting more foreign investment year by year, and accepted more foreign assistance from democratic countries. Some international assistance receives from the most developed countries of Asia, European countries, USA, Canada and some others. Public administration has been reformed through the project Governance and Public Administration Reform Program since 1997. It is a comprehensive program for better governance aiming at building a state administration capable of managing the development goals of the country in order to navigate the Lao PDR out of the rank of the least developed country by the year 2020. The program has been supported by UNDP, UNCDF (United Nations Capital Development Fund), Sida (Swedish International Development Cooperation Agency), and many other international organizations. Without the reform of political system, the national economy during the 1990s had grown continuously, with an average rate of GDP about 7% per year. The GDP per capital increased from $211 in 1990 to $350 in 1995, $380 in 1996 to $400 in 1997. After that, it was decreased to $260 in 1999. According to the implementation assessment of the socio-economic plan in the same year, Laos was fighting with a number of difficulties and challenges resulting of the regional economic and financial crisis which brought about several negative changes in the direction of socio-economic development (MOE, 2000). However, the



(Menon & Warr, 2013:72)

Figure 8: *GDP growth and real GDP per capital (constant 2000 $), 1990-2011 (%)*

downturn had never stopped structural reforms. By the same year the economy had recovered, and the continued reforms have allowed the economy to grow and lead to more than a doubling of real per capital income, from $ 211 in 1990 to $ 592 in 2011 (MOE, 2000; Menon & Warr, 2013). Since 1990s, the structural change has been visible, and the following two decades have become the phase of socio-economic change with the new millennium.

The influence of ASEAN force and international integration are also counted as the following parameter of changes in public governance of Lao PDR underway reforming of national education system, restructuring higher education institutions, and changing in higher education governance. Joining ASEAN bloc in the 1990s was a priority goal of the government. The application was submitted early, and Laos was accepted as an ASEAN observer at the 25th ASEAN Ministerial Meeting (AMM) in Manila, on July 1992. The application letter of Laos for being a member of ASEAN dated 15 March 1996 and at the 28th AMM in Bandar Seri Begawan, Brunei, was stated that Laos wished to join ASEAN in 1997. Finally, Laos became a member of ASEAN on July 1997. Joining ASEAN has become a gateway to establish economic ties with other countries in the region and the globe, in particular the ties of an economic corridor adjoining Laos with Vietnam and Thailand. In joining of ASEAN with ASEAN+3, China, Korea, and Japan, and other external relations including European Union, United States, and some other countries, this international integration and others certainly make Laos gain a positive move, and vice versa. In positive direction, the government had to work hard in several areas. The most significantly area is socio-economic development when Laos was officially approved by the General Council of World Trade Organization (WTO) as a member of WTO on 2 February 2013 through the process of the Accession Package of Laos on October 2012. This is the result of fifteen years of multilateral work. The success has become a huge task of the government to take several responsibilities to develop national economy and society. The accession will ensure Laos receives the most favored nation treatment in all member countries, and may induce it to start multi-lateralizing preferences.

5.2.2. Modernization of human resources strategy

In response to the changing world, the growth of socio-economic development, and market economy, the government has considered national human resources development as a priority to remanding areas of socio-economic development, adding fuel to the government's efforts to accelerate the growth of its human resources capital to meet the needs of socio-economic development. The government has sent more number of government officials and Lao students than ever before to train and continue further study in many countries in Asia, Australia, Europe, and USA, although it is still in a small number comparing to those of students being sent to

Vietnam and China because of the special and political friendship. However, above all it can be a sign of changes to develop social knowledge and to enjoy the modernization with innovations, competition, and well preparation by supporting national resources with variations. According to local English newspaper (Vientiane Times, 2013, March 5), totally there are more than 1,000 scholarships provided by the governments of various countries every year. The total number of Lao nationals studying abroad through various channels such as the government-to-government provided scholarship program, self-funded courses, exchanges of scholarships, and scholarships given by organizations is now 1,500 to 1,700 people every year, with courses taking place in more than twenty countries. These scholarships carry different criteria-some governments provide open scholarships, for which anyone can apply, including those from the private sector, while some are offered only to government officials. Based on statistics from the Department of Student Affairs, MOES, it is shown that there were 1,378 scholarships awarded to Lao nationals in 2010 by twenty-three countries, of which 414 awardees were female. One year later, there were increases in number of scholarships to 1,564 people provided by twenty-seven countries, of which 475 awardees were female. Scholarships provided by foreign countries significantly boost the government's ambition to develop a trained workforce and raise the overall standard of education in Laos in terms of quality, equality, relevance, and efficiency.

Over the past decades in respect to sending Lao nationals to study overseas, the government has placed too much reliance on foreign grant and financial aid and scholarships. The financial scheme of the government scholarship and fund for human resources development can support only a small number of Lao students to train and study within higher education institutions in the country, and also provides some scholarships for students from neighboring countries for studying Lao language at the NUOL. It seems as if there is a constraining condition affecting the modernization of human resources development, although the government singled out education as a vital tool in bridging the gap between the growth socio-economic development and the needs of human resources for remanding areas of socio-economic development. The major constraint is that the state budget on education is still low. Under the law, although the education sector must receive eighteen percent of the national budget, but the current budget allocation for the education sector is between ten and sixteen percent, e.g. from the year 2006-2010, there was an average of fiscal year about 14,49% only. After the division of each level, the average budget of higher education was 8,81% in comparison with others, while the highest average of the budget focused on organizational administration about 41,49%, and followed by 23,74% of primary education (MOES, 2011: 50). In addition, according to a senior education expert reported by the local English newspapers reporter in the past years the government did not have plan to fund Lao students to study abroad. The government had other priorities that need to be addressed including improving the country's education standards. Lao students currently study in other countries using their own money or through foreign scholarship and exchange programs.

As it is observed, in line with socio-economic transition and the consequence of national economic growth, there has been a growing need for skilled managers, professionals, and knowledgeable manpower to cope with the domestic issues of socio-economic development. At the same time, the socio-economic and political remands with respect to higher education have grown gradually in most countries. However, Amaral & Massen (2002: xi) state that:

> "...these developments have taken place without a proportional increase of the budgets and facilities of the higher educations. This has created an imbalance between the expectations with respect to higher education and the institutional capacities in the sector..."

Based on my own experience as a former university student since the establishment of the NUOL in 1996 and as an academic staff since 2000, the statement above can represent to the extent of the development of higher education system of Laos and that of the NUOL.

Investing in higher education is being expected to help developing countries build high-income economies with the innovation, knowledge, and technology needed to thrive in an interconnected, competitive world (ADB, 2012: VII).

Before NUOL was established, expressed by an external actor:

> "..the government of Laos had seen human resources development as an important key moving the country forwards. The development of regional universities in neighboring countries such as in Cambodia and Vietnam furthermore became an influence. Thus, the government of Lao PDR had requested ADB to support for restructuring higher education in Laos. ADB has agreed to help, and recently been providing technical and financial assistance for developing higher education in the country since then..." (EA8-11, Research Unit I)

In fact, before 1995, only teacher training programs were offered at higher education system equivalent to bachelor degree, and none of higher education institutions provided master and PhD degrees for society. In addition, training specialists and skillful workers was excluded on the governmental agenda. Recently there has still been a big gap between the trained skillful workers and the real need of human resources for socio-economic development. This might be because of the consistent weaknesses of internal and external governance in education system regarding public policy and its implementation. Expressed by an Acting Director General of the Education Ministry's Planning and Cooperation Department, the standard of basic education in Laos is not high, causing difficulties for Lao students when they study at higher levels. Additional statement is that it is difficult to achieve educational goals in Laos because education data is not centralized and the requirements of each government sector are not totally clear. More recently, overall skills base among workers and knowledge and ability of officers are not qualified in large part of national development due to the low quality of education at all levels (UNESCO, 2013). In addition, in higher education governance, some educational administrators working as decision-makers are not qualified for the recent changes in higher education and in the period of reforming national education system. Meanwhile, the changing landscape of higher education requires new thinking and updated practices (ADB, 2012: VII). Educational administrators need to be trained and equipped with new knowledge and new thinking. These are challenges in responding to ambiguous and complex changes in the landscape of education development including the development of higher education. Regarding these issues, it is stated by one of the national authorities that:

> "...toward the development of NUOL it is found that people in administrative work are not well-trained on educational leadership and management. NUOL has problems with appointing people to do a job. New graduates from abroad are dismissed. In addition, the service system for society is not well-organized. The circumstance makes governance and management of NUOL inefficient and ineffective. In reality, NUOL should have a good service unit working to see the needs of society and bring more projects to the university..." (NA1-7, Research Unit I).

As I have mentioned previously that the scheme of government scholarship for Lao nationals is not allocated in a large part for the development of academics and administrative staff of the university, although the average rate of economic growth is stably good at 7.2% per annum in 2003-2008 (WB, 2009: 5). Additional issue is that the state budget allocation on education from the government is still low. MOES (2013: 15) reports that since 2011 priority has been on system expansion (investment in school construction and recruitment of teachers). Later, in 2013 in order to improve living conditions of civil servants, including teachers, the government increased salaries. As a result, the education budget has now reached seventeen percent of the state budget. Recently, however, the non-wage operational budget is very limited and cannot meet the requirements to support all quality inputs as planned including teaching and learning materials, in-service teacher training, pedagogical advisor missions, scholarships, budgets for inclusive and non-formal education programs, etc. In this context, MOES (2013: 16) has considered urgently a number of key policy issues including:

- "Education staff salaries represent already 11% of total state budget, and may be higher in 2015. The need for a more efficient use of the main resource of the sector, teachers (including salary and recruitment/deployment policies) cannot be overstated.
- The education budget cannot easily afford to recruit more teachers. One option would be to cap the total number of teachers at current levels. This will foster more efficient teacher management, notably through redeployment.
- Government capacity to increase operational budgets having reached a limit, investment in new infrastructure may need to increase at a slower rate than before.
- The priority of investment projects (domestic and ODA) should be redirected from system expansion to system reinforcement (i.e. quality improvement)"

Moreover, the government has had some problems in collecting tax over the past years. As stated by Times Reporters (2013, September 30), a large amount of revenue from taxes and tariffs has been lost due to poor management of the financial system and lack of cooperation from business operators.

All the statements above can be an example of a constraining condition affecting the development of national human resources in terms of supporting Lao nationals and administrative staff to be trained in modern countries where higher education institutions and the variations of fields are recognized as the world leading ones. Over the past years, the quality of higher education has been debated. There are many problems in respect to the issues of the quality. For example, expressed by one of the low management university authorities:

> "... in governance and management system of NUOL, there is a patronage system in the manner of notes. Therefore, the quality of education was low over the past years..." (LMUA44-67, Research Unit III).

In addition, another person in the same unit informs that:

> "...but there are complaints about the quality of graduates. The weakness is derived from the method of student admission, especially a patronage system of student admission and special admission. Therefore, the quality of students' achievement is low...it is also because of the low quality of general education..." (LMUA45-67, Research Unit III)

It is revealed by the Regional Seminar on University Governance in Southeast Asian Countries in 2008 that the quality of the university graduates was a matter of concern in the labor market, especially in the area of globalization since there was not yet a development of an institutional capacity development plan for quality assurance and accreditation functions for higher education system with special reference to quality assurance mechanisms and organizations at the Ministry of Education (and Sports) including public and private universities (Boupha, 2008). More information regarding the quality of higher education is revealed based on my previous study that the employers were not satisfied with the graduates' performance when they were assigned to undertake the tasks in the organizations (Chaphichith, 2009).

In fact, the notion of reforming national education had emerged simultaneously as socio-economic transition overseen at the beginning of the 1990s, due to the fact that as an observer of ASEAN Laos had an obligation to prepare the readiness of skilled workers and competent manpower to foster the requirement of socio-economic growth and developments in the country and the region, and that of international trade and cooperation. In the initial session of the Seventh National Assembly and in realizing the 9th Party Congress Resolution for the modernization of society, the Seventh Five-Year National Socio-Economic Development Plan 2011-2015 has prioritized human resources development as one dynamic objective of four breakthroughs of the government (Ministry of Planning and Investment [MOPI], 2011: 8). However, in respect to taking action it is uncertain as the state budget has been a constraining issue. The reform of national higher education and the restructuring higher education institutions in 1995 can be an example of higher education reform for the recent needs of human capital, it is supported by ADB, and the government has managed in equipping national human capital with specialized knowledge, skills, and ability ahead of time to stimulate socio-economic development.

Now ADB has also been supporting the project on Strengthening Higher Education Institutions to produce specialists, skillful workers, and capable academics to prepare the country for regional and international integration. Human resources development has become a dominant issue of higher education in stimulating the national goals and the regional standard of domestic practices, while socio-economic development is a driver adopting the new patterns of higher education governance that are necessary to be explored from time to time. As a result, it seems as if the local patterns of changes in promoting and modernizing national human capital are influenced by the forcing of socio-economic development and international integration over the time.

5.3. Politics, public policy, and higher education

According to Gandz (1980: 237), comparatively explicit references to politics in the workplace have begun to appear with regularity in the organizational behavior literature since the early 1960s, while the birth of the political perspective in higher education is unmistakably indentified with the work of Baldridge (1971). Chronologically, the social unrest of the 1960s, intense public scrutiny of the 1990s, and economic crisis of the early twenty-first century, in line with higher education history, these circumstances have shaped organizations including academic institutions as contested political ground composing of stakeholders, power elites, conflicting priorities, and strategic maneuvering (Manning, 2013: 67). Schools, colleges, and universities, the components of higher education system are complex, and always influenced by powerful and external factors, such as demographic, economic, and political conditions. They are shaped by strong forces that emanate from within that internal dynamic has its roots in the history of the organization and derives its forces from the values, processes, and goals held by those most intimately involved in the educational organization's workings. In other words, educational institutions are unpredictable social organizations that are extremely vulnerable to a host of powerful external and internal forces. They exist in a vortex of governmental mandates, social-economic pressures, and conflicting ideologies associated with school administrators, teachers, students, and other stakeholders. When they have different agendas, interests, and expectations, some degree of conflict and resulting in some types of power dynamics are bound to appear. This is how politics forms an inherent aspect of social process in education and its administration (Blase, 1991: 1; Milley, 2008: 4). In western countries, the states are likely to play a major role in policy direction and oversight for all levels of formal education, schools, and colleges. The affiliations of universities have a range of participants and stakeholders who often have different needs, interests, and values. Therefore, education and its administration have equipped with various aspects of micropolitics to them, and these politics pertain to questions about both educational goals and how educational processes and institutions should work (Milley, 2008).

5.3.1. Power and the development of political culture

Regarding the political principles of education, Article 19 of National Constitution sets out that:

> "...the state strives to develop education in combination with raising the new generation to be good citizens...the objectives of the educational, cultural and scientific activities are to augment levels of knowledge, the spirit of patriotism, the spirit of cherishing the People's Democratic Regime, the spirit of maintaining unity and harmony among the people of various ethnic groups; and to enhance the peoples' sense of being masters of the country. The state implements a compulsory education system at primary levels. The state authorizes the operation of private schools which utilize the curricula of the state. The state, together with the people, builds schools at all levels in order to assure a comprehensive system of education, and to pay attention to develop education in the areas where the ethnic minority people reside. The state develops the fine, traditional culture of the nation in combination with promoting the progressive culture of the world and eliminating any regressive phenomena in the ideological and cultural spheres. The state promotes culture, art, literature and information activities, including in mountainous areas. The state protects the nation's antiquities and shrines..."

Based on the stipulation of the Article, higher education system and governance are not specified. However, an overall staircase of education system has been changed gradually in line with socio-economic transition and the growth of economic development including higher education governance. In connection with cherishing the People's Democratic Regime it has been implemented in the form of centralized democracy. In higher education system or at the institutional level, the perspectives of democracy are applied through the adopted concept of collegiality. Ideas are shared among members of institutions, faculties, and departments, and the consensus is made among the members for developing and improving teaching methods and curriculum. However, the final decision making is made by local, institutional, and central executive heads of the organizations and central authorities based on rules and regulations determined in related decree for the organization and implementation.

Politically, between 1975 and 1991, under the government of Lao PDR and the directives of the LPRP, the state was governed without constitution because the 1947 constitution was abrogated. The Party resolutions had been used as public policy of the government. In connection with history of higher education, even though there is no much evidence available to explain, it seems as if the ideological-political training at education institutions was the priority at the beginning of the 1975 independence because it was the period of building and protecting the nation after the internal conflict. For the economic structure, there was also a significant movement after the 1986 NEM was used as a driver of socio-economic development. It becomes a major influence affecting domestic restructuring of state bureaucracy, public administration reform, education system reform, and other areas. Particularly, restructuring higher education institutions into a comprehensive higher institution in the mid of the 1990s was the beginning of modernization of higher education in the country. Subsequently, some domestic higher education institutions including public and private colleges and universities have been established and engaged in developing national human resources. These changes in higher education are challenges tracing patterns on the way of its maturation following the changing structure of global higher education systems, although there are several constraining issues of higher education, for example, the constraining budget as mentioned earlier and the steering issue of the government in higher education. The approach of decentralization was introduced in 1986 in the form of national economic reform of marketing, but decentralization of public administration on education has initially begun in 2000. Nevertheless, governance in higher education remains consistently under the control of the state and effectively a part of the state bureaucracy.

Conversely, the importance of entrepreneurial education is highly recognized by the government and become a top of prioritized approaches on education (ERIA & OECD, 2014). For example, at NUOL, the Faculty of Economics and Business Management offer several entrepreneurial courses. For eighteen years olds of restructuring higher education in Laos, the National University of Laos as its product, domestic political ideology has been a dominant structure of pubic organizations, educational institutions of the government including universities. The political Party structure is formed inside as the organic structure of public administration paralleling the public administration at all levels. At institutional level, the structure is known as a local Party unit. It constantly has an influence on the government operations to regulate the Party' polices for the organizations to take action. However, overall structure of the Party in public administration does not defined in clearer articulation and delineation. Insofar as it is observed, the development of political culture through education has been taught and organized in public institutions such as schools, teacher training colleges, universities, etc. In higher education system, each university, which has a qualified number of the Party members, can establish its local Party unit to coordinate Party activities, and ensure that the agency follows the directives and guidelines of the Party. Once a month, at central and local level, each Party unit has a meeting among its secretariats and the Party members to report done activities, discuss the party agenda and new issues of the organization, and setting activities for the upcoming month. Until recently, even though there have been changes in the structure of national education, social knowledge, and national economy, the reform of public administration, local conditions of politics and socialist ideology still become an influential tool to dominate the society within which colleges, universities, and all state organizations operate. Influenced by the marketing economy and in order to re-confirm the party's leading role in society and public administration and to provide the official framework for public governance in Laos, the regime's first constitution[13] was promulgated in the 5th Party Congress in 1991, and it was amended in 2003. According to some articles of the 1991 amended constitution, it is assumed that educational institutions of the state including universities are recognized as public organizations of political system. The right of people in the public organizations is determined under the legislative framework of the state and the Party. In Article 3 it sets out that:

> "the right of multi-ethnic people becomes the master of the country exercised and ensured through the functioning of the political system".

In addition, all types of public organizations of the state, the government bureaucracy, the mass organizations, and the military operate Party's directives and administer its monopoly of power within the public administration. Hitherto, the Party has played an important role as a leading component and gripped on power stably. In the local areas, the state's administration infrastructure extends throughout the country, down to the local levels (institutional, sub-organization, and village level) at which village chiefs appointed by the provincial authorities are also the members of the LPRP. Within each line of ministries, and at national, provincial, district,

13. 1991 Constitution amended in 2003

and public organizational levels, the members of Party are organized into consolidated Party committees embedded in individual state organizations. In higher education system, the line of Party committees is formed as consolidated Party committees embedded in MOES as the central Party Unit, in individual higher education institutions, in the NUOL, the university faculties, and the departments respectively as the local Party units. The central and local Party units have Party committees as an organ of individual sections of higher education system that has much influence on decision making because almost all officials in low and high positions of the authorities in power are qualified members of the LPRP. This is also mentioned on the national assessment of development results evaluated by UNDP that the system of policy-making and implementation in Lao PDR is influenced by the fact that virtually all officials at the policy-making level and most candidates for the National Assembly are members of the Party, and that most senior officials are also members of the Party Central Committee. Eighteen provincial governors of the country are appointed centrally, and in turn the governors appoint district chiefs in a chain of administrative positions from the top down. Only the village head is elected, from a list of candidates drawn up by the district chief (UNDP, 2007: 4). As already said, in academic institutions they also have the same parallel party structure.

Apart from the domination of the Party, there is an array of four mass organizations developed by the Party portraying political roles in public organizations and educational institutions. According to Article 7 of the National Constitution[14], the mass organizations are the Lao Front for National Constitution (Lao Front), the Lao Federation of Trade Union, the Lao People's Revolutionary Youth Union, the Lao Women's Union, and some other social organizations. These organizations are constituted as an organ to unite and mobilize all strata of the multi-ethnic people for taking part in the tasks of national defense and construction, develop the rights to mastership of the people and protect the legitimate rights and interests of members of their respective organizations. Of the four, Lao Front is not so active at university level although it is the most highly regarded at the local level and in rural areas. It is responsible for building national solidarity and for ensuring that the interests of ethnic minority groups are taken into account and upheld. It is often considered to be one of the more liberal elements in the country's political system. The rest are presented and organized in line with the local Party committees embedded in state organizations, universities, and educational organizations at all levels, running

14 . Article 7 of the 1991 constitution amended in 2003

activities based on the principles, policies, and resolutions of each Party Congress. Mass organizations play an important role in decision-making process in governance of state organizations, schools, colleges, and universities. This is because the leaders of these mass organizations are considered as representatives of other members within organizations and institutions. They are able to make decision on any issues of the organizations and institutions they work for.

In regard with the NUOL's operation, it has a local Party committee running political training for the university staff and the Party activities in line with technical and academic affairs of the university. NUOL is now governed under the Education Law, Decree No 071/PM, and the 1998 constitution approved by the Minister of Education and Sports. In Article 32 of the constitution, it is stated that the university has the central Party unit playing its role as a directive organ of all university activities, and mass organizations as an ideological-political training unit of the central policy for students and members of the organizations (NUOL, 2007: 49). At the university level, one of the top university management authorities describes the Party as:

> "...a component of the implementation unit at a local level to monitor the policy of the government, three mass organizations as the component of the implementation unit to mobilize human resources of the university with a view to contributing to implement the university policy..." (TMUA11-15, Research Unit II).

Political ideology in the university is an important key to train the university staff to adhere to its political structure and to signify the enduring legacy of Marxist-Lenninism. University academics and all staff at all segments of the institution are trained in order to earn a reputation as a stern and unbending party member. So far only the qualifier of the Party member, who process competence and knowledge influencing other Party members in the local Party unit at departments, offices, faculties, or university affiliations, has a privilege to be promoted more easily to take her/his official tenure as rectors, deans, or directors. For example, at Faculty of Letters, to appoint an official tenure such as a dean, vote of confidence within the local Party unit of the faculty is held to see how the Party member influences others in terms of the quality of a local performer before the final decision is made by the central Party committee of the university, and then approved by the central Party committee at MOES. This example is also the same practice in other faculties of the university and public institutions where the number of Party members meets the criteria of establishing the Party unit. According to the report on the activities of National University of Laos within fifteen years (1996-2011), it states that the political thoughts and ideology are regarded as a core and important means by administration. Training personnel and staff members of the university to gain the political thoughts and proper practices based on the directive of the Party is paid closed attention by all levels of university's leadership to ensure that any policy, decrees, laws, and regulations by the government are circulated and dismissed to the university staff and students through the programs and activities organized in the form of meeting, seminars, lectures, in-university campaigns, and such a kind of movement (NUOLa, 2011: 11). These activities aim at stimulating and raising the awareness, knowledge, and right reception required in the ideology of the university personnel and staff. As the political ideology is considered as an important instrument for administration, related activities are organized regularly on the several historical occasions and important days of the state, the government, and the Party. It is also reported that the university staff and students are committed to working hard and staying loyal to the state and government. However, it is reported by the 9th Party Congress that several shortcomings of the Party's leadership causing the implementation of focal work and the policy of the government to fail to achieve set targets need to be solved, in particular those in leadership and supervision attributed to the slow translation of the policy and resolution's guidelines into detailed plans and projects by line agencies and local organizations (Lao People's Revolutionary Party [LPRP], 2011: 21-23)[15].

All in all, in education planning and decision-making of education, like planning in other social sectors, it has been emerged that it is still a complex, interactive process comprising of many segments of policy-making, technical, and administrative bodies at the national, institutional, and local levels, in which ADB (2000) explains this process as highly centralized with powerful central agencies exercising control over, and demanding compliance from, institutional authorities. This essence seems as if we can see governance in higher education system within how the country itself is governed. A university staff is encouraged to join the Party as a full member to gain more prestige than none of the members in terms of promotions. Thus, the university may be interpreted as a political system rather than as a bureaucratic or as a collegial-type organization (Lima, 2012: 290). All above, they are the circumstances and the product of development of local political culture in bureaucratic organizations including educational institutions. It seems as if there are more searches for the development culture of

15 The text of the document is in Lao language.

politics and ideology in society beyond the framework of the study, that are rather difficult to include all things related, and that need to be undertaken in the further study.

5.3.2. Politics and public policy

Regarding higher education governance in the modernization era, the government (the Party) has determined public policy on education in a broad sense. The outcome of implementation is definitely reliant on how the agency of the government (MOES) interprets the policy, how characteristics of a loosely coupled system of education in the context of higher education are seen (Weick, 1976), as well as how the implementation units undertake the policy into practice properly. Three Builds Policy is an example of the recent politburo resolution that formulates provinces as strategic units, districts as comprehensively strong units, and villages as development units. Based on this policy, MOES has determined rights, functions, and divisions of responsibility for public administration of the ministry and education institutions (including universities) in the Capital City; schools, colleges, and universities at the central, provincial, and village level. The pilot scheme of this policy has been undertaken by MOES. Integration of the concept into a national strategic plan on education reform has been seen, in which it has the expansion of enrolment opportunities and improved educational quality (Times Reporters, 2014).

In addition, the recent and foremost policy on national education is the resolution of the 9th Party Congress, that is, four breakthrough approaches including imagination breakthrough by unlocking and addressing the characteristics of dogmatism, breakthrough in human resources development, breakthrough improving management and governance regulations, and breakthrough in poverty reduction. The breakthrough in thinking aims to eliminate completely the impact of bureaucratic centralized and state subsidized mechanisms and then lead toward a market economy under state management. In fact, Laos first began the breakthrough in thinking in 1985, but the Party issued the renovation policy in 1986. This means that for almost thirty years Laos has been undergone the era of transition under the concept of decentralization. Currently, the government aims to renew efforts to open up the country's economy with the breakthrough approach. In regard with human resources development, it requires building a high-quality education system, and ensuring that investment in education and health is administered effectively and efficiently to address target areas. At the present, the workforce is lacking in terms of both the quantity and quality of experienced personnel. Thus, the relevant sectors need to work hard to develop the human resources that are required to speed up national development.

Economic development also requires a breakthrough approach, including building a knowledge-based economy, the creation of a skilled labor force and specialist expertise. Fostering the establishment of more private sector ventures and businesses to meet economic development is aimed in line with market mechanisms and international integration. These breakthrough are conceptual policies of the national development framework from 2011-2015. The government expects to break down or removing all barriers that obstruct progress and development, while promoting all internal potentials to boost the country's development. Human resources development becomes one of them in boosting the development and building capacity of civil servants in several areas. In response to the policy on human resources development, MOES has made decisions on practical stimulus measures and set up how the procedures of the policy can be done in an appropriate manner for each development plan in order to boost greater production of national human capital and to drive the growth of socio-economic development. The units of implementation are higher education institutions including public and private ones. In higher education, the major focus is on the quality of higher education through reducing the number of registering students and developing higher education system into a pyramid structure of staff qualification, that is, higher qualified qualification is on the top, while semi-skilled workforce is counted as strong foundation at the bottom of the structure. Under this structure, MOES has set a target for higher education institutions to largely achieve the one-six-three ratio of staff qualification by 2015. This means that out of every ten lecturers at a university, one should have a doctorate, six should have a master's degree, and three should have a bachelor's degree. However, it seems to me that the policy is struggling on until the constraint of budget, arrangement, and clear plans are deliberately defined and systematically arranged.

At university level, the university council together with academic administrative boards develops its strategic plan based on the principles of central policy. For example, Strategic Plan of the National University of Laos 2011-2015 concerns academic development as a given priority. In order to develop human resources, the strategic plan needs to be approved, and it has to be communicated to all related segments of the university to relevantly adapt, implement, and define it as the precise plans and projects of the segments. At faculty level, the strategic plans need to be brought into practice by the dean of each faculty; at offices, centers, institutes, and central library by the director, and so on. In the implementation, the plan needs to be classified into respective objectives and activities for each year, cooperatively determining and allocating the responsibilities and mechanism of coordination in managements (NUOLb, 2011: 25). Under the breakthrough in human resources development and the focused issue of higher education on quality, there has been an emerging cost-sharing of higher education in new forms and some contradictions.

5.3.2.1. Cost-sharing of university staff

At NUOL, in order to respond to public policy on education, the University has developed its Strategic Plan of National University of Laos 2011-2015 highlighting mission and vision to undertake (NUOL, 2011).

The NUOL's mission is designed to meet the development of Laos in a suitable, efficient and equitable manner. In doing so, NUOL set its functions:

- to create and provide training as part taken of the country's human resources development. The graduates are trained to become administrators, academicians, researchers equipped with high knowledge, skills and that of expertise and technological innovation, moral quality necessarily required and possessed as good citizens and human beings;
- to conduct and promote researches, apart from providing higher education training in the areas required, as in response to the country's social and economic development;
- to disseminate research findings and provide technical and academic services to the society effectively;
- and to preserve and expand the arts, culture and traditions of our multi-ethnic nation, meanwhile recognizing the world cultures with thoughtful sense and consciousness of acceptance.

The NUOL's vision is set to become the center of excellence for higher education and studies in Lao PDR by focusing on research toward strengthening capacity building and human resources development with intellectual vitality, potential knowledge and skills, good attitudes, loyalty, dignity, and good health. The university also expects that trained graduates would become among those of most sought by the regional best employers and become leaders in their communities and accomplishing professionals in their chosen work.

In addition, the university is committed to provide quality training in higher education by setting its goals including:

- to train students to become disciplined academicians, professionals with certain level of knowledge and skills possessed, and those trained graduates are expected to become specialists and experts in their fields of training committing and contributing to their country's socio-economic development, it is with the link to the regional and international norms and standard of development;
- to develop university's comprehensive management system with efficiency and transparency guaranteed;
- and to become a full-fledged university with the developed infrastructure, facilities and resources fully provided for the training.

In order to realize the mission and vision of NUOL, the NUOL has as a set of six prioritized areas of development plans as follow:

- personnel, academic staff and students,
- management system,
- quality of academic training,
- research and academic service,
- facility and infrastructure,
- and internal and international relations and cooperation.

For example, in the strategic development plan of personnel, academic staff and students, NUOL has planned to train teachers and staff to comply with the political party, government's policy and strategic plans and to improve their academic knowledge, capabilities and research skills; so they are able to solidly master the political traits and become the stereotypes of society. In this plan, there four action plans; short term training, long term training, fostering teachers and staff development by conducting activities, and student development. For the long term training, NUOL has planned:

- to encourage teachers and staff to apply for national and international scholarship either master or doctoral degrees;
- to encourage teachers and staff, particularly self-financial teachers and staff to advance and further their education;
- to increase teachers' professional ratio or proportions into:

1 : 6 : 3	= PhD degree : master degrees : bachelor degrees
3 : 1	= teaching staff : one administrator

1 : 4 : 11 : 4 = professor : associate professors : teachers : teaching assistants.

These above statement are some operational interpretations of public policy of the university. However, based on the university's strategic plan 2011-2015, there is no evidence to explain about budget allocation to complete the goals. It provides only some procedures of implementation as follows:

- After the strategic plan has been approved, it has to be communicated to all related organizations as to relevantly adapt and implement it. And define it as the precise plans and projects.
- The plans or projects need to be brought into practice by faculty deans and directors of offices, centers, institutes, central library, and school. In the implementation, the plans and projects are required to classify into practical objectives and activities for each year. The responsibilities and coordination management of working mechanism need to be allocated and determined.
- Each sector has to develop its own precise action plans including five- and one- year work and human and capital action plans.
- It is necessary to strengthen the monitoring and evaluation schemes of annual implementation, and put experience and lessons learned into action at local setting for the efficiency and effectiveness.
- It is required to reflect and summarize the strengths and weaknesses of the implementation, and select excellent performance of individuals each year.

What has been seen, there are some ambiguities in setting goals. One of the top university leader explains positively that:

> "...NUOL is having a positive move for the development through observing the global change, following the directives of the Party' policies on human resources development that is prioritized and improving the quality of the university outcome..." (TMUA13-15, Research Unit II).

However, according to some university staff they address that there are some controversial issues regarding the implementation of the policy. As explained by a low management university heard of General and Personnel Division at a faculty:

> "...although the government's policy had focused on human resources development, there was a concern in the lack of government funding and overwhelming dependence on

foreign donors for capital and development expenditure. Furthermore, as a consequence of the new policy of NUOL responding to the future plan that only staff who have master and PhD degrees are qualified to recruit as civil servants of NUOL, thus, majority of university staff, who are the graduates of bachelor degrees and are not capable of studying abroad, started to be self-supported for their further study in master degrees within the university with a little financial assistance of the government because the government is also devoid of fund for research and other NUOL affairs…" (LMUA45-67, Research Unit III).

According to one of Deputy Directors of an administrative office of the university, I think, he put himself across very well in my interview, that is:

"…in reference to the strategic plan of NUOL, the 1 : 3 : 6 formulation of staff qualification was modified into 1: 6 : 3 formulation. In the past few years, the government had provided some scholarship budget for human resources development to upgrade university staffs for master and doctoral degrees in the form of cost-sharing—seventy-five percent of tuition fees or of user charges was supported by the government, whereas twenty-five percent of the cost was the contribution of the student. Since the project began, there had been about twenty university staffs to be trained in different degrees…" (MMUA16-25, Research Unit II).

One Vice Director of a university office adds that:

"…for this academic year (2011-2012), NUOL has set an annual budget and proposed a first request for government scholarship for human resources development of the university. It is the first request for government scholarship since NUOL was established, and now it is approved and the implementation will be started in the coming year…" (MMUA19-25, Research Unit II).

This is an indication that there has just been the first attempt of NUOL to request for NUOL, although the 2000 Decree on NUOL granted NUOL autonomy in finance, in which NUOL has the delegation of responsibility for finance under MOF directly. In addition, there was an emerging era of cost-sharing in higher education of Laos under the breakthrough in human resources development focusing on improving the quality of higher education. On the contrary, the Director additionally explains that based on this project there was a controversial issue between MOES and NUOL, in which the approval of the project's completion was ignored by MOES unconditionally. It seems as if MOES expected to control the project, although it was under the university's mission. In fact, NUOL had set the budget for the project of human resources development, so that NUOL were able use the budget autonomously. In this regard, it was ambiguous to understand why MOES requested NUOL to report all procedures of the project to MOES. MOES also raised some questions why the project coming up with the proportion of seventy-five and twenty-five percent. According to NUOL, in doing so under the cost-sharing scheme, NUOL could have more staff to be trained in different degrees than expected target and approved budget.

For academic year 2011-2012, fifteen university staff received government scholarships to study master and doctoral degrees within the country and overseas, in which there were twenty-six doctoral degrees. Under the scheme, five university staffs had received scholarships to study overseas, and the scholarships was already approved by the government. However, in regard to the implementation of the project, it was in the process of setting rules and regulations of scholarship expenditure and in that of receiving government approval. In reality, MOES wanted to take in charge of this project. In long term training, the university encourages teachers and staff to apply for national and international scholarships either master or doctoral degrees (NUOL, 2011).

5.3.2.2. Cost-sharing of university students

From strategic plan 2011-2015, the agency of the government, MOES has some new policies in a broad sense to improve higher education focusing on the quality. The special programs, which were the sources of the university's revenues since the establishment of NUOL, were abolished. MOES has planned to provide scholarships for only twenty percent of registered students from disadvantaged backgrounds as a groundbreaking policy of the higher education development plan for 2011-2015, and the remaining eighty percent of university students are self-supporting. They are required to pay their own tuition fees and other expenses. In addition, the government has formulated a strategic plan for the development of higher education between now and 2020, which will be divided into two phases of such as 2011-2015 and 2015-2020 plans to improve education system, developing human and socio-economic resources, expansion of equal opportunities, and the development of higher education to foster the country's human resources development needs for modernizing and industrializing the country. To achieve these goals, improving technical staff, researchers and the capacity of scientists is the priority of the higher education sector needs by utilizing knowledge and contacts from the public and private sectors to help forge links between national and community development and regional and international communities.

5.3.2.3. Final remarks

In short, the past development of higher education reflects the current situation in some extent, that is, public policy on education is broad in a key term. It is determined by MOES in consultation with the Party (ADB, 2000: 148). It is a politically bureaucratic activity involving the cut and the thrust of politics and the maneuvering of different politicians, groups, and individual to shape the policy (Page & Jenkins, 2005: 1). Conversely, according to Economic Research Institute for ASEAN and East Asia [ERIA] (ERIA & OECD, 2014: 146-147), though policy on education based on public policy and resolutions of the Party Congress and the university as a part of state bureaucracy, the government has seen the importance of promoting entrepreneurial education, and it is highly recognized as one of the top priorities in the process of SME development in the country. The main task of promoting entrepreneurial education is included in six sub-tasks, as follows; continuing the inclusion of the subject of entrepreneurship into the general, vocational, and higher education systems, stimulating young people and students to consider business careers through different projects and activities, creating business incubators in order to achieve experiences in business management and application of technologies before being exposed to the market competition, training people who are interested to start new businesses, increasing the promotion for women to become entrepreneurs, and promoting franchise businesses. There are many programs to support the tasks such competitions on business and development plans for colleges and universities where women are given support by various donors. In addition, the national economic development plan also includes entrepreneurial learning (EL), detailing specific and complimentary objectives for the various parts of the learning framework. Secondary schools with EL teaching materials and staff with knowledge and skills for teaching entrepreneurship cover up to twenty-five percent of enrolments. Major universities also offer a degree in entrepreneurship and adopt the ASEAN Common Curriculum. Universities and the private sector jointly support EL programs, curricula, research, customized training service, coaching, business plan competitions, awards and scholarships. Subsidized small business training provision has likewise been developed but is limited to only some industries and locations (ERIA & OECD, 2014: 147). This is the new image of national education on entrepreneurial orientation, although Party's resolutions are used as the core policy on education development. In a positive aspect, the importance of entrepreneurial education would reflect the agencies of the government to define and interpret policy and the Party resolutions on education for the implementation of schools, colleges, universities, and other higher education institutions in an appropriate manner.

Ultimately, it is seen that the introduction of the 1986 market economy has continuously influenced the determination of public policy of several areas of developments. It has come up with decentralization that both creates an emerging power interaction and conflicts in public administration including governance in public higher education institutions and becoming an emerging approach to reduce the public problems of public organizations vice versa. It is one of approaches to implementing the National Education System Reform Strategy 2006-2015 to achieve the overall goals and directions of the National Education System Reform Strategy. For example, in improvement and modification of education management, it is important to change the methodology and style of educational management in order to make it more effective; decentralize management and give responsibility to the local level; solve educational problems in a timely manner and prevent the development of apathetic attitudes (MOEa, 2008: 12). In a consequence, the patterns of institutional governance and management of public organizations have been changed slowly. Especially, the image of social, economic, and educational organizations have been seen in the shape of conjunction of circumstances that lead to changes as well for a better position.

5.4. Hierarchical bureaucracy of higher education

In the previous section, there is a subtle mix of bureaucratic factors, political influences, and socio-economic transition in higher education system of Laos. That seems very complex and dynamic. However, the government of Lao PDR, as many governments in the world, continues to search for the best options to adopt and restructure national education system including higher education along the way regional and global socio-economic changes. Although the image of higher education is seen in different ways, higher education governance is understood and identified in different ways at different levels of higher education system (Amaral *et al.*, 2002). While structures and procedures of higher education of many countries in the region have been inherited from a central planning system, higher education system of Laos has been restrictedly restructured based on the perspectives of regional and global higher education governance step by step.

5.4.1. Centralization mechanism of higher education

The majority of schools, colleges, and universities are now under the structural governance of MOES. There are five public universities in Laos, but University of Health Sciences is under the control of Ministry of Health. Based on the structure below, four universities are under the responsibility of Vice Minister, which Department of Higher Education (DHE) is assigned to take in charge.

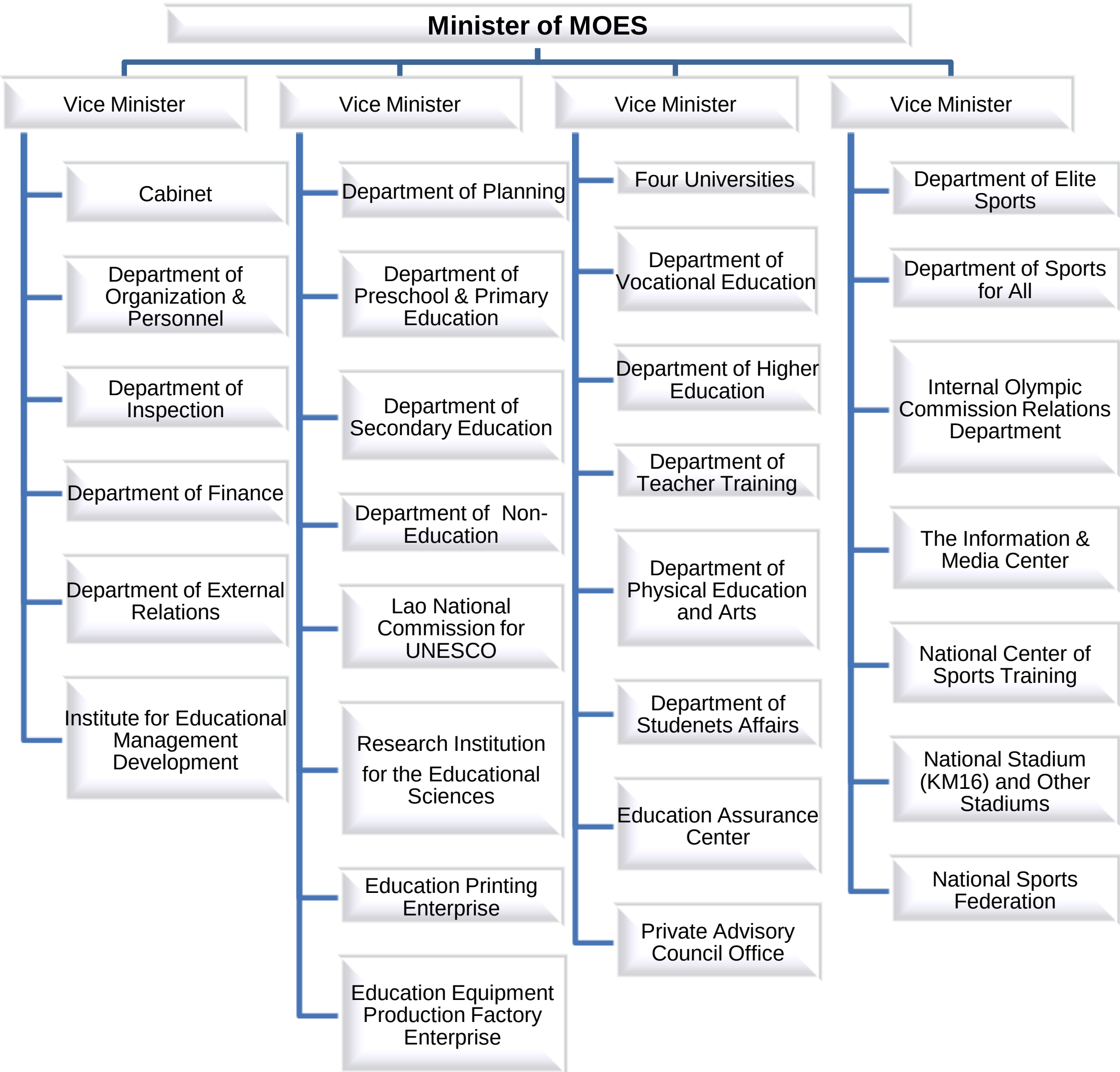


Figure 9: *The current structure of the Ministry of Education and Sports*

Since the foundation of the National University of Laos, public governance of universities has been overseen by the government. Hierarchically, MOES is the agency of government for education sector, taking responsibility of HEIs in the country. In higher education system, DHE is assigned by MOES to manage HEIs. Totally, there were one hundred and forty-seven HEIs over the country in 2012. Under the control of MOES, there were a hundred institutions including three universities. According the annual report of academic year 2011-2012 (MOES, 2012: 2 in Lao language), it is seen that there were some HEIs under the control of other ministries. Regarding the separated structure of higher education system, some authorities of MOES express that there seem to have more emerging fragments of higher education governance in sense of the coherence. For example, MOES may suffer another setback in its efforts to obtain annual reports and coordination in respect to higher education activities from other ministries. Based on the statement of the annual report of DHE (MOES, 2012: 10), the development plan of higher

Higher education institutions	Ministry of Education and Sports	Other ministries	Total
Universities	4	1	5
Public colleges and institutes	16	46	62
Private colleges and institutes	80	0	80
Total	100	47	147

Figure 10: *The total of higher education institutions under MOES and others*

education has some problems and shortcomings, that is, there is unclear determination of divided tasks for governance and management of higher education system between MOES and HEIs and the ones under other ministries. In fact, regarding this issue it was stated in the past years and counted as a focused issue on the Education Sector Development Framework (ESDF) 2009-2015. However, it seems to be neglected to solve in accordance with the evidence reported by MOES in 2012. For example, the essence of the focused issue on ESDF is stated in the past years:

> "...a combination of strengthening institutional arrangements including revised regulations and reorganization of core central, provincial and district organization/management functions as well as revised governance arrangements should be taken into account the fact that the line of authorities for higher education is clearly defined and stipulated. MOES is a line ministry that was a very large government agency managing a significant share of the government's budget and the government's biggest civilian employer. Its effective sector governance is a major challenge as the national education system expands. It needs to revise approaches to education administration include an increasingly important role of

local community based institutions such as schools, colleges, and universities committees..., and specific action therein for each level of education administration, education officers should be trained to undertake the significant volume of work needed to improve education service delivery. Although the national education system in terms of a hierarchy is based on the central, provincial, district and school taxonomy, teachers who constitute the majority of education staff should have considerable autonomy in their classrooms..." (MOES, 2009: 40).

This essence is stated on the ESDF, it seems as though there is increasing evidence that public governance on national education system including higher education is less likely to improve the focused national education, or there might have more emerging constrains in practice.

Now, higher education system of Laos has been expanded and changed in connection with the ongoing National Education System Reform Strategy 2006-2015 (NESRS)[16] that was adopted and implemented in 2007 (MOE, 2008). As other systems of higher education in Asia and continental Europe, the traditional influence of the state on governance of higher education system is still strong. Overall policy decision, directions and controlling the quality of public and private HEIs are mainly the responsibility of MOES.

5.4.2. Higher education system

As we see, in the approaches of bureaucratic governance to management, the role of rules and regulations rather than personal initiative is important to maximize efficiency of HEIs. Based on the 2008 Educational Law, Article 21 stipulates that higher education means the education after the upper secondary education, the technical education at the middle level, or the higher diploma level which has the tasks to train technical workers, academics, scientific cadres, researchers in order to gain knowledge and competences at the higher level to serve the society and able to be self-employed. The higher education ranges from the associate degree to the doctoral degree (MOE, 2008 in Lao version). As defined in the Article 22 of the revised Education Law, here are the following components and duration of higher education programs:

16. NESRS is the national strategy for education developed based on:
- The Resolution of the Eighth Lao People's Revolutionary Party Congress;
- The Sixth Government Socio-Economic Development Plan 2006-2010;
- The 20-year Education Strategic Vision 2001-2020;
- The National Plan of Action for Education for All, 2003-2015;
- The Sixth Education Development Plan 2006-2010;
- The remarks of the Prime Minister on "Six Principles for Education Reform" on 25 July 2006 at the National University of Laos.

- Associate degree takes two to three years for the regular course and one and half year for the continuing course or the bridging course.
- Bachelor degree takes four years for the regular course and one and a half year for the continuing course or bridging course.
- Postgraduate degree of specialization takes from one year onwards. For those who study master degree less than two years and specialists who study postgraduate more than three years onwards, it is separately determined.
- Master degree is postgraduate or equivalent degree taking more than two years.
- Doctoral degree is the degree after master degree or equivalent to master degree taking more than three years.

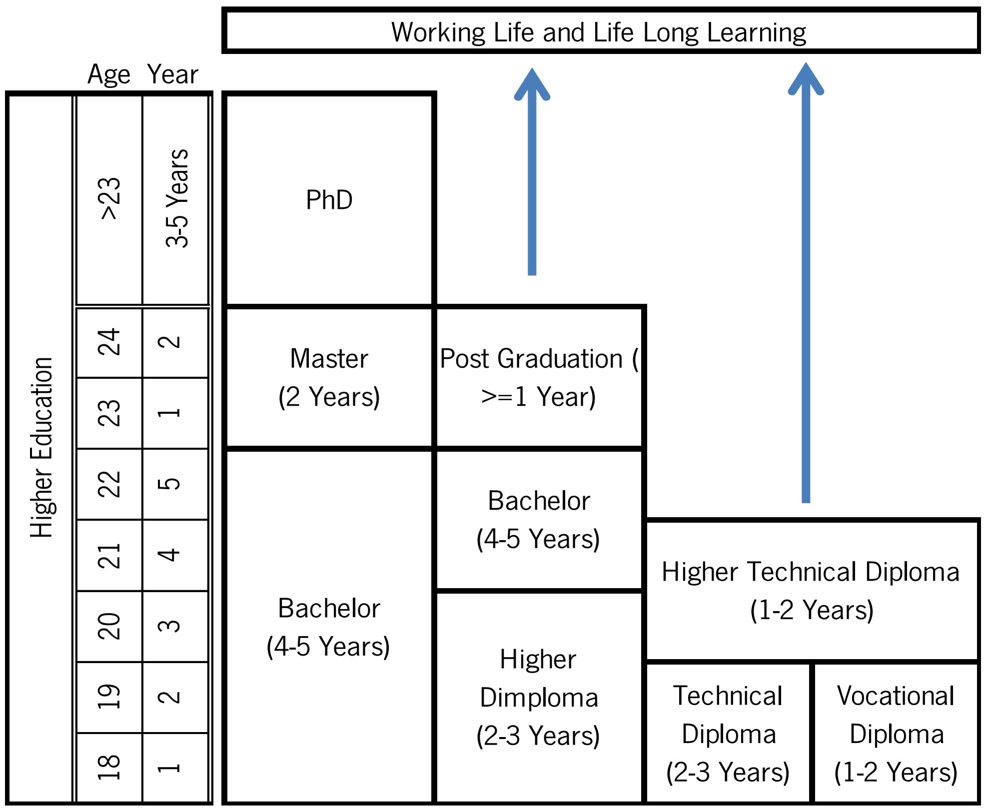
Later, there was a structure change of higher education system because of the National Education System Reform Strategy (NESRS) 2006-2015, in particular the reform of general education curriculum by increasing the number of years of schooling from eleven years (five + three + three system) to a twelve-year system (five + four + three). In addition, in order to improve the quality of teaching and learning at publics universities aiming to reach regional standards and enabling links with international standards (MOE, 2008: 8-9). Therefore, in connection with the structure of NUOL, there was a structural change in 2008. The bridging courses at School of Foundation Studies (SFS) were counted as disadvantages, and abolished completely in 2009. SFS was established as a faculty of NUOL at the beginning. It was an affiliated college of the university in 1996. General education was taught in the first two-academic year program to improve strong foundation of studies for university students, corresponding and relating to the fields that students had chosen as their specialization. However, some courses of SFS were seen as disadvantages because students took some subjects that were irrelevant to their specialization. Some said that it was a complete waste of time for two years to take courses that were not relevant to their chosen fields. One middle university authority who has experience in academic activities also explains that:

> "...in the past NUOL consisted of a School of Foundation Studies. In 2008, its structure was changed from two-year duration of the program into one year. In 2009, it was abolished completely because of wasting of time for students to study their specialization. Particularly, some subjects were not linked to the students' major. For example, students who chose to study English as their major had to spend two years to study other subjects.

Another major of nursing was also an example that students should have started their specialized courses in the third year, in which they lost two years with none related to the students' specialization…" (MMUA25-25, Research Unit II).

In fact, this kind of training model should have been set as a five-year trial period, so that in the year 2000, it should have been evaluated as an advantage or a disadvantage. This indicates that there were some weaknesses under the administrative centralization mechanism. A lot of problems were created without immediate response. Even though the research innovation had been promoted since NUOL was established, it seems as though it could not be used as an effective device to search for the reality of rising steep failures. This issue has recently come to my attention that the model of restructuring higher education of NUOL is the same model as in Hue University in Vietnam. It was established in 1994, in which the College of General Education provided foundation studies but it was in a five-year trial only. Expressed by Chien (2009: 170), it is:

"thanks to the eradication of the College of General Education, the academic work more effectively."



Adapted from MOES (2011: 46)

Figure 11: *The current higher education system*

The above figure shows the current structure of higher education system separated from the general education. It is not only the education at universities. It also comprises of post secondary education that includes technical and vocational training at colleges and schools for diplomas in one-year to three-year duration. For bachelor degree, it has a four or five-year duration system. In addition, the NUOL has initiated the delivery of Master degrees level courses in many fields, and there was a plan to offer some PhD courses in the academic year 2009-2010 in three-year duration to five years. Based on the Education Strategic Vision up to the Year 2020 (MOE, 2000), in order to link higher education to the broader socio-economic development and internationalization into education system of Laos, lifelong learning has been also recognized to ensure that all persons can continue upgrade their further education (Siharath, 2014).

5.4.3. Lines of authorities in higher education

Based on the National Education Law, education policy and resolutions of the Party and the government, MOES sets out laws, decrees, rules and regulations to govern universities and higher education institutions and determines education policy and strategic plans for the universities and HEIs. Evaluation and conducting research for developing and setting planning of higher education are the responsibility of MOES. However, decision-making on several issues of higher education, such as funding mechanism, curriculum concerns, and personnel, and civil service system has been changed since 2000, when the amended Decree No 87 on the NUOL was in action. The basic structure of higher education system established in 1995 has changed in terms of decision making and procedures of tasks. However, the top decision making is still under the authority of MOES and the government such as the appointment of the university's rector, vice rectors, and faculty deans of the university. Despite the fact that the 1998 constitution of the university has been used as a model of legislative foundation of institutional governance in higher education, the specific contents of the constitution are based on the Decree No 50/PM. The university constitution now remains virtually unchanged much in regard with its determination such as functions, rights, and duties.

Centrally, the government assigns MOES to have direct responsibility for public governance and management of education. Here is the governance body of national education system divided into three levels; MOES as central, Provincial Education Service (PES), and District Education Bureau

(DEB). Adopted from Xaysomphou (2006), Boupha (2008), Ogawa (2008), and the revised Education Law (2008), see the lines of authorities and responsibilities in the next page.

At the national level, MOES

- determines and formulates the strategic plan, policy, programs, projects for the educational development including higher education development, and submits to the government for the consideration,
- manages higher education institutions, teacher training colleges, teacher training schools, technical and vocational schools, and non-formal education centers,
- drafts educational laws and other sets of legislation regarding education,
- develops the standards and designs the educational facilities,

controls and supervises the quality of higher education.

At the provincial level, PES

- implements education policy, guidelines, programs, and projects defined by MOES within the province,
- manages the lower and upper secondary schools, both formal and non-formal, and vocational schools of the province.

At the district level, DEB

- implements and manages kindergartens and primary schools, both formal and non-formal literacy centers.

Figure 12: *The governance body of national education system*

Since the 1996 unification of higher education institutions, MOES has become the top educational agency of central authority that is responsible for enforcing the constitutional mandates for education and formulating policies based on the resolutions of the Party Congress periodically. MOES takes overall actions for the policies and regulations related to education, publishes and approved textbooks and curricula (Decree No 282/PM, dated 7 September 2011)

[17]. MOES takes responsibility for higher education system in relation to academic affairs, strategy, policy development, master plan, curriculum development, standards, and staff development, in which DHE is assigned to take overall responsibilities of higher education. According to the Agreement No 913/MOES.PD, dated 23 March 2012, Article 3 of the Agreement sets out that:

> "DHE has responsibilities (1) to develop educational plan periodically for governing public and private HEIs including universities, (2) to construct and amend legislation and standards for HEIs including universities, (3) to control public and private HEIs including universities, and to be in charge of academic affairs and curriculum implementation, (4) to provide directives about developing curriculum, teaching-learning aids for HEIs including universities, (5) to support teaching-learning, doing research and experiments of HEIs, (6) to determine scientific research and technology of public and private HEIs, (7) to control qualifications of graduates within the country and from overseas, (8) to examine and consider academic positions for academics of HEIs including universities, (9) to check and evaluate the development of public and private HEIs, (10) to implement other tasks assigned by Minister of MOES" (Agreement of MOES, 2012)[18].

In addition, before the year 2000, other departments of MOES, such as Department of Personnel, Inspection Department, Department of Finance, Department of Planning and Cooperation, and others, were also in the line of authorities in governance higher education. However, these systems had not been completely operational and not effectively linked together. Identified weaknesses of the systems described are devoid of sufficient skills, inadequate information, poor coordination and communication, and absence of decisive leadership. Until now some departments are understaffed, and many staff are judged to be inadequately prepared for their work assignments, especially DHE which remains its power in taking control of higher education system. There are some contradictions of implementing national education policy between the central and the institutional authorities (the DHE and the NUOL), although the government has granted NUOL some degree of autonomy since 2000. Stated by an external actor of higher education, it is:

> "...in fact, DHE has lack of qualified people for academic affairs, comparing to the NUOL, but NUOL is monitored by DHE. Regarding power and hierarchy, it is applicable, but not

17. Decree on Organization and Implementation of MOES, No 282/PM, dated 7 September 2011).
18. Official Agreement of MOES signed by Minister of MOES, No 913/MOES. PN, dated 26 March 2012.

for academic aspect. This is a constraint of institutional development..." (EA10-10, Research Unit I).

It seems right if we refer to the statement of Baldridge *et al.*, (1978: 20-31) that colleges and universities are unique kinds of professional organizations.

All in all, higher education system of Laos has strict, top-down, and state-controlled governance (ADB, 2012), and it is a hierarchical multi-level system of the government. This is the nature of political education in higher education system that many countries had also experienced before. As many authors say, higher education system has a diversity of ambiguities in its governance. There are various rules, regulations, stakeholders, and/or actors, and many others in the system. In Laos, since the 2000 decentralization approach was introduced in public administration various key ministries, such as Ministry of Education and Sports, Ministry of Finance (MOF), Ministry of Foreign Affairs (MOFA), and Ministry of Planning and Investment (MOPI), have been linked. However, MOES remains the key player for overall governance of higher education. In connection with funding mechanism of higher education, MOF is in charge of financial matter, but closely collaborate with MOES, related sectors, departments, and other ministries. For mega projects on education investment, it is the responsibility of MOPI.

CHANGING PATTERNS OF INSTITUTIONAL GOVERNANCE AND MANAGEMENT OF NUOL: BUREAUCRACY, POLITICS, COLLEGIALITY, AND ORGANIZED ANARCHY

> "Education in our times must try to find whatever there is in students that might yearn for completion, and to reconstruct the learning that would enable them autonomously to seek that completion" (Allan Bloom, 1930-1992).

The starting point of legally systematic changes in institutional governance and management of higher education in the country was seen from 1995. At that year, I was a bridging program student majoring in English at Department of English of the former Pedagogy University of Vientiane before it was transformed into the Department of English under the Faculty of Letters, a faculty embedded in the new structure of National University of Laos in 1996. By experience as a student in the first four-year period from 1996-2000 and as a teaching academic of the university from 2000 to the present, I have noticed that there are two periods of the changes that can be observed significantly, viz, from the year 1996 to 2000 and the year 2000 to the present as at some extent explained previously. The first four-year period is the foundation of NUOL in modernizing higher education system based on the university Decree No 50/PM. Institutional governance and management of the university was under a centralized and tightly-coupling administration governed by MOES. The development of the university had been progressively slow because there had been a lot of constraints during the first period, such as lack of fund, human resources, facilities, necessary equipment, practice opportunities for implementation, and instructional materials in Lao language (ADB, 2000: 141). In addition, working procedures of the university affairs were another constraint, taking a lot of time to complete a task because there were multi-level ways of getting round the bureaucratic bottleneck and hierarchical system of higher education and the state bureaucracy. For the second period, it is the period of maturation of the university. It can be described as the third and the fourth chapters of a six-chapter book being written. It represents as a new shape of higher education system in the era of modernization, professionalization, maturation of the university, in line with the reform of public administration. The traditional collegiality university is able to be seen as in effect under the umbrella of state bureaucratic system that comprises of micropolitical movement at all levels on the contested ground. The nature of university seems to have more complex, ambiguous, and contested goals following the same trace emerged in the later 1990s and the early twenty-first century of the global higher education (Manning, 2013: 67). In fact, changes in institutional governance and management of NUOL can be characterized by diversification and concepts of organizational theories. However, the focus of this chapter is to analyze and interpret the core meaning of the study is based on a combination of theoretical perspectives from bureaucracy, collegiality, politics, and organized anarchy. At the end of the chapter, the concept of new public management will be explored in the context of the study. The university affairs including academic teaching and research innovation, staffing, finance, and international cooperation areas are used as examples to explain the core interpretation of the study.

6.1. Insights into restructuring of NUOL

One of the most viable organizations of modern civilization is university. Through several eras of social, political, economic, and cultural changes, the university is still present. Although it is indicated as a complex organization, but very adaptable organization and the most experienced learning one in the world of higher education system (Aaviksoo, 2006). Nevertheless, public universities in modern societies do not operate as independent actors in a more or less regulated market but as elements of national higher education systems. Based on the evolution of higher education, most of the problems which are faced by different higher education systems are much more lined to the bureaucratic bottlenecks in the system rather than at the institutional and system level. This is how the universities are combined and seen as complex and multi-level organizations. Historically, even though the image of universities was appeared in the twelfth century, they have yet served the good cause of their founders by increasing their prestige (Aaviksoo, 2006: 176). For instance, in some modern countries the public universities always function to increase prestige for the governments' goals and follow the political principles of the governments. As it is seen, the evolution of universities has been taken long, and today higher education systems stand strong. It is quite likely that various higher education systems or universities have been undertaken in the same direction of devolution, that is, having less control from the central governments, and many of local higher education systems are undergoing substantial change to pursue policies of the governments designed to integrate their political systems, socio-economic change, and social structures, coming along with modern understanding of democratic state operations and the trend toward decentralization and enhancing motivation at grass-roots level (Kohler, 2006: 23). According to Enders *et al.*, (2011: 1), higher education, research, and innovation are crucial components to fully realizing the potential gains stemming from the changes ahead. This means that there have been several high-level wise processes and a series of ambiguous goals and objectives designed to ensure long term pre-eminence such as a knowledge producer and transmitter. Therefore, restructuring higher education in modern countries and developing countries, where there are a demographic change, socio-economic transition, and the growth of economic development, has formed a major basis for the discussion of emerging issues of higher education over the past few decades.

6.1.1. Modernization of university education in Laos

Since 1995, under the government and the Party's resolutions changes in higher education governance and management can be seen and explored through looking at few paces backwards and by using lens of insightful evidences of changes, e.g., a set of the national legislation framework including Decrees No 50/PM on the Establishment of the National University of Laos dated 9 June 1995, the amended Decree No 87/PM dated 20 June 2000, and the replaced one by Decree No 071/PM dated 16 March 2009. In addition, the Constitution of NUOL No 1520/MOES/98 dated 11 September 1998 and Education Law are counted.

6.1.1.1. From 1975-1995

Restructuring higher education in the 1990s has made a lot of changes in institutional governance of higher education system and society in the country. Especially, in the local context of this study, consolidating higher education institutions to form a comprehensive National University of Laos is significantly important because there followed the years 1975-1995 after the establishment of the Lao PDR, there were only three higher education institutions providing university-level programs for Lao society, namely Pedagogical University of Vientiane, National Polytechnic, and University of Medical Sciences. Each of which had offered specialized professional training of at least four-year duration in Lao language that was open to graduates of upper secondary schools. During this period, Laos operated six higher education institutions with short training terms under the supervision of different government ministries. They were the Higher Schools of Hydraulic Construction, Electrical and Electronic Engineering, Transport and Communications, Forestry, Finances, and Administration. The students were chosen partly from a pool of technicians with some working experience, and partly from a pool of young high school graduates (Ogawa, 2009: 286-288). In fact, during the first two decades after the new independence of the Lao PDR, the national structure of HEIs was not run in a systematic arrangement. The government determined the structure of HEIs under the responsibility of different public departments and parental ministries as an integrated part of national education system. Higher education was not recognized as a prioritized area on the agenda of national developments of the government. Later, in line with the structure and influence of socio-economic transition based on the concepts of the 1986 marketing economy, several measures have been undertaken to improve the efficiency, quality, and equity of higher education. In the early 1990s, MOES observed that Laos had the lowest per capital enrollment in higher education of any country in the region. In addition, the 1989 Education Sector Study was identified that lack of senior level administrative, managerial, and technical personnel was a significant impediment to the economic transition and national economic development. As a result, it was recommended that strengthening higher education could be a given priority in order to harmonize and rationalize higher education system (ADB, 2000). In connection with the recommendation emerging from the 1989 Education Sector Study of MOES, the government had adopted an education strategy on the following concepts, defining the role and function of education for the cause of national developments, linking education with socioeconomic goals and strategic tasks, encouraging the general population to achieve primary education level, upgrading the quality and efficiency of education, raising prestige of teachers and professors in society, mandating contributions from the entire society toward education, and enhancing the management of administrative committees toward educational objectives (Ogawa, 2009: 286). One year after the World Conference on Education for All was held in Jomtien, Thailand in 1990, the Third

National Development Plan on education policy was issued in 1991. The principal orientations of the policy were refined by the government including strengthening the education system as the cornerstone for human resources development, strategy focused on poverty alleviation and labor productivity, implementing the principles of compulsory primary education, promoting the operation of private schools, and anticipating the development of education at all levels, with particular attention on ethnic minority areas and disadvantages groups.

6.1.1.2. From 1995-2000

In response to the national education policy, as well as with regard to ADB assistance, diversification within higher education system became a key challenging the needs to develop a range of economic and social services and skills in the modern economy as envisioned by the government. Developing and using a system of higher vocational diploma as well as bachelor's and master's degrees became the focus. This impetus gave the cause to the government needed to undertake a project to consolidate the three university-level institutions and other higher education institutions into a new structure, that is, the National University of Laos. It was officially established in 1996 under the Decree No 50/PM singed in the 9th of June 1995. Ten higher education institutions (HEIs) under different ministries in charge were merged, made up of nine faculties of the first comprehensive higher education institution. Now NUOL has eleven faculties. In addition, there was a structural change of the two faculties such as School of Foundation Studies (SFS) formed from Preparation School for overseas (MOE) studies was abolished and Faculty of Medical Sciences formed from University of Health (Ministry of Health) has was transformed into the University of Health Sciences, as well as new faculties was established.

The first academic year officially started on 5 November 1996. NUOL was established under the constraining issues of a fragmented higher education system and lack of facilities (Boupha, 2008). The improvement of quality, efficiency, access, and equity in higher education took place against a relatively difficult context of high population growth; ethnic, cultural, and linguistic diversity; scattered habitats; economic and financial constraints; and low institutional capacity (Ogawa, 2009: 286). In 1995, it was my first year as a university student in the normal program at the Department of English, Pedagogy University of Vientiane.[19] In the following year,

19. Pedagogy University of Vientiane was a former institution of higher education institutions at Dongdok campus comprising of specialized departments. Its organization structure was under the control of Ministry of Education. After the unification of HEIs 1995, the Department of English was under the newly established Faculty of Social Sciences, Linguistics and Humanities. Later on, it was divided into the three present faculties, Faculty of Education, Faculty of Letters, and Faculty of Social Science. Now the Department of English is under the Faculty of Letters.

the first academic performance of NUOL started in the 5th November 1996, and it was my second year as a student under the new structure of higher education system. The Department of

Faculties	Formed from	Ministries in charge
Faculty of Architecture	National Polytechnic Institute,	Ministry of Education
	Higher Technical College of Electronics and Electrics,	Ministry of Communication Transport, Post and Construction
	School of Irrigation Vientiane	Ministry of Agriculture and Forestry
Faculty of Architecture	Newly established from Faculty of Engineering and Architecture	
Faculty of Economics and Business Administration	Newly established	
Faculty of Environmental Sciences	Newly established	
Faculty of Law and Political Sciences	School of Law and Administration	Ministry of Justice
Faculty of Agriculture	Nabong Agriculture College	Ministry of Agriculture and Forestry
Faculty of Education	Department of Pedagogy and Psychology of Pedagogy University of Vientiane (PUV)	Ministry of Education
Faculty of Forestry	Forestry College	Ministry of Agriculture and Forestry
Faculty of Letters	Newly established from Faculty of Social Sciences, Linguistics and Humanities	
Faculty of Sciences	Department of Mathematics, Physics and Chemistry of PUV	Ministry of Education
Faculty of Social Sciences	Department of Foreign Language, History, Geography and Political Science of PUV	Ministry of Education

Modified from Xaysomphou (2006: 83)

Figure 13: *The current university faculties and its former charge*

English became one of language departments of the newly formed Faculty of Letters. At the beginning, NUOL's structure mainly comprised of seven administrative offices, and one central library, nine academic faculties including School of Foundation Studies (SFS)[20] that provided foundation studies in various subjects (NUOLa, 2011) as mentioned previously. The faculties, which consist of the various departments of disciplines, are located in different campuses in the Capital City, Vientiane. The majority of academic faculties are at Dongdok Campus, the university's headquarters. In institutional restructuring of HEIs fueled by socio-economic change, it has resulted a number of innovations and internationalization of higher education including the introduction of new admission policies, staff development and recruitment, programs development, curriculum reform, diversification of courses and programs management, the emerging promotion of scientific research, massification, and international cooperation (Ogawa, 2008 and 2009). During the period of academic performance from the beginning of the unification to the early 2000s, there was no governmental scholarship scheme offered for the university staff to train abroad (ADB, 2000). In admission system, there were three categories of student admissions. First, they were quota students, the graduates of upper secondary education who were selected by the central and provincial education services based on the merits of their annual learning performance and the results of national final examination scores. The quotas were allocated by MOE. According to ADB (2000), approximately half of the student places in each faculty across NUOL were allocated through the quota system, in which a fixed number of places were reserved for each province. Registered students of the first category attended the regular programs (normal programs) without paying tuition and university fees. In addition, boarding was also provided. Meanwhile, monthly stipend about fifty thousand Kip per month (the current approximation of six US dollars) was given. I was also in the first category receiving monthly stipend about two US dollars in 1996. Under the former system, I received the government scholarship as a quota student based on the overall school performance of the year and the final examination scores. For the second category, students were also graduates of upper secondary education who were not qualified as the quota students, and some were government officials of public organizations who sought entrance to the university by taking normal entrance examination monitored and organized by MOES and administered in each province over the country with the close steering of the ministry officials. The final selection of students for

20. SFS formed from was a faculty of the NUOL that provided foundation studies of general subjects for normal programs students. The subjects of studies were Mathematics, Physics, Chemistry, English, French, and some related subjects to students' further specialization. This bridging program took two-year duration before qualified students continued their specialization at the faculty based on their own decision and their cumulative average points. Therefore, they had only three years for their specialization and more years for medical students. Later, national education system was reformed. One more year was added to general education system, so that one year of foundation studies was allowed. In 2009, SFS was abolished completely.

admission was considered by the provincial education director based on entrance examination scores, recommendations, and other considerations (ADB, 2000). The students of this category were needed because allocated quotas of the government were in a small number every year. It was impossible to accept solely quota students. Therefore, fifty percent of available places were supposed to be added on the basis of administering normal entrance examination. The second category consisted of registered students derived from the channel of public policy that was linked to a system of patronage of public organizations and ministries support, but it was in a very small number. These students had a life of privilege. Third, they were special students who took the entrance examination of special programs. Majority of students were the rest who were not qualified for the government quotas and failed in normal examination. Government officials, private employees, and general people, who wanted to upgrade their related knowledge and skills, were included. The programs were run on the private basis, offered and organized initially by Faculty of Letters. Special English Course was the most well-known during that period of time. Students could choose to take the afternoon course or the evening course. Some of them were civil servants and private employees that could study after work. Special English Course was controlled by the university administration and MOE. Registered students were required to take English Special Course Entrance Examination designed by the Faculty of Letters in consultation with NUOL. For this category of student admission, there was also a system of patronage policy existed. Students, who failed in the English Special Course Entrance Examination, were accepted on the channel of the support given to them by concerned ministries, a privilege of university staff, and government officials. The final selection was based on the considerations of academic and administrative boards of the university. Registered students of special programs were in charge of the university tuition fees, for which it was charged about one hundred and fifty thousand Kip per year at that time (the current approximation of eighteen US dollars). Based on the evaluation of ADB (2000: 148), it is stated that the private evening programs operated by NUOL provided a creative adaptive response to a difficult financial situation and should have been encouraged. As discussed earlier, the average annual salary of university instructors (739,200 kip in 1996/87) was only about three percent more than the salary of an upper secondary teacher (719,830 kip in 1996/87), though they were expected to have significantly higher academic qualifications. While allowances increased the financial benefit of being a university instructor, teacher compensation was relatively flat across levels of the education system. It was unlikely that NUOL could have retained its instructional staff without providing opportunities to earn additional income, or meet its own operating budget requirements without the funds it received from these programs and from private consulting of staff. Moreover, these private programs would provide a useful response to market demand and the enhancement of public policy in connection with equity of higher education.

Since 1996, massification of higher education had continued to transform higher education. Higher education participation and enrolment have expanded considerably over the past eighteen years. Here is the figure of registered and graduated students at the first period

Academic year	Number of registered students		Number of graduating students	
	Total	Female	Total	Female
1996-1997	8,137	2,270	687	237
1997-1998	9,890	2,976	1,521	384
1998-1999	11,168	3,663	1,400	381
1999-2000	11,746	4,345	1,655	428
Total	40,941	13,254	5,263	1,430

Figure 14: *The number of registered students and graduates of NUOL (1996-2000)*

of the higher education unification from 1996-2000. According to the figure, there had been an increasing number of registered students every year. By comparison with the total number of registered students, the number of female students was smaller than that of male students, but there have been an increasing number of female students registered every year up to the present. During the first five year period, English Special Course had been considered as the most popular course because during that time English language was affirmed by the government as a priority language to use for international communication when Laos had been integrated in ASEAN in 1997. Before that it was French language instructed in engineering and architecture (ADB, 2000, p.141). After the year 2000, NUOL had offered more special programs of various subjects on private basis at different faculty, but the Special English Course had still become an outstanding example of generating funding in higher education of Laos. In the academic year 1997-1998, there were about four thousand students taking the entrance examination for the Special English Program at the Department of English, Faculty of Letters, while there were only six hundred available places approved by MOE. This is an indication that at the beginning there were a number of potential students willing to play private funds for their advanced knowledge and skills. Later, in the mid of the 2000s it was questionable whether the private (special) programs had become the major problems influencing the quality and efficiency of higher education so far, or it might be common in higher education that the university restructuring has to confront with multiple and pressing tasks, especially when the government funding is inadequate to develop the quality of higher education. Nevertheless, the university's capacity to generate funding from the other sources was not allowed and explored effectively, due to a disincentive system and strict policies of the government applied to government institutions. Based on the issued Prime Minister Decree No. 50/PM on NUOL, the description of financial mechanism and funding regenerating was not clearly stated. In Article 23 of the Decree, it sets out that the form of university governance and management in finance system of the university is conformed to the national laws, and the university audit that is under the rules and regulations of State Accounting Law and State Budget Law (NUOL, 2007).

In accordance with Decree No 50/PM on the establishment of NUOL, there were also some decrees on education reform such as Private Education including private higher education in 1995 and Higher Education Curriculum in 2001. Since 1996, undergone broader national, regional, and global reforms of higher education in line with the local socio-economic transition, national higher education system has been being continuously restructured in order to ensure that the state has the power of knowledgeable people and competent scholars to be successful in an increasing competition of the regional and global economy. Meanwhile, the government had recognized education as a national priority area based on the policy statement realized by the 6th Party Congress in 1996 (ADB, 2000), and then education development was planned in successive five-year national plans (1996-2000 and 2001-2005). During these years the major policy reforms of the government related to higher education consisted of equity, economic growth, and poverty alleviation. However, the highest educational priority was the development of the effectiveness of basic education. Regarding the strengthening of higher education, it is quite likely that it was a pending issue at that time. The progress of the NUOL's development was relatively slow in regards academic development. However, NUOL has become an important institution in governance and development of higher education system, especially in promoting and undertaking scientific research, preserving and enhancing the best of traditional cultures and fine arts of the state and different ethnic groups, as well as providing academic and technical services for society.

Based on the Decree No 50/PM, NUOL was defined as regards the organization, structure, mandate, tenure, right and duty, accounting and inspecting, and working system of the university. For the organization and mandate, the University Council was a governing board of the university functioning to develop, discuss, and approve the policy, the development of the university, the strategy for the university development, and the structure of the university; to elaborate and approve the regulations in governance and management of the university; to consider the appointment of academic staff, such of teachers and researchers; and to appoint the honorarium doctoral degrees and honorarium teachers and professors. The University Council comprised of an external stakeholder; a high-ranking person from the central government as the Chair; the President of the university as the Vice-Chair; the Vice-Presidents of the university, the university administrators, and deans of each faculty as the committee. They all were appointed by Prime Minister based on the proposal of the Minister of Education and Sports (Decree No 50, Article 8,9,10,11). In the university structure, the President, Vice-Presidents, and faculty deans of the university were appointed by Prime Minister. Meanwhile, Minister of Education appointed Vice-Deans of the university faculties, Directors of the School of Foundation Studies, centers, institutions, and library.

Regarding the areas of finance, staffing, research, and international cooperation of the university, although it was not clearly defined, they were under the control of MOES. The concept of collegiality was found in stipulation of the rights and duties of the University Council, in which it had responsibility to study the prospect of university development, to share ideas, and to make consensus before setting out the university development plans, budget plans, curriculum development, etc (NUOL, 2007: 7). Academically, there was an emerging freedom of the university instructors through the credit system. As it is explained that NUOL was established by the consolidation of separate HEIs, all the faculties were switched to the credit system for the evaluation of student progress. Each course was worth a specified number of credits and graduation required that students had to pass courses across a set of defined areas that total the required number of credits. Students who failed courses could retake them without having to repeat the full year of coursework. The evaluation of student performance occurred within each course. There was no overall examination at the end of a student's program. This has put new responsibility on individual instructors to make judgments about student performance since NUOL was established. This has resulted in difficulty for some instructors who do not yet understand (or are not yet comfortable with) this system (ADB, 2000: 143-144). In the 1990s, it is found that there were a large number of issues related to institutional governance and management of NUOL needing to be improved including the high percentage of unqualified and under-qualified teachers; low internal and external efficiency; weak linkages between vocational, technical and higher education training and industry and private sector; fluctuation between centralized and decentralized administrative approach without appropriate capacity building preparation; weak management at all levels and shortage of staff with appropriate management skills; irregular and inefficient monitoring, supervision and inspection; lack of legislation, norms, standard and training system for planning and management; poor co-ordination between ministries and different level of education or sub-sector of education; recurrent inappropriate budget for the education sector especially for the maintenance of the building, equipment and also teachers low wage (MOE, 2000).

In relation to changes in legislation of higher education, in 1998 the Decree No 50/PM was formulated and adopted by the university as the university constitution, but the major changes in terms of the stipulation of articles were not found dominant. It was expected to use them as rules and regulations in institutional governance and management. However, in fact it became effective in 2000 (NUOL, 2011: 19). At the same year Decree No 50/PM was replaced by the amended Decree No 87/PM dated 20 June 2000.

6.1.1.3. From 2000-the present

Under amended Decreed No 87/PM on the NUOL in line with the approved Decree No 01/PM on decentralization, a new chapter of modernizing higher education has emerged by witnessing and signing a rebirth of the decentralization impetus in governance and management of the university. Evolution of institutional governance and management of public organizations including higher education institutions has occurred as the result of adaptation of the new policies based on the Decree No 01/PM on decentralization and the amended Decree No 87. The main directives of the government on higher education during this period are as follows:

> "...train the students for all economic sectors; improve the efficiency and the quality of management and teaching activity of higher education in order to move closely to the international standards; develop higher education in the pyramid shape in proportion to

technicians and skill workers; improve access to the higher education sector; link higher education closely to the production and research; promote and establish the cost-sharing, cost recovery and income generating system in order to increase the fund from many sources other than the government budget…" (Boupha, 2007: 89)

As a consequence of Decree No 01/PM and Decree No 87/PM, NUOL has become a strategic-planning unit and been in the process of changing to new environments since then. Thus far, NUOL has been promoted to be a research center of higher education system. In addition, NUOL is recognized as a model university on a trial basis in institutional governance and management of higher education system in the country gaining its domestic prestige, and there has been a growing recognition that the university is a resources power dynamic at play because of society and community impoverished human capital and knowledgeable and skillful people. In fact, NUOL has had special standing position under the general administration of MOES since 1996 (ADB, 2000).

Financial development

Regarding the autonomy of NUOL under the Decree No 87/PM, finance, academics and staffing, research, and international affairs have been counted as autonomous areas. Nevertheless, in reference to different sources of evidence the Ministry has only delegated managerial functions to NUOL. The term "autonomy" is not clearly defined up to a storm in the Decree No 87/PM, but the concept of autonomy has become an impetus to make the university in the shape of more natural look of global higher education. The concept of autonomy has been used more often on the statement of country reports on higher education by administrative officials at MOES. In addition, more benefits derived from the Decree No 87/PM can be seen through the responsibility of the university for its own budget.

The management of the university finance was shifted from MOES to MOF. Some hierarchical procedures of the university finance system were removed. The university finance unit has been determined as a state budget unit. It is the first-level state budget unit taking responsibility to design and set up its own budget-planning based on related rules and regulations of the State Budget Law. At faculty level, there has been a structural change of management of finance as well. The second-level budget unit was established at each faculty under the control of the university. The faculty finance unit is responsible for managing and using faculty finance based on the rules and regulations of the university. The state budget unit of the university is determined to use National Accounting Law and State Budget Law as a guideline for managing the university budget (NUOL, 2007: 9). Since 2000, NOUL has managed its own budget, revenues, and payment under the supervision of University Council and instructions of MOF. Before that it was in close collaboration with the Department of Finance of MOES, and there were many procedures to reach an approval of MOF and the final approval of National Assembly respectively.

The following is an example of the university finance influenced by tightly centralization of the state bureaucracy. It seems as if there had been constraining conditions effecting the efficiency of institutional governance and management of the university affairs. Expressed by a middle management university authority of the university, it is found that:

> "...during the first period from 1996 to 2000, under the control of Financial Department of MOES, all budgets and expense remitted by NUOL were approved by MOES. At the beginning of foundation of the university, there were ten financial units based in each faculty. Later, they were merged into one central unit of finance persisting with the same roles, but equipped with knowledgeable and capable staff in the financial system of the university. Although there was a positive feedback on the management of finance at the university, there were many difficulties in operating financial activities because of the budget insufficiency and too many procedures of finance management system. As we can see, all related documents of finance were submitted to and approved by Department of Finance of MOES before handing in to get the final approval by Ministry of Finance, and then the National Assembly respectively. Under this financial system, the financial management of the university was under pressures. The achievement of academic and technical development of the university was low, and overall governance in finance of the university was weak. The financial activities were undertaken slowly. Salary and compensation were not enough for living condition of all teachers..." (MMUA18-25, Research Unit II).

Additional statement regarding the financial issue is addressed by a Head of Financial-Treasury Division at faculty level that:

> "...the system of the university finance is better than ever before in terms of the good disciplines of payment order and accountability. In the past, there were some problems of internal cooperation among the university leaders. The financial system of the university

was in a state of chaos, so any of university leaders could not know the exact detail of the university budget's annual expenditure. Recently, it can be audited…" (LMUA38-67, Research Unit III).

These are some evidence in respect to financial issues in reference with the condition of the first period of institutional governance under Decree 50/PM. In addition, some characteristics of higher education in the past are seen such as lack of autonomy, weaknesses of centralistic planning system and bureaucratic regulations. These challenges cause university management to devote unnecessary time and effort to resolving trivial issues, leaving management with insufficient time to tackle the main academic tasks of education, research, and community services of higher education (Susanto & Nizam, 2009: 4). Therefore, so far the quality of graduates has been continuously debatable. An example of the quality of higher education, such as it is, is explained by a senior project officer of a selected international organization that:

"…looking at the quality of the university's graduates it is questionable to estimate because NUOL was established under the constraints of insufficient fund, lack of human resources, and reliance on foreign assistance…" (EA8-10, Research Unit I).

In addition, a national authority gives an opinion on the matter that:

"…in comparison with the past from 1996-2003, the quality of graduates from the year 2003 to the present is lower than ever before. The employers are more satisfied with the performance of the graduates of 1996-2003…" (NA1, Research Unit I).

By evidence of my previous study for master degree, some findings are also related, that is, the majority of employers of English graduates from my faculty (Faculty of Letters) stated that English graduates could not perform an assigned task well (Chaphichith, 2009).

Academic development

Since 2000, there has been more in need of human capital as it becomes a crucial factor in the success of national socio-economic developments. In addition, the education policy of MOES had focused on equity, so access to higher education was counted as a factor to improve the equity of higher education. Therefore, NUOL had taken on the measures in providing students with more opportunity to gain access to the university in the equitable manner through quota system, annual entrance examination, and special course entrance examination. Since Special English Course began officially under the new structure of NUOL in 1996 and more special courses were offered by each faculty after the year 2000 up to the academic year 2010-2011.

Since 2000, there had been continuously an increasing number of student enrolments of the university every year. More special courses were offered by each faculty from the year 2000 to the academic year 2010-2011. According to ADB (2000), higher education became the fastest growing parts of the national education system of Laos during the 1990s, this might be because of the impact of the 1986 New Economic Mechanism, demographic change, continuously national economic growth, democratization education of the globe, the advent of knowledge economy, and globalization. Year by year new enrollment in bachelor degree and university

Academic year	Number of registered students		Number of graduating students	
	Total	Female	Total	Female
2000-2001	13,079	5,426	2,157	579
2001-2002	16,613	5,982	2,959	882
2002-2003	18,366	6,215	2,734	651
2003-2004	20,550	7,457	3,090	905
2004-2005	22,624	8,263	3,749	1,036
2005-2006	26,673	9,415	3,981	1,299
2006-2007	28,366	10,215	4,925	1,608
2007-2008	32,332	11,069	5,595	1,813
2008-2009	36,706	12,963	5,849	2,016
2009-2010	40,731	14,537	6,639	2,492
2010-2011	37,504	16,723	6,611	2,404
2011-2012	38,562	12,961	-	-
2012-2013	27,077	11,130	-	-
Total	359,183	132,356	48,289	15,685

Adapted from NUOL (2011), MOES (2012), and NUOL (2014)

Figure 15: *The number of registered students and graduates of NUOL (2000-2013)*

diploma programs had increased by three hundred and fifteen percent, from 6,004 to 12,296. It is also assumed that the fastest growth of university enrollment of student impacted by providing private programs at different faculties of NUOL for society. From the year 2001 to 2010 based on the Figure, the total enrollment was increased nearly multiplied four times over these years (MOE, 2009; NUOL, 2011). The increase of student enrolments for universities has challenged the quality development of NUOL influentially. According to the above figures, obviously it seems as though there were the effects of overall massification of higher education since 2000. For example, they became an impetus to establish three regional universities in the following years of the 2000s in the central, southern, and northern part of the country, made up of totally five public universities in higher education system of Laos, of which four are now under the control of MOES including the NUOL, Champasak University in the south, Souphanouvong University in the north (Luangprabang), and Savannakhet University in the central part, except University of Health Sciences[21] that is under the control of Ministry of Health in the Capital City. At the beginning of the foundation of these regional universities, NUOL provided technical assistance to train administrative and academic staff of the universities. Recently, under the 2001 Decree No 01/PM on decentralization, that is, the province as the strategic unit, the district as the budget-planning unit, and the village as the implementation unit, the government has determined provincial authorities as the delegation of responsibility for the regional provincial universities working closely with MOES. In Laos, there is no any private university. There are only private colleges providing the university-equivalent programs for the society.

It seems clear that up to the academic year 2009-2010, the reform of national education was undertaken. The government has realized the quality of higher education. Before that the equity was always on the agenda of the government. In reality, we can imagine that since 1996 the government scholarship for quota students had been in a small number every year. When there were more special programs offered by each faculty increasingly after 2000, there were also an increasing number of student enrollments. As explained in the previous section that the rest of registered students for special programs were those who failed in their normal entrance examination and weak performance of general education. So that, when a large majority of weak students were inside higher education system in line with lack of qualified instructors and teaching equipment, logically an increasing number of negative effects in connection with massification of higher education would not be surprised. Therefore, the quality of higher education during the academic year 2000 to 2010 had some problems. One of Vice President of NUOL admits that:

21. The University of Health Sciences was a former Faculty of Medical Science of NUOL in the past. Subsequently it became the unique university for health professional training in the country on June 2007.

"...in the past, NUOL had problems with the quality of teaching and learning. Although there was an increase of programs, the quality was questionable. Employers were not satisfied with graduates' performance, and some graduates of NUOL could not find jobs. As a result, currently higher education system has been reformed, in which technical and vocational studies and private sector of higher education will be supported. Universities will reduce the problems by decreasing a number of student enrollments, so academics of the universities have more time to undertake research for social services..." (TMUA12-15, Research Unit II).

In addition, a Head of Academic Affairs at faculty level explains that:

"...in the past regarding academic development, the quality was not a focused issue of higher education, so it needs to reform higher education by removing the social policy in connection with a patronage system in student admission system, as well as reducing the number of student enrollments..." (LMUA36-67, Research Unit III).

Although we cannot have much evidence regarding the quality of higher education, it seems certain that a patronage system of society becomes an influence of the quality of higher education. Therefore, special programs were abolished in academic year 2010-2011. A middle management university authority affirms that:

"...currently NUOL emphasizes the quality of higher education based on the policy of MOES. The special programs were abolished. NUOL will pay more attention to do research. Number of teaching hours for university instructors will be reduced to ensure that the quality of education is in the process..." (MMUA25-25, Research Unit II).

As a consequence of the policy of MOES on the quality of higher education, a number of registered students were decreased in the academic year 2010-2011, from 40,743 to 37,504. Recently, the government has focused on strengthening technical vocational education and training Project supported by ADB in order to develop human resources in the form of a pyramid structure, in which technical and vocational skills would be foundation of socio-economic development.

Steering system

In overall, the university affairs have been undertaken under the marginal patterns of decentralization that the concept of autonomy is an influence, so that institutional governance and management of NUOL has experienced several variations of higher education issues.

However, the image of NUOL has still been spun under higher education system of MOES with the consistent control of DHE bureaucratically and hierarchically in respect to education policy and related legislation, although the concept of autonomy has been realized by important people being in charge of higher education over the past years. Moreover, MOES at a standstill maintains its supervisory and coordinating roles over the university by providing budgetary recommendations (Xaysomphou, 2006). NUOL has solely preserved some degree of autonomy in some areas from central government, on the contrary, in practice there are some contradictions and misconceptions regarding governing roles of administrative bodies of higher education at each level. As responded by a faculty administrator of the university, it is:

> "...the roles of NUOL should be considered important as other institutes such as Political and Administrative Institute and National Science Research Institute. The leaders of these institutes play their equivalent roles to leaders at ministry level, and have political power. On the contrary, NUOL activities are controlled by DHE, MOES. Many areas of NUOL are under decision making of DHE including the university budget. In fact, NUOL should have autonomy and be delegation from the government..." (LMUA27-31, Research Unit II).

This statement has an indication that the university has autonomy of a kind, but it is ambiguous, unclear, and contested. According to Higher Education in Dynamic Asia reported by ADB (2012), freer governance structure of higher education system of Laos seems to lag behind other higher education systems in the region.

Above all, however, when we put the facts into a form of domestic conditions of political and socio-economic movement, it is acceptably understandable that the domestic structure of social and public organizations had been in the period of transition. Suffering a lot of constraints would be a nature of change and that of politics, in which a lot of conflicts between the government and public organizations and among stakeholders of higher education are normal. The rapid change would be a reflection of how the structure is. Therefore, the term "slowly but surely" has become a trending term being used among working, middle, upper middle, and ruling classes who can understand the political and socio-economic position of the context, or it may be a hiding term? Nevertheless, the government has tried to learn from the past, examined the regional and global changes carefully, as well as been in close collaboration with international organizations and neighboring countries through the channel of regional and international official communication and integration.

6.1.2. More insights into operational autonomy of NUOL

6.1.2.1. An impetus to the cause of operational autonomy of NUOL

After the new independence, the patterns of governance and management in higher education system of Laos were influenced by a centralized system. The approach of decentralization had been impacted on the implication of public policy in the 1980s after the marketing economy was introduced. Later, the structural changes in higher education began in 1995. After that, the concept of decentralization became an influence on higher education governance, and it was in effect in the 2000s. From 1980s to the year 2000, the patterns of institutional governance and management of higher education system were underway with a highly centralized system. Decentralization was introduced in the form of deconcentration in public administration of general education sector. On the contrary, the concept of decentralization was interpreted and used as a guideline for public administration reform in some public organizations since 1997, but until 2000 the government promulgated the Prime Minister's Decree No 01/PM on decentralization officially, realizing on the strengthening of provinces into strategic units, districts into planning and budget units and villages into implementing units. Under the Decree, in cooperation with ADB and UNESCO Asia and Pacific Regional Bureau for Education for financial and technical support, the concept of decentralization in education sector had developed its action plans for delegating responsibilities of the planning of primary school to district level. After that, the government adopted the deconcentration process in administering its national programs. The government administration units at provincial and district level were given authority to formulate, plan, and budget for the development of their respective provinces and districts. In addition, MOE had provided an evolving framework in developing education, that is, the Education Strategic Vision 2000-2020. It outlined the educational development priorities of the government under the three pillars supported by a base planning and management program, such as equitable access program, quality program, and relevance program (MOE, 2000: 12). The concept of deconcentration was also adopted at four levels, namely, the central level (the Ministry), provincial level (Provincial Education Service), district level (District Education Bureau), and the school level. The education offices at these levels implement national education policies through planning, programming, projecting, budgeting, directing, and evaluating (SEAMEO INNOTECH, 2012). Based on *The Country Report on School-Based Management in Lao PDR*, paper presented at the 3rd International Forum on

Education Reform: Education Decentralization Revisited: School-based Management 8-11 September 2003, Vice Minister of Education and Sports, Bouapao (2003) stated that there were two fundamental concepts need to be distinguished, such as deconcentration, in which authority is devolved to administrative levels closer to the institutional operations, but administratively under the authority of the central organization; and decentralization, in which authority is devolved to administrative levels closer to the institutional operations administratively, but with a high degree of autonomy in relation to the authority of the central organization. In the process of governance and management in Laos was deconcentration, not decentralization. Authority was devolved to appointed bodies at the central, provincial, and district levels in the overall structure of MOES. The first objective of deconcentration was to strengthen the rights and develop the responsibilities of communities in using their potential and capacity for socio-economic development in the spirit of “self-mastery, self-reliance, and self-strengthening” to decrease dependence on higher levels, and upgrading the capacity of the local and grassroots level in administration and micro-planning and management. The second objective of deconcentration was to provide support for continuous socio-economic development of localities and regions. To do this it was necessary to create economic structures by combining agriculture-forestry, industries and the service sector for expanded production of goods in different regions of the country for internal consumption and export; upgrade the standard of living of the population and gradually alleviating poverty among the population, specifically those living in rural and remote areas; and promote division of labor and coordination between localities and regions. The third objective of deconcentration was to bring Party directives and public policy to organizations at the grassroots level, as well as “bottom-up” planning and budgeting methods and to encourage productive individuals and families to participate actively in the process of preparation and implementation of plans and budgets. The province was designated as the strategic unit for development, and should be capable of supervising and leading management in all areas. The province would prepare long (ten years), medium (five years), and short (one year) socio-economic development plans, including an overall report on the socio-economic development plans and an investment plan. The district was designated as a planning and budgeting unit, and would prepare plans and projects, monitor and evaluate their implementation, and report to the concerned service at the provincial level, and then specify the targets for each sector in terms of production services and socio-cultural activities. State investment, private investment and investment from the community would be taken into account, and a five year and one year plans would be prepared. The village was designated as the basic implementation unit and would prepare a development plan reflecting party policy and resolutions, village guidelines activities and targets to be achieved. Activities would aim at expanding production and services, improving the quality of life, and eradicating poverty. Therefore, education sector deconcentration allocated responsibility as follows:

- the center was responsible for policy authority, national curriculum and standards, supervision and control, post-secondary education, personnel management, and allocation of resources;
- the Provincial Education Services was responsible for strategy development, medium and long term planning, and secondary general and vocational education; The district Education Bureau was responsible for annual planning and budgeting, collection of statistics, pre-primary, primary and non-formal education;
- the schools were responsible for implementations; and
- the Village Education Development Committee and the Pupil-Parent Association were responsible for community support.

Deconcentration in education had been a continuing process, involving the development of a legal and regulatory framework, devolution of roles and functions, and transfers of resources and capacity building, and capacity development of education planning, administration and management. There were major constraints in process and functioning of a deconcentrated education system including organization, planning, education finance, personnel and human resources management, academic management, and facilities and procurement. Issues to be addressed to overcome these constraints including: The regulatory framework, which is still unclear, insufficiently detailed, and inadequately disseminated; capacity building; qualitative development including education, training, and professional experience, and quantitative development, including staff shortages and mismatches; equipment; information, which has deficiencies in availability, accuracy, relevance, and timeliness; coordination vertically (within MOES), and horizontally (between MOES and other central and local government institutions); administrative processes, which are cumbersome, time-consuming, and inadequate; and resources, including shortages of financial and material resources, inappropriate use of available resources both financial and material. Organizational issues included inter-ministerial relations;

vertical and horizontal relations; MOES structure and operations; recruitment and retention of staff; academic management; In-service training and the curriculum; and facilities and procurement.

From the statement above, it is obviously evident that there have been ambiguities and complexities in the process of being an autonomous organization of schools, colleges, and higher education institutions. However, the image of the central authority's role on education has had less control at institutional, provincial, and district levels since 2000. Recently, the concept of deconcentration of education governance was modified as the Three Builds policy. It is the outcome and the resolution of the 9th Party Congress in 2011. It has been in the process of piloting and implementing in many sectors including education. Nevertheless, though public organizations at local level have some degree of power in decision making and performance, it is said that general administrators and the Party organizations at all levels have maintained considerable power over some activities, i.e., senior personnel appointments, and to some extent planning and finance (ADB, 2000: 11).

6.1.2.2. Operational autonomy of NUOL: Benefits and conflicts?

We cannot count all social and political constraints and problems, but significant ones are always counted as a fresh impetus to the cause of better changes. The failure of plans is always a new lesson learned to make a better plan for implementation. The weak content of an act reflects the cause of wrong forces, so it needs to amend it to prevent the ineffective cause of action. Without having doubts about the weaknesses of Decree No 50/PM on the NUOL and its natural barrier to the efficiency of the university governance, it had some comprehensive size of the problem. However, the 2000 Decree No 87/PM had made an end to a tightly-coupled system of the university bureaucracy, and it is counted as the starting point of institutional changes in governance and management of higher education. Later, the 2000 Decree was replaced by the 2009 Decree No 017 again. However, by examining every single detail of what the two decrees stipulated, to great extent there is no much difference between the old and the replaced one in terms of the degree of autonomy in institutional governance of the university. In effect, there is only one emerging occurrence of the specific term "autonomy" in local language stated on the two decrees, the 1998 university constitution, as well as the latest 2010 amended one that is not yet approved. The term "autonomy" is found in use in the Article 18 of the 2000 Decree No

87/PM on Structure Organization and Implementation of the National University of Laos states that:

> "...the National University of Laos consists of an autonomy unit of finance functioning as the State Budget Unit, which has its sources of revenues from the state budget (including loans allocated by the government), university and registration fees..." (NUOL, 2007: 18).

Nevertheless, it is found that there is more often in use of the term for explaining institutional changes in higher education of Laos by several educational administrators at MOES level in the statement of official and unofficial documents of MOES such as annual reports and country reports in international conferences, such as the Country Paper on University Governance in Lao PDR (Boupha, 2008), the report on *The Current Situation of Higher Education in Lao PDR* (Xaysomphou, 2008), part of a book (Xaysomphou, 2006), etc. For example, in addition, according to an unofficial document of Department of Higher Education, MOES on *Planning Reform of Higher Education from 2011-2015 and 2020*, it is stated that in 2000 the Decree No 87/PM granted NUOL autonomy in finance, academic affairs (curriculum development and student admission), administrative and managerial affairs. Specifically, in the period of the reform of higher education from 2015 to 2020, based on the general objectives, it is stated that from 2015 public universities will be granted more autonomy until all universities are able to be self-governed. The current Director General of the Department of Higher Education of MOES, she also states that:

> "...NUOL has substantial institutional autonomy in relation to the academic functions of curriculum/program design and development, selection and admission of students, determination of the criteria and procedures for student progression and staff appointment and promotion, the determination and award of qualifications and the nature and directions of its research activities. In addition the NUOL has also the financial autonomy which could be satisfied to the administrative processes..." (Boupha, 2008: 90).

There is additional evidence of the term stated by her in the following year that:

> "...the university rector and president is the chief executive appointed by the Prime Minister based on the proposal of the Minister of Education and Sports. The rector has the task to implement the government policy and the socio-economic development plan, supervise the overall administration and management of the university. It is to be noted

until now only the National University can have the full autonomy in terms of financing, academic affairs and research, staffing and international cooperation…" (Boupha, 2008).

Furthermore, based on the statement of the book on *the conclusion of organization and implementation of the sixth five-year education and sports development plan (2006-2010) and the seventh five-year education and sports development plan (2011-2015)*, in the section of the seventh five-year education and sports development plan (2011-2015) it is set out that higher education needs to improve institutional governance system of the universities, that is, the autonomy of universities, in which the university council would include thirty percent of members from external communities and business units in 2013. In addition, there would be forty percent of members who are female in 2014 (MOES, 2011: 26). This is an indication that there is a distinct possibility that the NUOL can be granted as an autonomous organization that has more external participation in the near future. In that event it will depend on how the university responds to the perspectives of autonomy granted by the government and MOES. In particular, how the university interprets the concept of autonomy in governance and management of NUOL in the future will be an issue needed to be undertaken deliberately. All in all, surprisingly I cannot see the specific terms of autonomy on *Strategic Plan of National University of Laos 2011-2015.* For example, in Strategic Plan Two: Management and Administration Development, it is stated only that administrators have to be improved in order to support teaching-leaning, research, and academic effectively. The administration and management have to be transparency, fast, certain, and appropriate to new ears. Besides, there are three action plans, such as to improve the organizational structure and cooperation mechanism, to develop and improve regulation systems, and to establish the modern administration (NUOL, 2011: 17-18).

In respect to the prospect of the university performance, an opinion is shared by a national authority at ministerial level that:

> "…in the past the budget of the university was directed by MOES. Later, it was upgraded to be a State Budget Unit under the control of National Treasury (NT) of MOF, so that the university has a legal entity to manage some activities of the budget. However, NUOL still has some difficulties in managing, bargaining, and debating on the issue of budget at the central level/ National Assembly (NA) because the role of NUOL's president stipulated on the constitution is lower to defend and debate for the setting budget. This is an inappropriately hierarchical system of the university budget. The budget should be

managed and approved by MOES because MOES has responsibility for educational budget and plays a role at NA level to defend educational budget. In reality, MOES also expects NUOL to have full autonomy, so NUOL can manage and report its budget, and use the approved budget effectively. However, in line with the progressive development of NUOL, there are some existing problems in managing budget revenues. Even though the approved budget is always lower than the planned budget, collected revenues cannot be used for other technical activities and administrative work without the approval of NA. All collected revenues must be put into the NT of MOF…" (NA4-7, Research Unit I).

Based on the amended Decrees and the University Constitution in regard with relevance and management, there has been an emerging concept of autonomy in higher education that NUOL was given autonomy of some areas, such as the academic and administrative autonomy of finance, teaching and learning activities, research, and internal and external cooperation (NUOL, 2007)[22]. This is a starting period of changes in governance of higher education system in line with the strengthening of decentralization for public administration of the government. MOES has delegated managerial functions to NUOL (Boupha, 2008). NUOL has been used as a governance model of public institutions for higher education system so far. However, it seems as if the granted autonomy has been in the condition of a small dose of power and the freedom of choices of a kind in some areas to operate the NUOL affairs under the new policy of the 2001 decentralization. Things have been changed continuously in institutional governance and management of higher education.

From lessons of the first period learned, the policy of finance management system of university has been changed. The State Budget Unit of NUOL has become more independent, and receives less control from the government. Under the starting period of operational autonomy of NUOL, it has gained more benefits from the state budget, loans, grants, and academic services (training, research, tuition fees, and so on). Since then, the university has gained more power and more self-reliance. In addition, the university has also delegated responsibilities in operation of its internal finance unit at faculty level, functioning as the second level of the financial management system. Therefore, financial units at faculty level can as well

22. This is a book published by NUOL in Lao language. It is the collection legislations, laws, decrees, rules, regulation and orders regarding the activities of NUOL.

receive some benefits from incomes of academic services, register fees, and other services. Explained by a Director of an administrative office:

> "...in the second period of NUOL from 2001 to now, the financial management system has been changed. The level of autonomy in financial system of NUOL is better. Many financial activities of NUOL are not controlled by MOE, and annual budget has been directly cooperated with Ministry of Finance..." (MMUA18-25, Research Unit II).

And, they can spend some budget directly for the urgent needs of the faculties, and then report to the University Council and MOES respectively. However, based on the operation of finance management at faculty level it is found that there is emerging credibility gab. Stated by a national authority, it is:

> "...there is mounting evidence that based on the 2000 Decree, the university enjoys its autonomy in finance to manage the budget, report its budget execution, and work closely with MOF. However, the university has low transparency and lack of effectiveness in budget management. Some faculties keep collected revenues and do not remit them to the state budget. The report of budget expenditures had improper and inappropriate figures without some facts. Financial sector development of the university is not enhanced and in good management. Some finance staff of the university, who had been trained and upgraded abroad, changed a new job upon their return. In addition, experienced staffs were retired. In fact, the university could have full autonomy in finance. On the contrary, when the autonomy is granted, the university has more problems in finance management..." (NA1, Research Unit I).

This indicates to me that the image of an autonomous organization of higher education has been dominated by the central government and on a trial basis at institutional level in line with changes in institutional governance and management of local, regional, and global higher education. Therefore, to gain an entity of full independence for the university, it is dependent on what the university is trying to do, how the term "autonomy" is interpreted, and how the education policy of the government and the Party is defined and implemented by the university. All of these circumstances can be a significant statement of further study.

On the contrary, regarding the achievement of graduates during the maturation of higher education, it is admitted that graduates' performance at workplace is not satisfied. Explained by one educational leader at national level, it is evident that:

"...the quality of graduates' performance is questionable. The achievement of the graduates of special courses is admitted to be failed in practice. The courses have had an increasing number of students and budget revenues in the university sharply, but the increasing number of students creates a big problem on pupil-teacher ratio. Teaching staff has had heavy workloads and no enough time to prepare teaching lessons and do related research topics. This is the weakness of higher education management. It is estimated that a lot of other graduates are not well trained. So in effect it is necessary for higher education to improve the current curriculum and develop new teaching and learning methods..." (NA2, Research Unit II).

In conclusion, the pattern of changes in higher education governance and the role of higher education institutions in Laos are different from those of other nations. Although higher education system is essentially developed under the trend of regional and global higher education governance, the central policy of higher education is based on the resolutions of the Party Congress. The principles of local ideology and politics are a primary political concept to claim legitimacy and control of the government and the Party. The Party system has a high privileged decision-making body at all segments of public organizations and higher education system. It is described as the major policy-making body in the country playing an important role over the educational planning process of the nation (ADB, 2000). This is the nature of domestic politics, micropolitics activities, and social ideology, in which it is stable and embedded in higher education system and other sectors of public governance. In higher education, MOES is an agency of the government playing an important role to constitute the link to the state bureaucracy and the center of power and control. Based on the National Constitution and Education Law, there are rules and regulations set out by related organizations for higher education governance at different levels, but the key decision-making power of institutions with regard to funding mechanisms, research, academic autonomy, and international cooperation still stays within the competence and principles of the governmental agencies such as MOES, MOF, MOFA, MOPI, etc. In accordance with the central authorities, this is an example expressed by an administrator at the faculty level in Research Unit III:

"...the faculty is requested to open master programs in other educational institutes in different parts of Laos, such as Teacher Training College in Pakse, Savannakhet, and Luangprabang. However, only in Luangprabang it is approved. This is the beginning of being self-reliant for development and improvement of teaching training. If the faculty relies on others, it cannot do anything by its own efforts. Overall development is the responsibility to the policy of the Party..." (MMUA28-31, Research Unit III).

The essence of the statement above implies that the central authorities and the Party have a major role in decision-making on various issues of education governance, that is, those of higher education governance. In addition, it seems clear that though higher education of Laos has been pursued by polices designed to integrate the concepts of national economy, the reform of local politics, and social structure with the delegation of responsibility and autonomy for public administration, as many other countries do, domestic performance of higher education is dominated by the concept of organizational bureaucracy. Decision-making on major issues of higher education are reached by the central authorities and the organizational agencies of the government. More evidence is stated by a Deputy Director at ministry level that:

"...according to the statement of the current Minister of Education and Sports, graduates are required to write theses to fulfill the requirements of degrees. From the academic year 2011-2012, the policy of higher education has focused on improving the quality. A small number of new university enrolments will be admitted. The policy aims at deducing the workloads of teaching staff, so they have time to do research and prepare teaching lessons and lectures...,

...this year the NUOL expects to accept 10,000 students for the new semester, but 7,000 students are permitted....,

...in addition, NUOL is designed to be a model university for public and private higher educational institutions, a center for research, and a core institute for e-learning connecting with MOES. To achieve the effective output, it is necessary for NUOL to focus on the policies of the government..., and

...regarding the autonomy, NUOL should not allow to have full autonomy. We expect NUOL to have self-management with less control by the government as many other countries do because the practice of freedom in a public university is not applicable in our context. In fact, MOES does not desire to engage in the university management system. However, without the MOES's involvement the system brings more problems, and MOES always take responsibility to deal with problems and defend the NUOL against the problems..." (NA2, Research Unit I)

According to what has been said, it seems as if the image of the NUOL can be seen as four faces of a bureaucratic, collegial, political, and anarchical organization. This is truly the nature of higher education as regards complexity, ambiguities, and fluid participation of governance. Therefore, the search for specific changes could be a further study.

6.1.3. Institutional power and conflicts: Political and anarchical university

6.1.3.1. Micropolitics affairs of the university

According to the latest Congress, the 9th Party Congress, it was officially opened on March 2011. Eleven members of the Political Bureau (*politburo*) including Minister of Education and Sports were chosen by the Central Committee, representing the highest organ of the Party. In addition, sixty-one members of the Central Committee were elected from a total of Sixty-nine candidates and voted for by five hundred and seventy-six delegates, representing more than 191,700 Party members nationwide. Historically, both Minister of Education and Sports and the President of National University of Laos were elected as the Central Committed members of the Party (Vientiane Times, 2011, March 23). Since NUOL was established, it has become a center of political education to train its member staff and students to adhere to the principles and political ideology of the Party. In 2011, it was the first time in history of higher education that the leader of higher education institution was elected as a member of the Central Committee of the Party, although there seems to have a symbiosis of state, party, and educational institutions playing a role in the political system (Soukamneuth, 2006: 19). It is a political phenomenon of higher education, although the public policy and resolutions of the Party have been used as directives and guidelines in setting up its development plans and institutional strategies. Based on the report on the activities of NUOL for the last fifteen years 1996-2011, it is stated that the university has been permitted to hold its Party branch formed and exercising under its organization structure which is also in line with the central body. Currently, NUOL has twelve-faculty-party based units and sixty-six fragmented groups. The Party members are also actively engaged and participated in the tasks and duties implemented by the university. Meanwhile, the three mass organizations, which are parts of the Party structure, are to work and serve as secretariat to the movement of the university Party (NUOL, 2011: 20). In fact, all university staff are determined as civil servants, such as teachers, lecturers, academics, etc, and most members of the Party are government officials, as well as some qualified students. Party membership promotes upward mobility and career advancement within the government bureaucracy in order to improve the quality of the public administration. Almost all officials in positions of authority are members of the LPRP (Bertelsmann Stiftung, 2012: 7-8). The Party actively encourages educated civil servants and the interest groups to join the party as a way to advance their careers. To be a full membership, for example, in the Department of English, Faculty of Letters, the candidate to membership is invited by any senior member of the Party, and the process takes about two years or more to be qualified as a full membership. Initially, there is an invitation period or the period of ideological-political training taking at least one year or more depending on the behavior of the trainee, then approved to be a reserved member for one or more years again before she/he is approved as a full membership. The process is formed and executed in all public organizations and all levels of education sector. This is how each ministry has formed a parallel party structure and regulated party policies as for its governance. This is typically political practice of fusing the Party and the governance or the government, in which it sometimes produces internal and external controversy, particularly in the line of authorities in higher education system. According the 1993 Decree[23] No 61/PM on Organization of MOES (MOE in the past), it is set out as the government's central organization being composed mainly of a secretariat role functioning for the Central Committee[24] and the government in educational matters on planning and determining policy, as well as supervising, leading, and implementing and controlling the educational tasks nationwide. At present, the 1993 Decree of MOE has been replaced by the amended one, Decree No 283/PM, dated 7 September 2011 and some articles of the Decree are modified. The point is that there is no direct statement as regards the Party's role, but rather that the education policy on higher education is underpinned by and based on the policy and resolutions of the Party Congress as usual. Education bureaucracy has been still highly centralized. Policy regarding funding, staffing, curricula, and norms are centrally determined and administered. As seen in the Article 2 of the amended Decree, it is stipulated that MOES is a central organization of the government. Its roles and responsibilities for national education and sports are defined. However, there is no much pervasiveness of change in comparison with the previous essence of the

23. The Decree on Organization of Ministry of Education, No 61, 1993 amended and replaced in the 1st April 2008, then in the 7th September 2011.

24. Central Committee elected by the party congress, the CC is the supreme governing body of the LPRP and serves until the next Congress. The CC nominally elects the Political Bureau, though its composition has always previously been determined by the party hierarchy. It also elects the party secretariat, which was abolished at the 5th Party Congress in March 1991, only to be reinstated in 2006. The CC has a permanent office and staff, as well as several subcommittees whose members it appoints and are answerable to it, including the Organization, Ideology, and Propaganda Committees and the administration of the Party Ideological School and Inspection and Control Committees. Other committees deal with United Front work, defense and security, foreign affairs, and economic matters. For membership of the CC elected at the Second Party Congress in 1972 (Stuart-Fax, 2008).

Ministry's image. The ideological-political concept of the Party has consistently remained influential and recognized as the conceptual element of public administration for schools, colleges, higher education institutions, other state organizations, and social order of the government. In fact, all administrative principles of public organizations are guided by directives, policies, and the resolutions of the Party Congress base on enacted laws and the 1991 National Constitution. For example, in the statement of the strategic plan of National University of Laos 2011-2015, it is explained that reference to the resolution of the 9th Party Congress and educational development plan of MOES in order to develop the NUOL as a higher education institution with high capacities in human resources development, and in responding the national socio-economic development approaching to the regional and international standards, the university has defined its functions, vision, and strategic plan (NUOLb, 2011: 13). Addressed by a local administrative staff of the university at faculty level on the role of the Party, it is:

> "...under the leadership of the Party and the President of NUOL, who was elected as the Party Central Committee, there will be a positive direction regarding the university development. In addition, academic activities will be improved by the new policy[25] of the government (MOES), in which the number of students will be reduced. Teachers will have less teaching hours, so that they will have more time to focus on conducting their academic research..." (LMUA32-67, Research Unit III).

This statement reflects changes in higher education governance in connection with the central policy that can be seen with respect to the importance and the domination of political perspectives and that of research in governance of higher education system.

6.1.3.2. More conflicts?

However, the view would impact on governance in higher education institutions in both positive and negative ways. For instance, based on the innovation of research in higher education, as academic staff of the university they must gain more time for reading more books, writing more articles, and doing more scientific researches to improve their professionalism and dynamism in an increasing casual world of social knowledge and academic expertise. Additional evidence is expressed by a national authority, that is:

25. Regarding the new policy of reducing the number of university enrollment, on the contrary, it is questionable whether this policy can be achieved because the reduction of the number of students would affect the usual income of NUOL and that of all teaching staff. If the Government cannot cover their usual income, while the living condition is very expensive, this policy would lead to its shortcoming like any organizational system.

"...according to the statement of MOES graduates are required to write theses to fulfill the requirement of their degree completion. From the academic Year 2011-2012, the policy of higher education has focused on improving the quality, in which the small number of new enrolment would be admitted. This policy is aiming at reducing heavy workloads of the universities academics, so that they have more time to conduct research and prepare teaching lessons and lectures..."

In addition, it is added that that:

"...in fact the academic year 2011-2012, NUOL expected to accept 10,000 students for the new semester, but only 7,000 students were approved. The rest of high school graduates and others had another choice to go to public and private HEIs and vocational and tertiary schools..." (NA2, Research Unit I).

It is likely that the policy is now affecting all segments of higher education governance. An attitude toward the policy is shared by one of national authorities that:

"...to improve the quality of education, it is necessary to upgrade living condition of teaching staffs. The base salary of teaching professionals should be increased, and the Government should invest more on teacher education. In addition, in line with socio-economic development, human resources development should be prioritized as a key factor for development goals. ...", and

"...currently, NUOL is having low collection of budget revenues because the new policy of the government, reducing the number of admitted students and abolishing special courses. For the replacement, the government will allocate about twenty percent of government scholarship to students, while eighty percent of students will be self-supported..." (NA4-7, Research Unit I)

This policy is an example that may create positive and negative aspects. Moreover, the teachers' salaries as academics and staff of the university are based on the established civil service salary scale. For many years, the salaries have been considered very low including salaries of teachers at general education level. In connection with teachers' salaries, Gannicott & Tibi (2009: 31) express that it has been a long road back for teachers' salaries in Laos. Prior to the crash of 1997-1998 teachers at all levels could not be described as well paid but nor were they badly off relative to GDP per head. Moreover, the issue of delays in the payment of teachers' salaries at all levels including those of higher education institutions over the country have been a long history, and it could not be solved until the present moment. Benveniste, Marshall, & Santibañez (2007: 70) address in consequence of this regard of teachers' low salaries at general education level that given low teacher salary levels and delays in payment and the fact most teachers report that wages are not sufficient to cover living expenses, and it is not surprising that many teachers take on additional jobs to supplement their incomes. Most teachers with multiple jobs report they have to work two or more jobs to reach their goals to survive. Although much of the extra work is in agriculture, most school teachers reporting additional jobs are found in urban areas. These facts are actually seen even at the university level at the moment. As a consequence of low salaries with a constraining condition of rising cost of living, the university academics have to occupy many hours a day for teaching to earn their incomes. In fact, before the new policy was set, the majority of university academics could earn a living by teaching private courses of the university offered as special courses in the afternoon and evening sessions. As a result, the new policy on improving the quality of higher education is likely to be presenting liberals and academics of higher education institutions with a dilemma, and also the scheme of its action is not clear in action. This is an expression given by a head of academic affairs at faculty level that:

> "...based on the new policy it is good, if it can be brought into play. However, we do not know how much it is effective in the process of implementation. It is believed that if the leadership at each level can provide university academics with various projects, make academic activities on the right track, and the living condition of academics better, it would not have been a hindrance. The quality of higher education will be improved based on the principles of quality assurance..." (LMUA34-67, Research Unit III).

However, as mentioned earlier the national budget has had signs of turbulence for the last several years.

Additional tension is that as the President of NUOL was elected as a member of the Central Committee playing higher roles than the Director of Department of Higher Education (DHE), MOES, in which DHE is responsible for the universities. Recently, there seems to have a new controversial issue of higher education system. Obviously, it is stated by a national authority that:

> "...in university governance and management, there is a controversial issue regarding the role of the NUOL's President and the Director of DHE, MOES. Politically, in the 9th Party

Congress, the President, who was elected as a member of Central Party Committee on March 2011, has a higher role than the Director of DHE. However, according to the principles of management on the constitution of NUOL, NUOL is under the responsibility of DHE. Thus, decision making is still under the control of DHE in a manner…" (NA2-7, Research Unit I).

In respect to this issue, a Vice-Director at institution level expresses that:

"…the rank of president of NUOL as a central committee is higher than the head of the Department of Higher Education (DHE). This is complicated. In fact, DHE is lack of qualified people on academic affairs comparing to NUOL, while NUOL is monitored by DHE. Regarding the power and hierarchy, it is applicable, but not for academic aspects. This is a constraining issue in the development of the NUOL" (MMUA20-25, Research Unit II).

Whereas, one of national authorities explains that:

"…cooperation between the NUOL and the MOES under the control of Higher Education Department (HED) still has some problems. It is difficult to understand how they are coordinated. NUOL cannot determine its rights and duties as an implementation unit. As seen, the role of the NUOL's President based on hierarchical organization structure is equivalent to that of the Deputy-Minister of Education and Sports, higher than Director of DHE who is in charge of the NUOL. This circumstance is taken into account as a hindrance in working together between the two or the President and the Director. Although the constitution of the university has clearly stipulated that the university is under the authority of DHE, NUOL has performed its tasks independently. In the principles of management, it is necessary for the NUOL to understand the different concepts on roles, rights, and the difference between administrative and technical concepts whether they are in the category of macro or micro activities…" (NA5-7, Research Unit).

This is an indication that there is still a very complex social structure of higher education and political hierarchical structure of higher education. In reality, based on the university constitution, it is also found that the President of NUOL has an equivalent tenure of the Vice-Minister of Education and Sports. Further example in reference to a controversial issue of higher education governance is that the normal entrance examination in the academic year 2010-2011 was undertaken by DHE, MOES. Subsequently, there were many questions needed to be answered by MOES. Thus, in the later year, the university brought the entrance examination affairs back into the system. One head of academic affairs at faculty level expresses that:

> "…the coordination between NUOL and DHE was having some problems in the past years. The registered students could take the courses they chose. Some students did not register because of the lateness of official approval for the result of the entrance examination. This shows that the NUOL was completely reliant on DHE regarding the university admission/ acceptance…" (LMUA36-67, Research Unit III).

Therefore, there had been many emerging problems challenging higher education governance for the past few academic years, although NUOL has been granted autonomy in some areas since 2000s, including the academic affairs. In reality, the problems of the university can be solved by the advantage of the flexibility and responsiveness.

However, despite the attempt of the government to reform higher education in the country by using NUOL as a model of being an autonomous university over one decade and a half, some evidence indicates that governance in higher education of the university is now experiencing a dilemma in balancing institutional freedom and government control. In respect to this, it is stated by one of the top university leaders that:

> "…we expect young generation to understand the overall changes in institutional governance and management system in each period. From now, we have to accept changes and open our mind in order to develop the university better, although there are a lot of difficulties. Even if NUOL is not an autonomous organization, we have to respect the central principles in order to avoid conflicts (TMUA12-15, Research Unit II).

In conclusion, it seems like autonomy in higher education system of Laos was already born. However, recently it has been growing constrainedly. If the university is governed to retrain the dignity by academics asserting a degree of autonomy in bureaucracy professionals in their relations with the central government, a tension thus exists between the decentralized institutional administration and centralized government ministries. However, the image of NUOL would be in the shape of an organization that has more autonomy, more diversification, and more internalization. In this regard, more searches are needed to be undertaken in order to find out ways to solve emerging and remaining problems.

6.2. Insights into institutional governance and management of NUOL

Previously, there have been several ambiguities being explored and different angles being analyzed and interpreted in changes in higher education governance and management of Laos. This section is to explore and search for more evidence of the recent changes in institutional governance and management of NUOL in regard to administrative, financial, academic, and cooperative affairs. More insightful images and status of the university will be described and interpreted through giving examples based on the four domains of university affairs at institution and subunit level. The sources of evidence are reliant on documentary sources of public policies, governmental decrees, official documents, and the empirical data of interviews. Theoretical perspectives of bureaucracy, collegiality, politics, and organized anarchy are combined and used as the guidelines for data analysis and interpretation of the section.

6.2.1. The images of the NUOL: Historical and recent perspectives

According to the report of the tenth anniversary of NUOL 1996-2006 and the implementation of the university development plan 2006-2011, the university has significantly experienced several circumstances and changes in organizational and administrative structure, massification, academic and curriculum development. In line with socio-economic transition, social needs, and national education reform, NUOL has continued augmenting its structure with regard to premises, faculties, centers, offices, schools, and a range of programs. Recently, NUOL has eleven faculties, two institutes, five centers (some under the control of faculties), ten administrative offices, a campus hospital, and a secondary school of talented and ethnic minorities.

6.2.1.1. University profile and governance

The amended Decree No 071/PM sets out the terms and structure of NUOL by consisting of a governing body that comprises mainly of university council (UC) and commissions of administrative and academic affairs. The UC is chaired by an external government official who has high qualification of education holding a high-ranking position at a public organization exterior to the NUOL and MOES. UC also has the vice chair who is the president of the university and a committee who are selected from different parts and sub-units of the university and other sectors. The chair, vice chair, and committee are all appointed and dismissed from the position by Prime

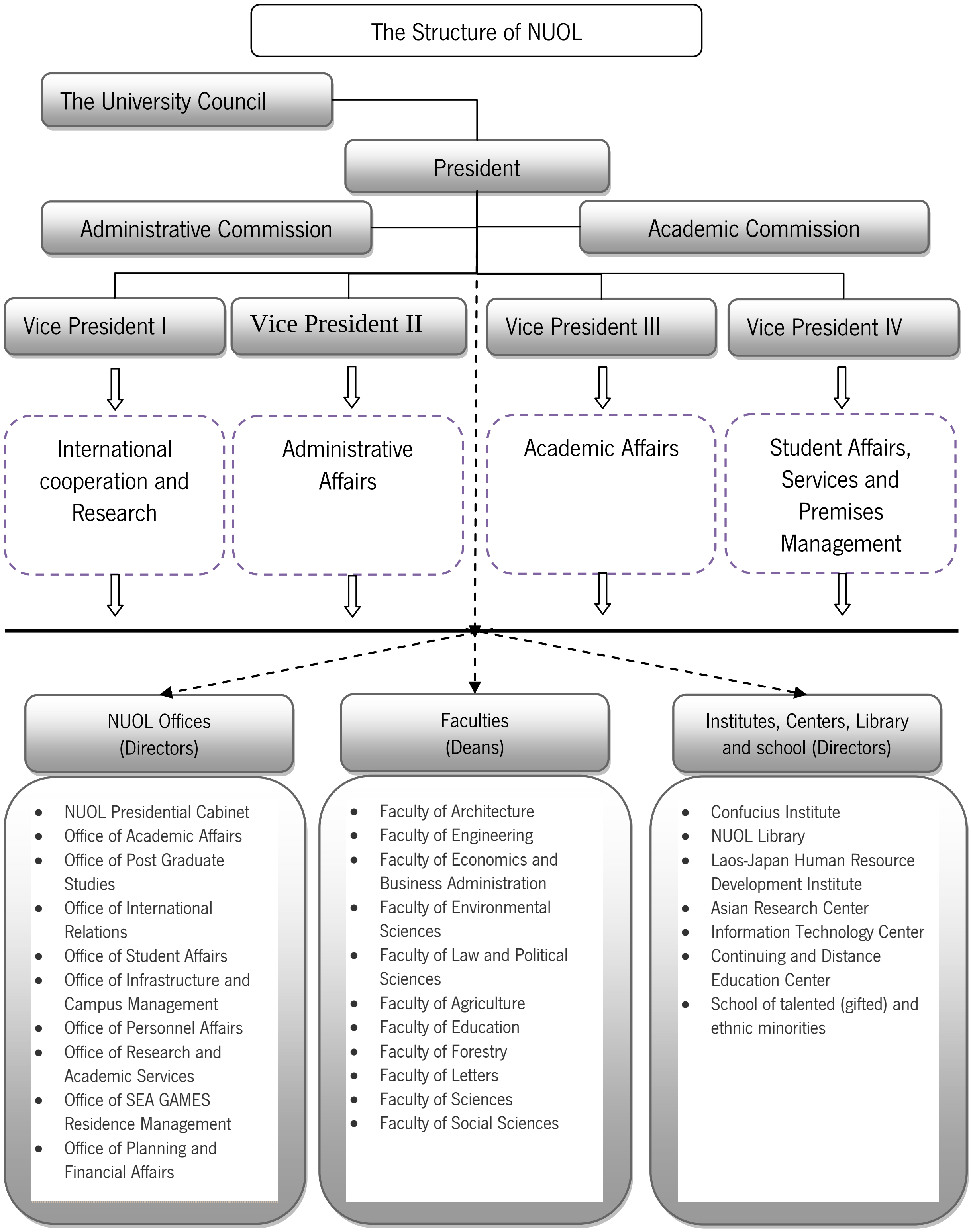


Figure 16: *The current structure of NUOL*

Minister based on the proposal of the Minister of Education and Sports. The committee members of UC include:

- vice presidents of the university, among those the vice president who is in charge of academic affairs is assigned as the secretariat of UC;

- five selected committee members derived from those who are appointed deans of university faculties, directors of colleges and institutes, heads of the university's presidential offices, directors of centers or heads of equivalent centers;
- five selected committee members derived from the permanent university teachers and staff;
- ten representatives of socio-economic and cultural sector;
- and one representative of mass organizations of the university, such as Trade Union, Youth Union, and Women Union.

For the commission of administrative affairs, it has the president of the university as the chair, taking in charge of organizing and implementing the directives and policy of the party and government, being accountable to and directly reporting to Minister of Education and Sports in respect of success, strengthens, and weaknesses of governance and management of the university. The commission also has the vice president of administrative affairs as the vice chair. Other vice presidents, deans, directors of presidential offices, institutes, college, library, center, and heads of equivalent organizations, are regarded as the committee of the commission (Article 7, Decree No 071/PM). For the commission of academic affairs, it has the president of the university as the chair, the vice president for academic affairs as the vice chair, and others as the committee. The committee includes deans of faculties; directors of institutes and college; heads of academic, research, and post graduate offices; directors of library and centers; heads of equivalent organizations, and one representative of teaching staff of each section (faculty, offices, institutes, college, and centers) selected by the permanent teaching and administrative staff of the section.

The university is hierarchically structured. The highest position is the president as the chief executive head of the university. In addition, it has some vice presidents taking in charge of university affairs assigned by the president. The president and the vice presidents are appointed by Prime Minister. Besides, the university has deans and vice deans; heads and vice heads of departments/divisions; directors and vice directors of offices; directors of college, library, institutes, centers, and school. All administrative and academic staff/teachers of the university are stipulated as government officials or civil servants. By comparison with the previous two decrees of NUOL (Decree No 50/PM and Decree No 87/PM), of the appointment of deans, it is not set out in the Decree No 071/PM. However, it is found out that deans are still appointed by Prime Minister. In addition, of the duration of term an additional year is set out from a four-year term to a five-year term. This means that each appointed administrator of the university has a five-year term of the position. More significantly, the latest Decree No 071/PM still states that appointed administrative staff of NUOL can enjoy their five-year term continually based on the appropriateness of reselection and reappointment. With relation to the requirement of higher-ranking positions in leadership of NUOL, Article 10 of the Decree No 071/PM sets out that the chair of UC must have good behavior, appropriate educational qualification, and have a minimum of ten years of work experience at a public organization. For the president of the university, apart from having good behavior, she/he must have the adequateness of educational qualification with the more than ten years of teaching and experience of administrative work at a university or an educational institution. Of the vice presidents of the university and dean faculty, they are required to have good behavior, appropriate qualification of education with a minimum of seven years in teaching and administrative experience, or more than five years of administrative work experience at a university or a higher education institution. Nevertheless, it is evident that in the process of university post promotion there is a certain level of discrimination in terms of use of personal connections as a tool to reach the top posts of university administrators. In the sense of political culture and practices, in addition, it is indicated that university administrators must have good communication with the senior officials of the university and the ministry to gain their political support within the university (ADB, 2012). In fact, at the university level, there are no regulations to limit the nonlinear appointment of the president of NUOL or faculty dean. Nevertheless, traditionally, the potential president has to pass linear positions such as dean of faculty or director of presidential office. According to ADB's (2012: 47) statement, it is evident that:

> "...similar to other countries, work experience, knowledge, and capacity remain the key criteria and characteristics in the process of university post promotion. Nonetheless, there is a certain level of discrimination in terms of use of personal connections as a tool to reach the top posts of university administrators in Cambodia and Lao PDR. In the sense of political culture and practices, HEI administrators from Cambodia, Lao PDR, and Viet Nam indicated that they must have good communication with the senior officials of the university and the ministry to gain their political support...."

Based on the Agreement of the Minister of Education and Sports on Types of Administrative Positions of Education (No 19/MOES, DP 09) dated 12 January 2009, the president of the university has a right to appoint the vice-heads of offices, vice directors of centers, equivalent and lower positions. Higher positions are appointed by Minster of Education and Sports; such as heads and vice heads of presidential offices; vice deans; heads and vice heads of specialized departments; director and vice directors of college, institutes, central library, and centers. The appointment of these positions is proposed by the Personnel Department of MOES through the agreement of the president of NUOL.

According to the Figure 16 above, it presents the current structure of NUOL. Lines of authorities are formed through a top-down approach (Chapter IX, Article 25 of Decree No 071/PM). The chain of command within the university confers the power to order subordinates to perform the university affairs within the stipulation of the Decree No 071/PM. The members of administrative and academic commissions discuss and share ideas to set up development plans of the university. The majority vote of members on issues is taken for the considerations by top authorities of the university such as the university council and university commissions. The decision-making process at each faculty level is also made through the same procedures of majority vote of all permanent staff at the faculty.

In the Decree, although the scope of autonomy of the university is not clearly defined, it is explained through the rights and responsibilities of the university, duties of the president, and the activities of the university. For example, with regard to the rights and responsibilities of the university, the university has rights and duties as follows:

- to study and propose strategic development plans of the university to the government,
- to generate revenues through providing academic and technical services based on rules and regulations of national laws,
- to use budget allocated the government and funds derived from other sources based on rules and regulations of laws,
- to recruit, replace, appoint, and move the university staff based on rights and duties of the university,
- to protect and manage the property rights of the university,
- and to cooperate with public organizations, international higher education institutions and research institutes, and to sign concerned legal documents.

Besides, there are rights and duties of the university based on those of the president of the university including:

- to take the directives of the party and national socio-economic development plans as the university development plans in order to achieve the university's vision and stipulated tasks,
- to govern the university affairs based on the policy of the party and rules of laws,
- to manage, direct, and find resources from national and international sources in order to support the procedures of the university affairs,
- and to report the result of the university's performance to Minister of Education and Sports and the government.

Additionally, the president of the university has the right to:

- be a representative of the university to undertake the university affairs nationally and internationally based on tasks assigned by MOES and the government,
- to manage personnel and students of the university and propose the new recruitment based on the need of tasks,
- to divide and manage the budget, sources of revenues, equipment, buildings, locations under the control of the president in performing the university affairs,
- to study, consider, and propose the approved promotion, appreciation, removal of position or move or to discipline the university staff based on the order of the government management,
- to cooperate, sign, and implement the mutual contracts and exchange on academic affairs with international education institutions and international non-government organizations through the approval of Ministry of Foreign Affairs,
- to approve the short-term training of one-year duration for the university staff and students in training overseas based on the order of the government,
- and to undertake other rights assigned by Minister of Education and Sports and the government.

All in all, at institutional level the final decision maker on discussed issues of the university is the president. In this regard, the president and vice-presidents of NUOL and the Director of Academic Affairs also affirmed that the top decision maker of the university is the president. For example, stated by a top management authority**:**

"...the top decision maker of NUOL is the president through the process of collegiality. NUOL also has university council, but the role of university council is not much important in the decision making level..." (TMUA11-15, Research Unit II),

By another one, it is stated that:

"...top decision maker of NUOL is the president..." (TMUA13-15, Research Unit II)

By one Director of a university office:

"...the highest authority for decision making is the president of NUOL...." (MMUA24-25, Research Unit II)

By one of top management university authorities:

"...the president of NUOL plays the roles on decision making..." (TMUA15-15; Research Unit I).

Although the procedures of collegiality are embedded in the governance system of the university, the final considerations are reliant on the final decision of the top authority of the university. This means that collegiality is based on information and consultation but not on decision-making.

In 2011, it was the first time in the history of higher education of Laos that the president of NUOL was elected as a member Central Committee of the Party. It created an additional chapter of higher education in the country. It can be accepted that since 2011 there has been a parallel development of political ideology and academic affairs, and there are sometimes some overlaps between the activities of political and academic affairs of the university. According the structure of the party in public organizations, the appointed president of the university is always considered as the committee party of the university and that of MOES. Therefore, once the president was selected as the Central Committee of the Party and as the top authority of the hierarchical organization of the university, certainly the president has to be in charge of more responsibilities. In this regard, referring to the current situation and based on the statement of Manning (2013: 117), in order to achieve the goals of the university it would create more difficulties when one proceeds up the chain of command because of increasingly complex work, larger numbers of workers, and tasks for which the results are more elusive. As a consequence, the university seems to have more forces and processes that produce both negative and positive changes inside the university campus. This is the share of a faculty dean's opinion:

"...NUOL has good governance and management system because MOES has a macro unit working on higher education. This is the strength of governance and management of NUOL. The party committees of MOES also include the leaders of NUOL. Therefore, if the macro part has a new idea for the development of NUOL, NUOL will receive it directly. However, there is too much control of the macro part. For example, in the last year of the organizing the entrance examination for university students, Department of Higher Education (DHE) of MOES took in charge of this. DHE used its system. In consequence, the system of university's performance was late. The result of the entrance examination was late, as well as the transparency was questionable. In fact, this would be better to be the university's task..." (MMUA30-31, Research Unit III)

Based on this statement above, there have been several issues affecting institutional governance and management of NUOL. The indication includes the strengths and weakness respecting the presidency activities, although the NUOL has provided some delegation since the beginning of the 2000s. These are the ambiguities of NUOL. To be a self-reliant organization, the university needs a slight improvement to have fundamental principles that the redevelopment of bureaucratic professionals is intentionally taken as the major policy of higher education in the future.

6.2.1.2. The profile of faculties and institutes

At faculty (sub-unit) level, there is also a parallel structure of organization that the executives of the organizations are deans, directors, and heads playing their role as top decision makers based on the university's rules and regulations and points of agreement on the organization and implementation of faculties, institutions, centers, and school. Their decision is approved by the President of NUOL. For example, the structure of Faculty of Letters (FOL) is set up by the Faculty Council and submitted to the President of NUOL for other considerations. After that, it is proposed by the President of NUOL to MOES, and approved by Minister of Education and Sports. Other administrative offices, faculties, and institutes under the same level also are shaped in the same form and structure. The faculty, FOL comprises mainly of faculty council, administrative and academic boards, in which they are appointed by the president of NUOL. The members of the body include the dean and vice-deans, heads of faculty divisions and departments, and representatives of mass organizations embedded in the faculty. In respect to the appointment of administrative positions, dean is appointed by Prime Minister taking in charge of:

- creating short-term and long-term policies and plans,
- recruiting faculty personnel;

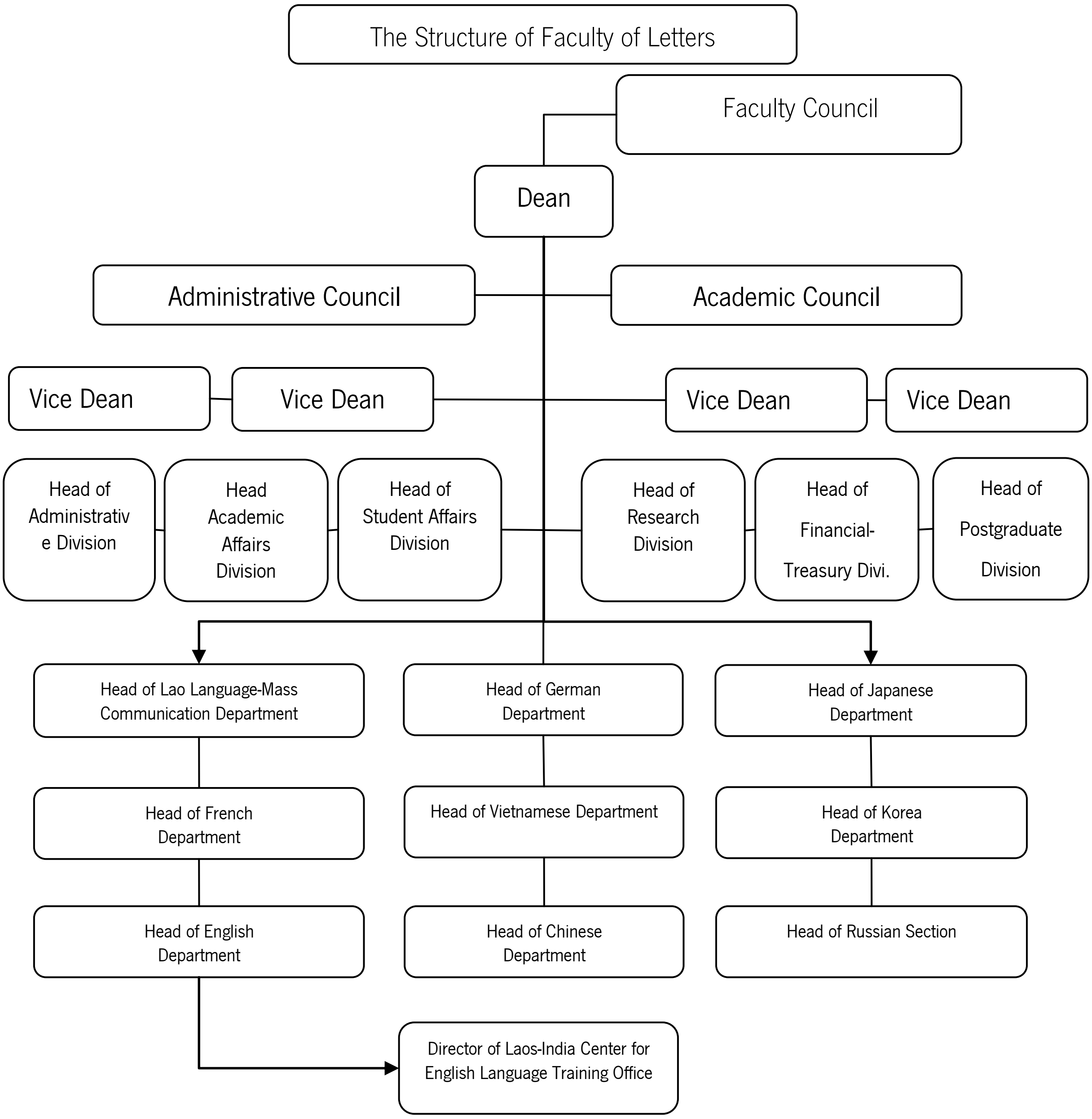


Figure 17: *Organizational structure at sub unit level: Faculty of Letters*

- setting out planning budget through a collegial system of Faculty Council;
- and proposing them to the President of NUOL;
- governing and managing academic policies of the university;
- implementing teaching and learning strategic plans, research innovations, academic governance of the university under the faculty;
- undertaking financing and raising funding resources internally and internationally to

support the development of the faculty and NUOL;

- reporting the faculty affairs to the President;
- and taking other tasks assigned by the President.

Vice deans and equivalent positions; such as heads of presidential offices and faculty departments; directors of institutes, library, and college; are appointed by Minister of Education and Sports. Lower positions are appointed by the President of NUOL; such as vice heads of presidential offices and faculty departments and vice directors of directors of institutes, library, and college. Based on the principles of democratic centralism, for the past years the appointed deans and vice deans of each faculty have been elected by the permanent academic and administrative staff of the faculty. The majority vote of candidates is considered. After that, other considerations are undertaken by top authorities of the university. Vice deans are proposed by the President of NUOL and appointed by Ministers of Education and Sports. The selection is not always reliant on the ballot outcome. Sometimes, the runner-up is deliberately favored based on many considerations of the central authority of the university and MOES.

The same as other faculties and public administration at all levels, party cells figure prominently at faculty level. There is also an array of mass organizations, in which the secretariats of each organization are determined as members of the faculty council and the governing body of the faculty. Majority of deans and directors are selected as the secretariat of the faculty party unit responsible for both academic affairs and micropolitical activities of the faculty.

6.2.2. The status of university affairs

Since the university was established, it has been managed predominantly based on the top decision maker of the university, the president of the university. In addition, the consensus of the governing body of the university is also used as the supporting device to produce a desired effect of decision making on several issues in governance and management of the university. Institutional governance and management seems to be restricted under the control of the agency of the government, MOES. In relation to the scope of autonomous conception, as examined in the Decree No 071/PM, it has been emerged through the duties of the president and the responsibilities of the university for society since 2000. It needs more precise redefinitions in relation to the implementation and legal status of the university. Of a collegial system of the university, it has been embedded in the democratic decentralism with the influence of domestic political arenas. There seems to have been some circumstances under the system creating a loosely coupled system of the university. In addition, there is diversification of changes in institutional governance and management of the university under the system. It is doubtful that there are emerging consequences that cause institutional governance and management slowness in making decisions, little responsiveness to society, as well as creating controversial issues. More explanations and examples in respect to the consequences are presented in the following status of the university affairs.

6.2.2.1. Administrative status

In 1996, the restructuring of NUOL was under the transition period of socio-economic development, switching from the centrally-planned economic system. At the beginning, however, the university authorities were still centralized at the top level. All decision-making matters respecting the teaching resources, academic affairs, students' issues and social services, curriculum development, and the appointment of the university staff were considered at the highest level of the organization and the central agency (MOES). This is the basic concept of hierarchical bureaucracy having been existed on such the university system, in which enthusiasm and motivation among the lower levels declined due to constraints on innovation, scholarship, research, and creativity, while middle level acted as messengers (Narantsetseg, 2009: 114). Under the amended Decree No 87/PM, since 2000 NUOL has been challenged to delegate authority to the lower levels of management bit by bit. This is the current status of administrative work of NUOL expressed by a middle management university authority:

> "...in governance and management of NUOL, it is found that some leaders understand the content of legislation, while some do not pay more attention to comprehend it for operating university's activities. The act of financial rules and regulations is not effective..., ...NUOL has some strengthens of governance and management. Self-development of NUOL is progressive. This becomes a driving force for university development collegially. Leaders are confident for making decision on the budget to use for building infrastructures, but some issues are not able to consider absolutely... In addition, the outstanding organization and implementation is that now NUOL is on the process of amendment of a set of legislation. Each level of NUOL will know its roles and rights in operating its tasks and activities. This will help manage activities of faculties and departments more effectively.

Now NUOL cannot define its operation units clearly, so it is not able to adapt legislations…" (MMUA23-25, Research Unit II).

In addition, one head of the division of a NUOL's office tells me about his view on the administrative status by explaining that:

"…the strength of NUOL is seen in general development over the past years until now far better. The procedures of work are more smoothly and faster. The administration system is well-developed. Faculties have more qualified staffs who obtain master and PhD degrees. The quality of teachers' life is improved better than before…" (MMUA25-25, Research Unit II)

A top management university authority also seems to have undergone a change in attitude recently by providing his opinion about the strengths and weaknesses in governance and management of the university. He expresses that:

"…now organizational mechanism of NUOL has a full set of governance and management components as the national regime, and it becomes stable and sustainable in institutional governance and management of NUOL…"

On the contrary, he adds that:

"…the weakness of NUOL governance and management is that quality assurance is not standardized. Besides, registration system, evaluation of teaching and learning, and testing need to be improved. Some difficulties in governance and management of NUOL are:

"…teaching and learning materials are not sufficient,…the government provides big budget investment and pays much attention on building infrastructure, but the outcome of some projects is not effective; in particular, the dispute of public land holders in the areas of university campus…;…some teaching staffs do not have self-motivation and they lack self development…" (TMUA15-15, Research Unit II).

According to NA1-7, he states that:

"…the second phrase from 2003 up to now, the management system of NUOL has been shifted. It is the era of young and inexperienced people assigned and appointed to take administrative roles. Number of students has been increased, whereas registration system becomes worse. The technical performance is estimated that it is ineffective. The procedure of working operation is slow. In addition, students who take double programs have more problems. Moreover, the feedback and complaints from society about the weaknesses of university governance and management have increased. Illegal acts of awarding counterfeit certificates and theses, and the procedure of registering new entrants is increasingly unclear. In comparison of the first phrase, the quality development of the first is more achievable and more effective, in particular at faculty level. Thus, the employers are satisfied with the performance of the first-phrase graduates.... In the management of NUOL, the degree of self-strengthening and self-management at faculty level is quite high in making decision and developing new curriculum of technical staffs. However; the developed curriculum is still centrally ratified by the board of academic council and the president of the NUOL, before it is approved by MOES..." (NA1, Research Unit I).

Recently, however, the administrative status of the university is still tightly linked to the government through the lines of hierarchical bureaucracy under the legal entity of the promulgated decrees and laws. The members of the governing body of the NUOL are high-level government officials appointed. As the governance structure of the university is mirrored by the arrangement of the political system, the appointed officials in the higher-level university position play a significant political role through the appointment of administrative positions from the high to low appointed positions. The nature of autonomy of the university is more relevant as a discourse and a university value than a reality in the relationship between the university and the government. These are some ambiguities of the university governance and management of NUOL at the moment.

6.2.2.2. Financial status

Respecting the finance management of the university, a director of the department at ministry level explains that:

"...in the past the budget of the university was governed by MOES under the responsibility of the Department of Finance..." (NA4-7, Research Unit I).

Besides, NA2-7 expresses that:

"...according to the policy of the government NUOL has some level of autonomy in performing its activities. Now the status of financial system of the university is prescribed as the state budget unit, in which NUOL becomes a self- managerial unit in collecting budget revenues and managing expenditures. Before that the university budget was under the control of MOES. Based on the new Decree No 87 and 071/PM on NUOL, the level of autonomy in finance is stipulated…" (NA2-7, Research Unit I).

According to the presidency's report on the activities of NUOL during the years 1996-2011, the university had revised and improved its fiscal system and management dealing in reference to the government's decree, order, regulation and law on fiscal issues. The NUOL was granted autonomy to partially function its fiscal deals. To ensure the university's effective financing management, NUOL established two levels of finance units, university level I as the state budget unit, faculty level II as the affiliated budget unit of the university. Rules and regulations were set out and issued on financial operation by the university such as: (1) regulation issued on NUOL's fiscal deals (income–expenses), and (2) regulation issued on NUOL's asset and property management (NUOL, 2011). During that period of first fifteen years, the NUOL has implemented its fiscal budgets allocated about 478,042 billion Kip (the current approximation of one US dollars=8,039.0 Kip) in which 136,098 billion kip was the revenue generated from university's academic services. Regarding the report, it is stated that at that year, the fiscal budget figure mentioned shows that university needs to have 28% revenue to secure its financial budget required annually. The main source of revenue is generated from tuition fees charged from students. This portion of revenue is spent on university's facility and infrastructure maintenance such as offices, classrooms, laboratories, trainees' wages, teaching fees, academic activities and such of emergency which funding support is needed. The emerging reform of national finance system began in the 2000s. In the financial mechanism of the university, the finance unit (office) of the university was determined as the state budget unit under the direction of National Treasury (NT) of MOF, so the finance unit of NUOL has a legitimate right to manage some activities of the budget allocated by the government and its own funding generated. As the state budget unit under the Law on the Stage Budget (No 02/NA dated 26 December 2006), in managing the state budget plan of the university finance unit, there are the following primary rights and duties:

- to formulate the budget plan, allocate annual budget revenues and expenditures, and assign targets under the plan to departments and budget sub-units under its responsibility;
- to disseminate laws and regulations relating to finance and budget, and to advise on financial management, accounting and recording as required by the accounting

regulations;

- to organize the execution of assigned revenues and expenditures, to collect revenues in full, and in a timely manner, to ensure the cost effectiveness of expenditures, to use expenditures in conformity with the intended purpose, and to ensure economy and compliance with the laws and regulations;
- to correctly and strictly implement laws and regulations in accordance with the annual State budget plan in the procurements of goods, works and services;
- to maintain accounts and keep records in accordance with the accounting laws and regulations, and the budget nomenclature;
- and to coordinate with the National Treasury to reconcile all realized budget revenues and expenditures with budget execution reports to ensure completeness, accuracy and timeliness.

Of at faculty level, at the beginning of restructuring, the university was responsible for distributing funds to its sub-organizations (faculties, institutes, centers, library, offices, etc.). Revenues collected from the sub-organizations were reported to NUOL and MOES respectively and managed by them. This pattern of decentralization was applied in the first stage of restructuring, but there were emerging difficulties with common development caused by the pattern, that is, the sub-organizations were not active in spending their own funds and revenues generated from private courses for academic and administrative work when necessary. They were under the strict control of the university and MOES, so their sub-organizations had been suffering from the control to run activities and receiving more complaints. With these forces, the finance units of each faculty were restructured and established as the second-level unit of the university under the administrative structure of NUOL, but directly cooperating with MOF in regards financial activities and being responsible for and more independent in collecting and spending its own funds. With the result of this level of autonomy in finance at sub-organization level, the faculties are now more actively spending budget and funds collected by themselves after contributing to a certain amount to NUOL's state budget unit.

However, previously NUOL had had some difficulties in managing the budget in respect to bargaining on and debating about expected budget at the National Assembly (NA) level at the beginning because the role of the university's president at that time was in the lower position to defend and debate about the budget plan. According to the Director of Finance Department (P4, Research Unit I) of MOES, this is the inappropriateness of hierarchical structure of the budget system of the university. The budget unit of the university should have been managed and approved by MOES because MOES has responsibilities for the budget on education and plays its roles at the NA level to defend its proposed budget. The Director also adds that in reality MOES expects NUOL to have full autonomy, so NUOL can manage and report its budget and use the approved budget effectively. In conclusion, she states that in line with the progressive development of NUOL, there have been some existing problems in managing budget revenues. Even though the approved budget is always lower than the budget planned, the collected revenues cannot be used for academic activities and administrative work without the approval of NA. This has created the slow process of financial activities of the university. Moreover, under the new system directed by MOF all collected revenues are required to put into the National Treasure (NT) of MOF. Meanwhile, some years all approved budget on education cannot be provided because of some reasons. Into the bargain, it is found out that although the president of NUOL, as the Central Committee member of the party, has become one of the members of NA since 2011, this means that the president has some privileges of defending for and debating about the university budget in the necessity use of the university and proposing amendment of the annual state budget plan of the university at NA level when necessary, the opportunity to improve the funding system of the university is not stated in the annual reports of the university. More significantly, recently NUOL has been undertaking the guidelines of public policy in response to the quality of higher education set out by MOES that is reducing the number of student enrollment for universities. This has been a trending issue questionable. Even assuming that the university is having problems in generating funding, I doubt the educational leaders will take any notice. These are the complexity of the current situation of institutional governance of the university in regards the finance management, without explaining, certainly affecting the academic and administrative activities at subunit level. Expressed by NA6-7, it is evident that there are some constraining issues in governance and management of public finance:

> "...according to the inspection on the execution of budget revenues and expenditures in some public organizations including ministries, NUOL, and other authorities, for the last few year it has been found that some organizations did not remit their collected revenues to the NT. Consequently, MOF has made a mutual contract with them to follow the financial rules of MOF in order to put the collected revenues into the state budget and

improve the transparency and accountability of public revenues. For this year, the mutual contract has not made. Some organizations commit not to put the collected revenues to the NT, although their collected revenues are high. In response to this issue, MOF has organized regular meetings with concerned organizations and made a formal request for them to hand over the budget revenues to the NT. Eventually, some financial issues are solved…" (NA6-7, Research Unit I)

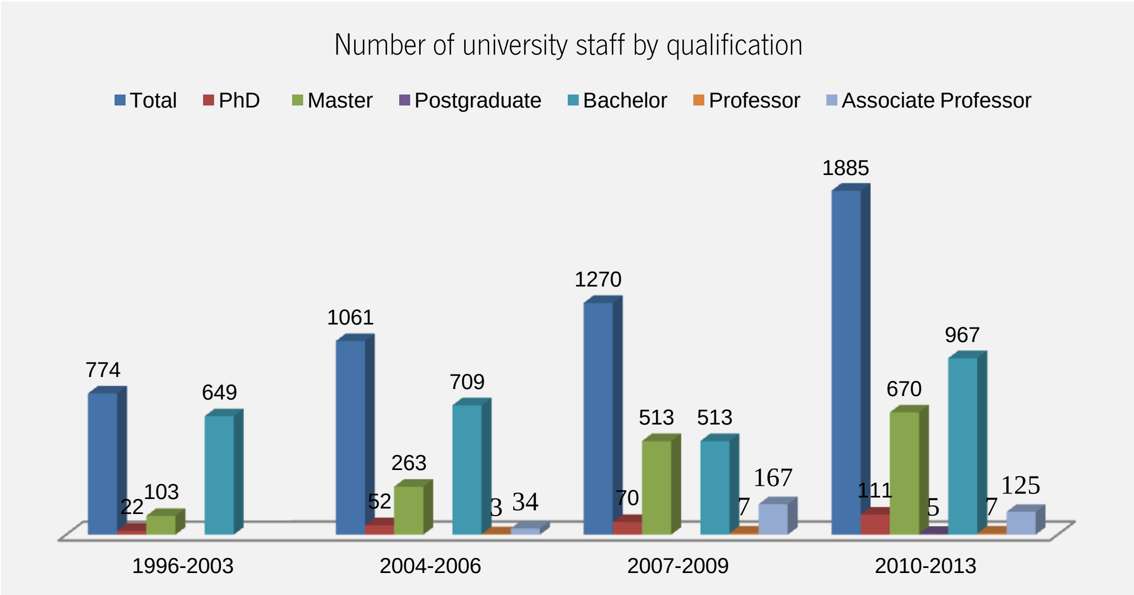
Over the past years, although the university has had the formal legal status under the Decrees and Education Law on the organization and implementation of the university and some level of autonomy, it seems to me that the university could only act on whatever its superiors, MOES, MOFA, and MOF, asked and commanded it to do. The university is still owned by the state or state-owned entity because the state is still responsible for providing funding, mainly the state appropriation for the operational cost including emolument. Funding for the university is also derived from public participation and self-generated academic services and research. Under the budget regulation of the government, all revenues generated by the university have to be submitted to the NT of MOF as mentioned above. The university can then propose a budget for the revenue it generated. The budget surplus at the end of the budget year has to be submitted to the government. Based on the act of this financial system, it does not generate efficiency; instead, it has been creating a disincentive and tends to develop inefficient management. These are financial constraints in the mode of decentralization for distributing and controlling the budget.

6.2.2.3. Academic status and qualification

In academic affairs of the university, explained obviously by MMUA21-25, it is:

"…academic affairs of the university are controlled by Department of Higher Education (DHE) of MOES, despite the Department is lack of vision in development planning. Some research activities should be undertaken by NUOL and other education sectors, but DHE occupied them. In fact, DHE has responsibility for receiving the report of implementation each year, then setting up the development policy. On the contrary, it is found that it cannot discriminate between the difference of macro and micro tasks in governance and management of education. In order to solve this problem, there should have close relationship between NUOL and DHE to work together in setting up policies and articulating roles of each level in higher education activities more clearly (MMUA21-25, Research Unit II).

NUOL is now moving into the new era of ASEAN Economic Community (EAC) integration. For the past eighteen years, NUOL has increased the number of university staff and that of student enrolment. The following is the changing figure of institutional employment profile of the university staff from 1996 to 2013 (see Figure 18), based on the annual report for the seventeenth anniversary of NUOL in the academic year 2012-2013. According to the figure in relation to staff qualification of the university from 1996 to 2003, the university was performing academic affairs without the status of highest-ranking professional qualification of academic staff. There was no any academic and teaching staff who was qualified for associate professors and



Source: Slide presentation of Nammavongmixay (2013)

Figure 18: *Number of university staff by qualification*

professors in the university. It is found that this is because NUOL was in the period of establishment. In addition, the definition of professional qualification of the university teachers was not stipulated in the Decree No 50/PM on the establishment of NUOL. Until 2000, the Prime Minster promulgated the first Decree No 33/PM on academic positions of the university and higher education institution staff on March 17, 2000. And then, in the same year, the professional qualification of the university staff was stipulated in Article 17 of the amended Decree No 87/PM on NUOL dated 20 June 2000 and Article 15 of the replaced Decree No 071/PM, but without the detailed definition of professional qualification of the university staff set out. In fact, it is clearly set out in the separated Decree No 33/PM, stipulated that there are four levels of professional qualification of the university staff comprising of professor, associate professor, teacher, and teacher assistant. Of the appointment, the professor and associate professor are appointed by Prime Minister, and the teacher and teacher assistant are appointed by Minister of Education and Sports respectively. Of the criteria for professor, the professor is defined as the most high-ranking position of academic staff at university and higher education institution level who perform professionally the academic tasks in teaching, lecturing, and doing scientific research. Qualified professor must be an eminent scholar who has good behavior, morale, and ideology, and follow the directives of the party. According to the Article 7, Decree No 33/PM, the eligibility qualification for being a professor is stipulated that she/he must be a qualified scholar who:

- has PhD or equivalent degree, a minimum of two years of teaching experience, and have been appointed as associate professor at least four years;
- has master degree or equivalent one, postgraduate degree or equivalent postgraduate, must have at least two years of teaching training and seventeen years of teaching experience, and have been appointed as associate professor at least eight years;
- has adequate knowledge to explain the subject concerned logically, be able to apply her/his knowledge in academic tasks or teaching thorough innovations to produce good results;
- has good academic records in teaching and conducting research recognized by internal and international stages, and has a minimum of three publications in different topics from previous ones approved by an autonomous board of academic affairs or a specialized organization concerned;
- has lessons and ability in organizing and directing teacher assistant, teacher, and associate professor in conducting research and applying innovative sciences for teaching, research, and tasks to achieve good results;
- has knowledge and ability to use the national language correctly and at least two foreign languages, in this regard one language must be certified by the concerned organization.

This is the example of eligibility and criteria for appointed professor of the university staff and higher education institution ones. Besides, the Decree No 33/PM is also set out of the duties of an appointed professor as follows:

- teaches the subject concerned to students inside and outside the institution based on the curriculum of the university and the related institution;
- becomes a supervisor in academic activities including directing, managing, and analyzing the writing research topics of students in undergraduate, master, and PhD programs;
- becomes a supervisor in conducting scientific research and analyzing issues for teacher assistant, teacher, and associate professor;
- provides advices, training to permanent staff, and academic services to society;
- discusses the issue of academic development in the university and other institutions;
- trains ideology, globalization, and innovations to students and general people;
- compiles and writes qualified documents and books to publish for the society, i.e. at least a minimum of one book used at university level and recognized widely;
- conducts research, publishes the result, and analyzes useful issues for the educational institutions and society;
- and supports the traditional culture of the nation and perform assigned tasks.

The Decree No 33/PM additionally states the description of professional qualification for teacher and teacher assistant of the university and higher education institutions, but the given example of professional qualification for professor can be scientific evidence that the academic development during the 2000-2006 has some ambiguities. In 2003 there was no any associated professor approved because the Decree No 50/PM on the establishment of NUOL was not articulated the defined criteria for tenure and academic promotions at the beginning. The status of high-ranking professional positions was ignored. Until the year 2004-2006, NUOL had three professors. NUOL, which had almost two thousand staff and more than forty thousand students in 2013, had only seven professors, one hundred and twenty-five associated professors, with one hundred and one staff who hold PhD degrees. The majority of academic staff hold bachelor and master degrees respectively. In comparison between the total number of 359, 183 students and 132, 356 graduated ones from 1996-2013 in Figure 15 and the status of academic development and professional qualification of the university, there have serious changes affecting the image of the university.

In overall, the statement above has shown the status of academic qualification under the Decrees on NUOL, such as No 50/PM, No 87, and No 071 respectively. The 2000 Decree No 87/PM was initially stipulated of academic qualification and tenure in the fifth chapter of the Decree, Article 17. It is set out that NUOL comprises of professional tenure including professor, associate professor, teacher, and teacher assistance. In addition, the Decree No 33/PM on Academic Qualification of University Staff and Higher Education Institutions was promulgated in 2000. As a result, there were three appointed professors and thirty-four appointed associate professors who met the requirements of the professional positions considered by the University Council in accordance with the agreement of Minister of MEOS (in Chapter IV, Decree No 33/PM). They were appointed by Prime Ministers. Therefore, from 2007 to 2013, NUOL had only seven professors. Meanwhile, there was an increase of appointed associated professors during these years. However, in 2013 the appointed associate professors were reduced from 167 to 125. It is doubtful that they are retired. However, although there has been an increasing number of academic professionals of the university, more ambiguities can be seen through the academic achievement in connection with academic papers and publications of the university academic. Stated by NA1-7, it is evident that:

> "...three key perspectives of the NUOL's performance include teaching and learning activities, research, and social services. They should be highlighted for the development of the university. Research may bring about how the quality of teaching and learning meets the needs of society. NUOL has to enhance research activities, and publish the results of the study. These days, we could not see many publications of the university academics available in the society, even though there is an increase of NUOL's scholars, professors, and researchers..." (NA1-7, Research Unit I)

6.2.2.4. Internationalization

In response to the government's policy on external relations and under the laws and related degrees, the National University of Laos as the higher educational institution of the nation has been committed and actively engaged to have its academic collaboration and cooperation with a number of foreign universities, institutions and international organizations. So far, the NUOL has signed the agreements and memorandum of understanding (MOU) with more than one hundred and forty-six foreign universities and institutions in twenty-five countries around the world. The following information shows the 2011 figure of the countries' universities, institutions and organizations signing the agreements and MOU with the NUOL: Thailand 28, Japan 28, South Korea 21, Vietnam 20, France 16, China 15, Germany 5, Australia 4, Cambodia 3, New Zealand 3, USA 2, Sweden 2, Canada 2, Poland 2, Mongolia 2, Israel 2, Denmark 1, Belgium 1, Finland 1, Russia 1, Indonesia 1, Malaysia 1, Netherlands 1, Philippines 1, and Singapore 1.

Currently, the NUOL has become a member of several regional and international organizations such as the ASEAN University Network (AUN), Agence Universitaire de la Francophonie (AUF), Greater Mekong Sub-region for Academic & Research Network (GMSARN), the ASEAN Universities Network-Society for Engineering Education Development Network (AUN-SEED-Net) the Greater Mekong Sub Region Tertiary Education Consortium Trust (GMSTEC) and the University Network for Wetland Research and Management in the Mekong River Basin. Besides, the NUOL also has the agreements signed with some NGOs and foundations. The future perspective of NUOL toward international cooperation is to build trust, relationship and commitment toward academic cooperation with the regional and international higher institutions, universities and organizations in a concrete way that can reciprocally bring in about much benefit to the country's socio-economic development, according to the NUOL's (2011) report..

In addition, so far, the NUOL has hosted foreign students and researchers' visits and studies taken under the exchange programs with the partner universities and those interested to study at NUOL. In 2011, there was the total number of 1,614, in which 816 having completed and 786 still currently having studied. The total number of foreign experts and volunteers received by NUOL was 437**,** and 120 people were still taking their duties at the NUOL.

6.2.2.5. Final remark

All in all, the above statement is an example of similar move and global reform of higher education in Laos. It is considered as the result of political and socio-economic development impact. And expressed by the third president of NUOL for the 10^{th} anniversary of NUOL 1996-2006, NUOL has urged itself to vitally play a leading role in the dynamic education development program in various disciplines in order to produce sufficient and qualified human capital through advancing knowledge and skills to respond to the national socio-economic development and government policy to moving step forward approaching regionally and internationally bench marking (NUOL, 2006).

During the beginning of the amalgamation of HEIs to the early 2000s, it was the period of changes in higher education of Laos, although the form of public organizations and the unified university was highly centralized and bureaucratic. NUOL and its governance were required to conform to central government norms and regulations that also applied to other administrative units of government bureaucratic institutions and organizations. The government had been continuously improving quality, relevance, access and equity, efficiency (ADB, 2000). However, at this point in time, there is no statement of higher education to become an independent moral force toward democratization of higher education.

Recently, NUOL had just celebrated the seventeenth anniversary of establishment and development in the 5th November 2013. Therefore, at the beginning of the twenty-first century, the government had tried to improve the linkage between the academic programs of NUOL and the needs of labor market through: tracer studies and employer studies in order to refine instructional programs appropriately and understand the relevance of the university programs to employment needs; and more flexibility in implementing the student quota contract. The term "slowly but surely" should not be an appropriate term to be used. So far, NUOL's structures have been changed dramatically and progressively. Institutional governance and management of NUOL has been shaped by socio-economic change, political influence, and national education system reform.

Since the NUOL was established, all levels of leadership have proactively worked and put our efforts in formulating and implementing policy and plans on university's development. In line with the Government's policy on socio-economic development, NUOL is now implementing the NUOL's development plan, the fourth five-year strategic plan (2011 - 2015).

CONCLUSIONS

> "Politics is ubiquitous in administration and leadership, on all levels from the macroglobal to individual units of an organization and interpersonal relations" (Samier, 2008: 1)

The results of this case study can be concluded in four divided sections guided by the research questions. The first section is the overview of the empirical evidence of the study. The emphasis of the section presents the results of the study from general to specific aspects. The second section is to reflect the literature and empirical results of the study explored in Chapter Five, that is, the establishment of the distinction between internal and external levels of autonomy and conflict by understanding the complex relationships between the university and central authorities (state, government agencies) and describing the institutionalization and modernization of the university under a set of legislations and other data sources of evidence, changes in higher education policy, governance and management of the university. The third section is dealing with the distribution of power and the political arrangement at university level. The main content of the section provides a thorough analysis and empirical results of the study in connection with funding mechanisms and financial management of the university, in particular the influence of the central and local authorities of higher education, the domination of political ideological components in respect to discourse, public policy, and directives of the party that create sources of power, conflict, and social community inside the university campus. In addition, the section sums up the understating and evaluating of program management with relation to operational autonomy of the university through the outcomes of the domains of university affairs including administrative, financial, academic (research), and internalization analyzed and interpreted in Chapter Six. It has shown that the nature of the university in regards the organizational elements of the university's governance and management is in the shape of ambiguities, complexities, unclear goals, and fluid participation. The final section is dealing with a critical reflection of the study's results to propose further research avenues.

7.1. The overview of empirical evidence on structural changes in higher education

This chapter is to provide the conclusion of the study tying the overall result of the study in connecting closely with the current situation of local condition of politics, the transition of socio-economic development, the restructuring of higher education institutions, and the changing mode of higher education governance and management. It is the conclusion of a processing case study design exploring changes in institutional governance and management of higher education in Laos, in which National University of Laos is considered as the main hub of the case and the operation unit of higher education system connecting the central level to the sub-organization level/units in order to implement the public policy on higher education through following the directives of the government and the party. In order to reach the achievement of the study, the approach of qualitative research is applied in designing the research to examine, explore, analyze, and interpret the case. Dynamics of changes in global, regional, and local higher education; local public administration reform; and national public policy in each period are examined to see how these changes reflect the images of external and internal organization of higher education system and those of the NUOL. The domains of the university affairs, such as administrative, financial, academic, and cooperative affairs are used as an impetus tool to the cause of exemplifying for analysis and interpretation of the whole study. The methods of multi-level analysis and multi-level interpretation are deployed to produce the product (result) of the study in respect to changes in institutional governance and management of higher education in Laos and to support understanding of the context setting of the study in terms of the complexities and interdependence dynamics among the levels comprising mainly of macro (national), meso (institutional), and micro (sub-organizational) levels in higher education system of Laos.

In order to move on track to search for the achievement of the study, three research questions were used as the guidelines of the study. They are as follows:

- What are the structural changes in higher education policy, governance and management of NUOL?

- What are the main changes in funding mechanisms and financial management of NUOL?
- What are the changes in academic autonomy and program management of NUOL?

The research questions have been set up on the basis of a theoretical framework of the study and conceptual perspectives provided in Chapter Two and Three, in which they are operationalized in Chapter Four, analyzed and interpreted in Chapter Five and Six. The concepts of organizational theories in higher education including bureaucracy, collegiality, politics, and organized anarchy are reviewed, and they are considered to establish the theoretical framework of the study to explain changes in institutional governance and management of higher education. Additional modern concepts of New Public Management impacting on the current situation of governance and management in global and regional higher education are also reviewed to see how they influence the present condition of local higher education system.

The study uses different data sources of evidence derived from official documents of public policy, the resolutions of each term of the state party's congress, legislations (decrees, laws, rules and regulations), and several labels of documents. The majority of documentary data collection was undertaken during fieldwork in line with the conduction of collecting empirical data through semi-structured interviews in Laos. In regards the semi-structured interviews, the participants include very important people holding high-ranking positions (Minister of Government Office, Vice Minister of Education and Sports) at the ministry level, the executives of departments at the ministry level (directors and vice directors of departments of MOES and MOF), and representatives of ADB and JICA who take in charge of education. At the university level, the participants comprise of the president and vice presidents of the university, deans of selected faculties, directors of presidential offices (administrative, research, finance, academic, and international cooperation), head of divisions that provide administrative services and heads of departments that provide academic teaching and learning at the faculty level.

In understanding the local context of the study and general evidence of the study revealed from the exploration of institutional changes higher education in Laos in connection with the periodical transition of socio-economic development, the political background (the national governance system and the consequence of public administration reform in each period), and the gradual relevance and challenges of higher education development and reform, it is found that the transition of socio-economy development by the introduction of New Economic Mechanism in

1986 became a driving force of structural changes in public organizations, schools, colleges, universities, and other higher education institutions. It was the starting point of political, social, and educational movement away from the traditional patterns of institutional models combining with the perspectives of other modern models in governance and management of public organizations. As a consequence, there has been an increase of socio-economic activities, political arenas, and dynamic changes in pubic organizations. For example, in public governance, there has been the delegation of responsibilities for authorities at the provincial and district level. At the central level, the delegation of responsibilities for public organizations, which are under the control of the agencies of the government, such as ministries and equivalent-ministry departments, has been as a key tool of public administration reform and political movement of power at the institutional level. To ease the new methods of institutional governance and management under the socio-economic transition of marketing economy, the government has been marking the country's process toward public administration reform since the mid-1990s. The government had also introduced the legislative framework through promulgating several laws, the first Constitution of the State, different types of decrees, rules and regulations. The set of laws was suggested by the government and made official by the National Assembly. For example, there were, such as the Foreign Investment Law, No 07/PSA, dated 19 April 1988; the first National Constitution of Laos in 1991; and related laws on education, that is, National Education Law dated 8 April 2000 and amended in 2007, State Budget Law, National Accounting Law, and others.

Based on the results of the study, I have shown that since the 1990s the national economic growth has gradually improved. The government has joined international activities through international integration in respect to socio-economic development, education, security, and international trade and cooperation. Consequently, the needs of human resources development became an issue on the agenda of the government from then on. The reform of general education and the development of educational system have become an important agenda of the government, and begun in line with more emphasis on the restructuring of higher education institutions into the first National University of Laos. The restructuring was taken in response to the force of the changing world, the growth of socio-economic development, and global competition. The NUOL was established in 1996 under the Decree No 50/PM with the constraining condition of financial scarcity, the scarcity of qualified and skilled human resources at both the institutional and the system level, lack of facilities, low quality of general education, etc.

In 2000, the Decree No 50/PM on the Establishment of the NUOL was replaced by the Decree No 87/PM and respectively the Decree No 071/PM in 2009. From 2000, in reliance on the findings of the study, I would say that it was the year of section break to start a new chapter of higher education system of Laos moving with the times in the era of more dynamic and more complex organizational structure of the university. I have shown that NUOL has thrived as the most important national higher education institution to produce human resources in response to the demand of national economic growth, social expansion, and international trade and cooperation. It has increased a range of teaching and learning programs in line with the provision of special courses in the private manner that become the source of own funding generation. Subsequently, there was an emerging issue of massification because of an increasing number of student enrollments of the university's special courses. In the impetus of massification, the government established regional universities in the northern, central, and southern part of the country.

In 2009, the Decree No 87/PM on the NUOL was replaced. The university was significantly granted the status of autonomy. There was the delegation of responsibilities in the mode of semi-autonomy in finance, academic affairs, research, and national and international cooperation for the university. However, it seems as if the granted autonomous status of the university has been in the condition of having a small dose of power and less freedom of choices of a kind in operating the NUOL's activities under the new policy of decentralization from 2001 because it is evident that there is no clear definition of "autonomy" stipulated in the Education Law, the university's decrees, the university's constitution, and that of rules and regulations in relation to institutional governance and management of the university.

Since 2000, things have changed continuously in respect to institutional governance and management of higher education. According to the exploration of the study, it seems to me that in the 2000s the university had increased more complexities and more ambiguities. There had been an emerging massification, more unqualified staff, and a range of challenges in governance and management of the university as mentioned earlier. The university had more participation of external stakeholders and partnerships because the Decree No 87/PM of the university stipulated that in a certain degree the university has the right to cooperate with internal and external organizations directly without the approval of higher authorities, such as MOES and MOFA. Nevertheless, the university still does not have a practical system to receive the students' voice with regard to their problems. There is only an array of mass organizations, the organizational components of the LPRP including the University Youth Union; however, it cannot represent all types of students' problems in the institutional governance and management of the university.

In addition, the university has overcome difficulties in running the university affairs because the government has never provided adequately allocated budget for the development of academics and administrative staff. Although the national economy had grown and led to more than a doubling of real per capita income from $ 211 in 1990 to $ 592 in 2011, meanwhile, the government singled out education as a vital tool in bridging the gap between the growth socio-economic development and the needs of human resources for the demanding areas of socio-economic development; the major constraining condition is still existing, that is, the state budget on education has been of all time low. Moreover, there have been more problematic issues in connection with the quality of higher education as revealed in Chapter Six. In comparison with the organization and implementation of public policy on higher education under the Decree No 50/PM, the product of the Decree No 87/PM and 071/PM was not satisfactorily qualified. By NA1-7, it is revealed that:

> "...the second phase from 2003 up to now,... It is the era of young and inexperienced people assigned and appointed to take administrative roles...Number of students has been increased, whereas registration system becomes worse. .... The procedure of working operation is slow. ...the feedback and complaints from society about the weaknesses of university governance and management have increased. Illegal acts of awarding counterfeit certificates and theses, and the procedure of registering new entrants is increasingly unclear..." (NA1-7, Research Unit I)

This is the general overview of the results of the study in response to answer the changes in institutional governance and management of higher education in Laos, that is, the case of NUOL. More insights into the structural changes in governance and management of higher education in Laos are sum up in the following sections through the case of the NUOL.

7.2. Changes of higher education in policy, governance, and management

Emerged from the political background of socialism, Laos has experienced strict, top-down, and state-controlled governance system since the 1975 independence. In connection with the transition of socio-economic development under the set policy and regional economic crises over the past decades, the government has experienced a process of trial and error, receiving both positive and negative outcomes. In education, there has been a progressive movement in developing general education and restructuring higher education. There have been emerging changes in institutional governance and management of higher education system, in which they can be seen through the organizational elements of the university's structure revealed by the outcomes of the study.

Since the NUOL was established in 1996, there have been gradually structural changes and procedures of public organizations, the universities, higher education institutions (HEIs), and schools. Inherited from the era of central planning, the university has been still structured by the patterns and the modernity of hierarchical bureaucracy, and strictly controlled by MOES. In particular from 1996 to 2000, all aspects of the university affairs were under the responsibilities of MOES, in which the Department of Higher Education was assigned to take in charge. During that period, the university was still lack of qualified staff in teaching activities, research, curriculum development, and leaderships. The governing body, stipulated under the Decree No 50/PM, was in the manner of appointment by the government. Beside, the government had remained strict in the external cooperation with the other countries that had different political background. A diversity of internationalization in a range of academic areas of higher education was not vigorous. As a result, based on the findings of the study interpreted in Chapter Five on the modernization of human resources strategy, it has continued to be an issue of institutional governance and management of the university to the present.

Politically, the images of higher education and public administration structure have been influenced strongly by the power of the Lao People's Revolutionary Party (LPRP) over the past decades. In governance and management of the NUOL, the directives and resolutions of the Party Congress have been used as the public policy on education, interpreted by the agency of the government (MOES) and implemented by the university. In addition, the power of the LPRP can be seen in the structure of the university in the manner of that all appointed administrative positions are the qualified members of the LPRP.

Based on the interpretation of the study in Chapter Five, it shows that the sources of power and the development of political culture in the university' structure are on the rise. Under the term of the current president who was elected as the Party Central Committee by the 9th Party Congress in 2011, there have been more political units established inside the structure of NUOL. However, there have been more questionable issues in respect to the stipulation of the Party's structure embedded in the university. According to the NUOL's (2011: 11) report on the activities of National University of Laos within fifteen years (1996-2011), it is evident that the political thoughts and ideology are regarded as a core and important means by administration. Training personnel and staff members of the university to gain the political thoughts and proper practices based on the directives of the Party is paid closed attention by all levels of university's leadership to ensure that any policy, decrees, laws, and regulations by the government are circulated and disseminated to the university staff and students through the programs and activities organized in the form of meeting, seminars, lectures, in-university campaigns, and such a kind of movement. This statement indicates that the university has intension to increase more activities of micropolitics by the applications of the resolutions of the Party Congress. With relation to organizational elements, stated by Manning (2013: 4-5), it is found that the sources of meaning of the political arenas are conflict. In this regard, the results of the study have shown that there were some confrontations between the university and the Department of Higher Education (DHE) of MOES, in which MOES has the responsibility to take charge of the university. For example, politically, the president, who was elected as the Party Central Committee, automatically has a higher role than the Director of HDE does. Moreover, as the president of NUOL, hierarchically he has an equivalent position to the Vice Minister of Education and Sports. The saying below is the evidence stated in Chapter Six by NA5-7:

> "..., the role of the NUOL's president based on hierarchical organization structure is equivalent to that of the Deputy-Minister of Education and Sports, higher than Director of DHE who is in charge of the NUO. This circumstance is taken into account as a hindrance in working together between the two or the President and the Director. ..." (NA5-, Research Unit).

In regard with the academic activities, in the past few years, for example, DHE undertook the university entrance examination. As a consequence, based on the findings of the study interpreted in Chapter Six, there had been some problems in the registration system. This is a typical controversy surrounding the implication of the university and central authorities in the fraud. In this regard, I have no reason to suspect that this might be the reflection of weaknesses in governance and management of higher education system, or it might be a sign of turbulence within institutional governance and management of the university, although the NUOL have been in the status of granted autonomy in academic affairs since 2000. This also indicates that changes in institutional governance and management of NUOL become more varied, and the university is in the shape of organized anarchy, in which the sources of meaning are complexity as regards organizational elements.

Like planning in other social sectors of the government, in education planning and decision-making of education, the study has revealed that there is a complex and interactive process comprising of many segments of policy-making, technical, and administrative bodies at the national, institutional, and local levels. ADB (2000) explains this process as highly centralized with powerful central agencies exercising control over, and demanding compliance from, institutional authorities. At the university level, the top decision maker is the president of the university. The participative decision making is stipulated in the university decrees (Decree No 50, 87, and 071 respectively) as the tool to use in the process of making decisions. The governing boards of the university discuss and share constructions in mechanism for reality creation before decisions are taken. However, the study cannot have clear explanation regards the procedures of the final decision making, although the other leaders of the university assure me that it is the president who is the top decision maker of the university. However, this kind of search for the fact can be done through sitting behind the governing boards in the meeting room, and this would be acceptable if scientific research recognized as sciences and would then be promoted in academic arenas of higher education in the country. In fact, it is found that we can see institutional governance in higher education system within how the country itself is governed.

Based on the statement above, it seems as if at this stage of the university's exploration, the images of the NUOL can be characterized as a four-face organization, in which its patterns in institutional governance and management are comprising mainly of organizational perspectives of bureaucratic, political, collegial, and anarchical (ambiguity)models.

7.3. Changes in institutional governance and management of NUOL

This section summarizes the outcome of the study emphasizing changes in institutional governance and management of NUOL from 2000 to the present. Based on the analysis and interpretation of the study in Chapter Five in combination with those of Chapter Six, it is evident that the NUOL has been in the shape of more entity in complex, flat, circular, and varied structure of the organization and implementation. Under the amended Decree No 87/PM on the Organization and Implementation of the NUOL and respectively the replaced one No 071/PM, the university has been granted an autonomous status of administrative, financial , academic affairs, research, staffing, and cooperation. The research on higher education has increased and promoted, and images describing academic governance have also proliferated. However, it seems as if in connection with the university affairs there has been misconduct in the autonomous areas, such as academic and financial affairs as mentioned earlier, insulting in large number of the university graduates failing to be satisfied by their employers and overall achievement of the university failing to be reputed in the regional and international stage as regards research and publications. I would imply this condition as the nature of unclear goals of organized anarchy embedded in the local higher education system. There is having no doubt that it is true as implied by Baldridge *et al.*, (1978: 25) that:

> "...bureaucracy has clear lines of authority and hierarchical demands, but academic organizations have autonomy-demanding professions and lines of authority that are always vague and confused..."

Additional evidence can be seen from the status of the university from 2000 to 2010 and from 2010 to the present answered in Chapter Five and Six.

In administrative status, although the National University of Laos has been granted a certain level of autonomy, high positions in governance of the university, such as the president, vice presidents, and faculty deans, are appointed by Prime Minister. Lower positions are appointed by Minister of Education and Sports. The voting system of staff promotion is conducted at the university level through the method of trust of the university' s members, but there are other considerations and other principles of decision making at the higher authority of the organization. This is the basic concept of hierarchical bureaucracy having been existed on such the university system and the professional campus in which enthusiasm and motivation among the lower levels declined due to constraints on innovation, scholarship, research, and creativity, while middle level acted as messengers (Narantsetseg, 2009: 114).

In academic and finance, the findings of the study have shown that there had been an increasing number of students. It was the emergence of massification of student enrollments. In academic year 2010-2011, the number of student enrollment for the university was decreased because MOES has had an emphasis on improving the quality of higher education, in particular to develop higher education in a pyramid shape, i.e. in the form of "the quantity decreases, the cost rises or the less quantity the higher cost" because MOES wants to pay more attention on enhancing vocational and technical training through increasing the student enrollment in vocational and tertiary colleges and schools and limiting the number of student enrollment for the universities in the country. Therefore, the student enrollment was reduced in 2010. Under the new policy, eighty percent of students have to pay the university tuition fees, while twenty percent is covered by the government scholarship. In addition, affected by the policy, special programs, which were the main activities of the university generated the budget revenues, were abolished. With respect to this emergence, the findings of the study also have evidence that there have been some contradictions between the university and related central authorities. For example, the state budget on education from 2005 to 2020 has never received more than sixteen percent of the annual state budget. The NUOL receives its division of the annual budget, but very insufficient for the university affairs. In the past, the main source of revenues was generated from tuition fees charged from students. This portion of revenue was spent on university's facility and infrastructure maintenance such as offices, classrooms, laboratories, trainees' wages, teaching fees, academic activities and such of emergency which funding support was needed. Through the new policy on the quality of higher education, we can see the images of the university without any lens as messy and opaque politics of higher education.

In academic arena, we see the university as the professional institution. Although its nature is characterized as a complex organization with unclear goals, fluid participation, and problematic technologies, they can be lessons learned by professionals. However, with reference to the findings of the study in Chapter Six, the academic development can be a cause of human resources development toward the quality of higher education. Almost two decades ago, NUOL has had only seven professors in 2013. In the total of 1885 university staff, there were only 111 university staff holding PhD degrees.

In internationalization, the university had made a good progress in cooperating with more than one hundred and forty-six foreign universities and institutions in twenty-five countries around the world. However, in terms of the international reputation and recognition of the university in connection with innovation, research, and scholarship, there are a very small number of its products, such as books, publications, journals, and etc. We can only search some evidence on the internet search, but a large majority of publications about the NUOL are the products of international authors and international organizations. This source of evidence indicates that there have been a range of ambiguities and problems in academic development under the changing form in institutional governance and management of the university since 2000. It seems that there is still a chunk of search needed to be done in the future if the government desires to upgrade the university into the regional and international stage as promoted by the university strategic plan.

7.4. The reflection of the study to propose further study

Coming to the end of the journey, I have learned that the theoretical and empirical evidence of the study has some implications. They challenge my ability and knowledge all the lifetime of the journey. This work is the first emphasis on an institution that is politicized as the background of politics has some barriers. Therefore, it can be considered as a unique case bearing no relation to normal higher education institutions of the region and the globe. However, I believe that this study can be a source of evidence for patterns of generalization that can be useful for further study concerning higher education institutions.

Theoretical remarks

In particular, it includes the focus on the relationship between the university and the state. It shows that the nature of the relationship has strong effects on the university affairs and significant influence on the internal activities of the university. It shows the nature of conflict in higher education system, and its effects on higher education institutions. This phenomenon can be possible to assume that a higher degree of social conflict in higher education implies an increase on internal divergence and impacts the traditional forms to change for the better off.

The study has shown there is the restricted political competition in higher education, and there is the promotion of more participation of stakeholders in higher education system. The university is loaded with political issues that correspond to other spheres of society, as the structure of the university is embedded by the Party’s structure.

The mainstream theories of change in higher education such as bureaucracy, political model, collegiality, and organized anarchy have made me in understanding current transformations of higher education. In spite of this, there are some significant implications around explanatory models for change and the exploration of empirical evidence. Beside, by understanding conflict in higher education, it is impossible to deny that transformations in some areas of higher education respond to the internal logic of academic disciplines. Gradual institutional adaptation to changes in the current environment exists, that is, it can be taken as the search in the further study. The very existence of the university and other higher education institutions can give credence to the effects of institutional environments in higher education organizations. Thus, in order to conduct further education is important to update all aspects of political and social move. Current trends in higher education suggest that the possibility of increased conflict in higher education institutions implies that the importance of addressing change from a political perspective will increase.

Personal remarks

This is my hard work of all lifetime. It is the work of my own interest and personal involvement in attempts to produce a source of evidence for the National University of Laos and higher education of Laos. It is my desire to understand the local context of politics and education by the manner of scientific approach. I hope this study will be helpful in providing information for helping to solve the current system of higher education in Laos. This work has given me the opportunity to bring together a concern for a political understanding of higher education, with a personal commitment to the transformation of the National University of Laos.

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APPENDIXES

Appendix I : Interview Questions with Research Unit I

1.1. What has been changed on the policies of NUOL for the past 15 years?

1.2. What has changed on policies of university governance and management over the past fifteen years in terms of support of managerial self-governance and academic self-governance?

1.3. What has been changed on policies of university governance and management over the past fifteen years in terms of financial support?

1.4. What are the policies for external stakeholders of NUOL to participate in the governance and management of NUOL?

1.5. What are the autonomous areas for NUOL in terms of governance and management?

1.6. Who makes decision on financial support and academic issues of NUOL?

1.7. What are the procedures in decision making on financial and academic mechanism?

1.8. What are the influences of changes in higher education development?

1.9. What is your attitude toward the development of NUOL for the last 15 years?

1.10. What is your expectation for the development of NUOL in the future?

Appendix II: Interview Questions with Research Unit II

2.1. What has been changed over the past fifteen years on the policies of NUOL?

2.2. What has been changed over the past fifteen years on NUOL structure?

2.3. How the policies of government have been carried out in terms of implementation?

2.4. What were the necessary contents of strategic plans of each period from 1995 to 2010?

2.5. What are the attitudes on managerial self-governance?

2.6. What are the policies on the structure of NUOL, management of financial mechanism and academic development?

2.7. What has been changed on policies of staff development and academic self-governance?

2.8. How the consensus on policies of structural, financial and academic mechanism has been implemented?

2.9. What are the autonomy areas of NUOL?

2.10. Who make decisions at NUOL level?

2.11. What is the attitude of NUOL toward being autonomy?

2.12. What are the strengths and weaknesses of NUOL governance and management?

2.13. What is your attitude toward the development of NUOL for the last 15 years?

2.14. What is your expectation for the development of NUOL in the future?

Appendix III: Interview Questions with Research Unit III

3.1. What has been changed over the past fifteen years at the faculty level?

3.2. What are the main tasks of the faculty, divisions, and departments?

3.3. What decision you can make?

3.4. What decision academics can make?

3.5. What do you think about financial support on academic tasks and staff recruitment?

3.6. Autonomy of NUOL?

3.7. What is your attitude toward the development of NUOL for the last 15 years?

3.8. What is your expectation for the development of NUOL in the future?

Appendix IV: Research Unit I

In Research Unit I, there were ten respondents. They were categorized into two different types of respondents such as National Authorities (NA1-7) and External Actors (EA8-10). The respondents of NA1-7 included high-ranking people from Ministry of Education and Sports (MOES), Ministry of Finance (MOF). For the EA8-11, there were two external actors from international organizations, that is, Japanese International Cooperation Agency (JICA) and Asian Development Bank (ADB). The two actors had responsibility for education. In addition, there was the former Chairman of the University Council in EA8-11. The list rank below is not in order

1. National Authorities (NA1-NA7),

1.1. MOES

Director of Finance

Vice-Minister of Education and Sports

Director of Inspection Department

Vice-Director of Department of Higher Education

Deputy-Director of Planning and Cooperation Department

1.2. MOF

Director of Inspection Department

Deputy-Director of Budget Department

2. External Actors (AE8-10)

Chairman of University Council

One senior project officer, Social Section of ADB

Technical assistant for Educational Section of JICA

Appendix V: Research Unit II

In Research Unit II, there are sixteen respondents. They are categorized into two different types of respondents such as Top Management University Authorities (TMUA11-15) and Middle Management University Authorities (MMUA16-25). The list rank below is not in order

Top Management University Authorities (TMUA11-15)

The President of NUOL

Vice President of NUOL I

Vice President of NUOL II

Vice President of NUOL III

Vice President of NUOL IV

Middle Management University Authorities (MMUA16-25)

Deputy Director of Personnel Office

Director of Planning and International Relation Office

Director of Office of Financial Affairs

Vice Director of Academic Affairs

Vice Director of Research and Academic Office

Head of Research Division of Research and Academic Office

Vice Director of Postgraduate Office

Head of General Administration Office

Director of Students Affairs

Head of Academic Affairs Division NUOL

Appendix VI: Research Unit III

In Research Unit III, totally there are forty-two respondents. They are categorized into two different types of respondents such as Middle Management University Authorities (MMUA26-31) and Low Management University Authorities (LMUA32-67), the list rank below is not in order. They are administrative people of six faculties selected comprising mainly of Faculty of Letters (FOL), Faculty of Economics and Business Management (FEBM), Faculty of Social Sciences (FOSS), Faculty of Education (FOE), Faculty of Sciences (FOS), and Faculty of Law and Political Sciences (FLPS). They are deans of each faculty, heads of Academic Affairs Division, heads of Financial-Treasury Division, heads of General and Personnel Division, heads of Research Division, and two heads of departments from each selected faculty.

Middle Management University Authorities (MMUA26-31)

Dean of Faculty of Economic and Business Management

Dean of Faculty of Social Science

Dean of Faculty of Education

Dean of Faculty of Sciences

Dean of Faculty of Law and Public Administration

Dean of Faculty of Letters

Low Management University Authorities (LMUA32-67)

FEBM, Head of Academic Affairs

FOSS, Head of Academic Affairs

FOL, Head of Academic Affairs

FOS, Head of Academic Affairs

FOLPS, Head of Academic Affairs

FOL, Head of Academic Affairs

FEM, Head of Financial-Treasury Division

FOSS, Head of Financial-Treasury Division

FOE, Head of Financial-Treasury Division

FOS, Head of Financial-Treasury Division

FOLPS, Head of Financial-Treasury Division

FOL, Head of Financial-Treasury Division

FEBM, Head of General and Personnel Division

FOSS, Head of General and Personnel Division

FOE, Head of General and Personnel Division

FOS, Head of General and Personnel Division

FOLPS, Head of General and Personnel Division

FOL, Head of General and Personnel Division

FOEBA, Head of Research Division

FOSS, Head of Research Division

FOE, Head of Research Division

FOS, Head of Research Division

FOLPS, Head of Research Division

FOL, Head of Research Division

FOL, Head of Department of French

FEBM, Head of Business Administration

FEBM, Head of Economics Department

FOSS, Head of Political Department

FOSS, Head of Sociology and Social Development

FOE, Head of Department of Educational Management

FOE, Head of Department of Social Sciences

FOS, Head of Department of Chemistry

FOS, Head of Department of Mathematics

FOLPS, Head of Public Administration

FOLPS, Head of Business Law

FOL, Head of the Department of English

Appendix VII: The Schedule of the Research Fieldwork

The research fieldwork started on 21January to 24 March 2012 in Laos

Jan 2012	**Monday**	**Tuesday**	**Wednesday**	**Thursday**	**Friday**	**Weekend**	
Week 1	2	3	4	5	6	7	8
Week 2	9	10	11	12	13	14	15
Week 3	16	17	18	19	20	 21 OPO	 22 ML
Week 4	23  BKK-VTE	24 Interview at MOE: H.E. Dr. Phankham Viphavanh, Minister of Education and Sports and collect documentary data	25 Interview at MOE: Director of Department of HE, Inspection, and key persons who are responsible for NUOL and collect documentary data	26 Interview at MOE: Directors of Finance and Planning and International Cooperation, and collect documentary data	27 Interview at MOF: Directors of Department of Budget and Inspection, key people who are responsible for NUOL budget, and collect data	28	29
Week 5	30 Interview at MOF Directors of Department of Budget and Inspection, key people who are responsible for NUOL budget and collect data	31 Interview at ADB, Education and Finance Sector which supports restructuring of the NUOL and collect documentary data					

Feb 2012	Monday	Tuesday	Wednesday	Thursday	Friday	Sat	Sun
Week 5			1 Interview key persons at ADB and collect documentary data	2	3	44	55
Week 6	6 Interview at JICA Education and Finance Sectors and collect data Interview at MOES and collect documentary data.	7 Interview at JICA, education and finance sector and collect data	8 Interview and collect data at NUOL 1. The Chairman of the NUOL Council and collect related data 2. President of NUOL and collect related data 3. Director of Financial and Budget Office	9 Interview and collect data at NUOL 1. Vice President of NUOL for academic, research and graduate affairs 2. Director of academic, research and graduate offices	10 Interview and collect data at NUOL 1. Interview Vice President of NUOL for general planning and international relation affairs 2. Directors of General and Planning and International Relations Offices, and collect documentary data	11	12
Week 7	13 Interview and collect data at NUOL 1. Interview Vice President of NUOL for facility, property and students affairs 2. Interview the directors of facility, property and students offices	14 Interview and data collection at NUOL 1. Interview Vice President of NUOL for personnel affairs, housing and services 2. The directors of personnel office, and housing and service 3. Collect documentary data	15 (1) Interview and collect data at NUOL, FOL 1. Deans of Faculty of Letters 2. Heads of Offices; Finance Academic, Personnel and Research. 2. Heads of English, French Department 3. Lecturers, staff and random	16 (1) Interview and collect data at NUOL, FOL 1. Deans of Faculty of Letters 2. Heads of Offices; Finance Academic, Personnel and Research 2. Heads of English, French Department 3. Lecturers, staff and random	17 (1) Interview and collect data at NUOL, FOL 1. Deans of Faculty of Letters 2. Heads of Offices; Finance Academic, Personnel and Research 2. Heads of English, French Department 3. Lecturers, staff and random	18	19

	3. collect documentary data		students 4. Collect documentary data	students 4. Collect documentary data	students 4. Collect documentary data		
Week 8	20 (2) Interview and collect data at NUOL, FOS 1. Deans of Faculty of Science 2. Heads of Offices; Finance, Academic, Personnel and Research 3. Heads of Mathematic and Chemistry Department 4. Collect documentary data	21 (2) Interview and collect data at NUOL, FOS 1. Deans of Faculty of Science 2. Heads of Offices; Finance, Academic, Personnel and Research 3. Heads of Mathematic and Chemistry Department 4. Collect documentary data	22 (2) Interview and collect data at NUOL, FOS 1. Deans of Faculty of Sciences 2. Heads of Offices; Finance, Academic, Personnel and Research 3. Heads of Mathematic and Chemistry Department 4. Collect documentary data	23 (3) Interview and collect data at NUOL, FOSS 1. Deans of Faculty of Social Sciences 2. Heads of Offices; Finance, Academic, Personnel and Research 3. Heads of Political Sciences and Sociology and Social Development Department 4. Collect g documentary data	24 (3) Interview and collect data at NUOL, FOSS 1. Deans of Faculty of Social Sciences 2. Heads of Offices; Finance, Academic, Personnel and Research 3. Heads of Political Sciences and Sociology and Social Development Department 4. Collect documentary data	25	26
Week 9	27 (3) Interview and collect data at NUOL, FOSS 1. Deans of Faculty of Social Sciences 2. Heads of Offices; Finance, Academic, Personnel and Research 3. Heads of Political Sciences and Sociology and	28 (4) Interview and collect data at NUOL, FOE 1. Deans of Faculty of Education 2. Heads of Offices; Finance, Academic, Personnel and Research 3. Heads of Educational Management and Political	29 (4) Interview and collect data at NUOL, FOE 1. Deans of Faculty of Education 2. Heads of Offices; Finance, Academic, Personnel and Research 3. Heads of Educational Management and Political Science Department				

	Social Development Department 4. Collect documentary data	Science Department 4. Collect documentary data	4. Collect documentary data				

Mar 2012	**Monday**	**Tuesday**	**Wednesday**	**Thursday**	**Friday**	**Sat**	**Sun**
Week 9				1 (4) Interview and collect data at NUOL, FOE 1. Deans of Faculty of Education 2. Heads of Offices; Finance, Academic, Personnel and Research 3. Heads of Educational Management and Political Science Department 4. Collect documentary data	2 (5) Interview and collect data at NUOL, FEM 1. Deans of Faculty of Economics and Business Management 2. Heads of Offices; Finance, Academic, Personnel and Research 3. Heads of General Economics and General Management Department 4. Collect documentary data	3	4
Week 10	5 (5) Interview and collect data at NUOL, FEM 1. Deans of Faculty of Economics and Business	6 (5) Interview and collect data at NUOL, FEM 1. Deans of Faculty of Economics and Business	7 (6) Interview and collect data at at NUOL, FOLPA 1. Deans of Faculty of Law and Public Administration	8 (6) Interview and collect data at NUOL, FOLPA 1. Deans of Faculty of Law and Public Administration	9 (6) Interview and collect data at NUOL, FOLPA 1. Deans of Faculty of Law and Public Administration	10	11

	Management 2. Heads of Offices; Finance, Academic, Personnel and Research 3. Heads of General Economics and General Management Department 4. Collect documentary data	Management 2. Heads of Offices; Finance, Academic, Personnel and Research 3. Heads of General Economics and General Management Department 4. Collect documentary data	2. Heads of Offices; Finance, Academic, Personnel and Research 3. Heads of Law and Administration Department 4. Collect documentary data	2. Heads of Offices; Finance, Academic, Personnel and Research 3. Heads of Law and Administration Department 4. Collect documentary data	2. Heads of Offices; Finance, Academic, Personnel and Research 3. Heads of Law and Administration Department 4. Collect documentary data		
Week 11	12 Extra time for missing interviewing and collecting documentary Data	13 Extra time for missing interviewing and collecting documentary Data	14 Extra time for missing interviewing and collecting documentary Data	15 Extra time for missing interviewing and collecting documentary Data	16 Extra time for missing interviewing and collecting documentary Data	17	18
Week 12	19 Extra time for missing interviewing and collecting documentary Data	20 Extra time for missing interviewing and collecting documentary Data	21 Extra time for missing interviewing and collecting documentary Data	22  Return to Portugal	23  Return to Portugal	24 	25

DECLARATIONS

Declaration I: Academic Supervisor's Declaration

Campus de Gualtar
4710-057 Braga – P

Universidade do Minho
Instituto de Educação

Departamento de Ciências Sociais da Educação

DECLARATION

In my capacity as Scientific Supervisor of Mr. Xayapheth Chaphichith, Ph. D student of the Institute of Education of the University of Minho, I hereby declare that he is conducting a research project about the changes in Higher Education in Laos and also in the organization of the National University of Laos and its patterns of institutional management.

For that purpose it is of utmost importance that Mr. Chaphichith can have access to various Government authorities and Academic authorities, namely through sociological interviews which are going to become the main basis of the empirical work of his doctoral thesis.

Mr. Chaphichith is travelling to Laos in order to gather the mentioned empirical data according to a theoretical and methodological plan designed under my supervision and approved by the Scientific Council, following the academic and ethic rules and asking for the indispensable cooperation of the authorities.

Braga, 2012.01.10

Licínio C. Lima
Full Professor

Declaration II: Personal Request Letter in English

This is an example of my personal request letter in English. It was sent to ask permission for data collection at ADB and JICA before the fieldwork begun.

....

09 January 2012

A request for a special permission to interview important persons who are responsible for education and financial support on higher education in Laos, in particular, in the restructuring National University of Laos (NUOL); and to collect documentary data regarding the NUOL activities. The period of the interview and data collection in Laos is from 24th of January – 21st of March, 2012.

Dear Sir/Madam,

I, Xayapheth CHAPHICHITH, PhD Student under the Bridging the Gap Project, Eramus Mundus , European Commission, studying at University of Minho, Portugal.

I am writing this letter to request for special permission to come to your organization for collecting data and interviewing key persons who are responsible for education, particularly the contribution to the development of the National University of Laos. The period of the interview and data collection in Laos is from 24 of January – 21 of March, 2012.

Following the intensive interaction with my academic supervisor for a year at University of Minho, Portugal, my PhD research program is finalized and entitled: Changes in Institutional Governance and Management of National University of Laos (1995-2010), and it is formally approved by Academic Postgraduate Office the university.

This is a case study. In order to accomplish this research topic, in which it is in partial fulfillment of the requirement for the Doctoral Degree of Education Science, specialized on Political Education at University of Minho, it is necessary to collect data of the case in Laos. Particularly, in the three main levels of the research analysis; the macro level, the meso or organizational level, and the micro level or the sub organizational level. The macro level will look at the so-far policies of the government on academic and financial activities from MOE, MOF, and others sources such as international agencies which have contributed to the development of the NUOL including; ADB, WB, JICA organizations, and INGOs. The meso level will look at the change in the structure of NUOL and see how policies are decided and implemented. And the micro level will look at the flow of changes in academic activities and implementation in sub-organizational level such as faculties, institutes and departments.

The relevance of the choice of study topic is based on personal motivation to make a contribution and incremental change to the development of Laos's higher education landscape/system.

The significance of this study is three fold. First, it is the initial study to investigate change in institutional governance and management of the first university of Laos since its establishment under the theoretical framework of modern countries. Second, the outcomes of the study will be a guideline for the development of higher education system in Laos in terms of choice, efficiency, equity and quality (excellence). Third, the foundation of expected findings of the study will be the sources to improve the institutional governance and management system of NUOL and its branches. For this reason, having under considerations background of the study and objectives explained above would never be fulfilled in the most appropriate manner without your support for necessary data and making an interview. The interview questions are about general perception of NUOL's governance and management. The detailed interview questions are:

1. What have been changes on the policies of NUOL for the past 15 years?
2. What have been changed on policies of university governance and management over the past fifteen years in terms of support of managerial self-governance and academic self-governance?
3. What have been changed on policies of university governance and management over the past fifteen years in terms of financial supports?
4. What are the policies for external stakeholders of NUOL to participate in the governance and management of NUOL?
5. What are the autonomous areas for NUOL in terms of governance and management?
6. Who makes decision making on financial support and academic issues of NUOL?
7. What are the procedures in decision making on financial and academic mechanism?
8. What are the influences those changes you have mentioned above?
9. What is your attitude toward the development of NUOL for the last 15 years?
10. What is your expectation for the development of NUOL in the future?

Some questions are not related to your organization directly but the researcher expects to receive the attitude and frank perception of the interviewees on the NUOL governance and management.

I do hope that the request will be considered favorably.

Yours sincerely,

Xayapheth Chaphichith (ID3580)
University of Minho, Institute of Education
Braga, Portugal
Email: xayapheth20@yahoo.com, Tel: +351-969702039

Declaration III: Personal Request Letter in Lao Language

This is an example of my personal reguest letter to ask permission to collect data at the National University of Laos and to ask for the NUOL's support regarding data collection at ministry level.

....

ສາທາລະນະລັດ ປະຊາທິປະໄຕ ປະຊາຊົນລາວ

ສັນຕິພາບ ເອກະລາດ ປະຊາທິປະໄຕ ເອກະພາບ ວັດທະນະຖາວອນ

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ມະຫາວິທະຍາໄລມິນໂຍ

ສະຖາບັນການສຶກສາ

Universidade do Minho
Instituto de Educação

ໜັງສືສະເໜີ

ຮຽນ: ທ່ານອະທິການບໍດີມະຫາວິທະຍາໄລແຫ່ງຊາດ
(ໂດຍຜ່ານການຈັດຕັ້ງຕາມລຳດັບ)

ເລື່ອງ: ຂໍອະນຸຍາດ ລົງເກັບກຳຂໍ້ມູນ ປະກອບບົດຄົ້ນຄວ້າ-ວິໄຈ ບົດວິທະຍານິພົນປະລິນຍາເອກ ຂະແໜງວິທະຍາສາດການສຶກສາ, ລົງເລິກດ້ານການເມືອງການສຶກສາ, ສາຂາວິຊາ: ການປ່ຽນແປງໃນການບໍລິຫານ ແລະການຄຸ້ມຄອງສະຖາບັນການສຶກສາຊັ້ນສູງ ມະຫາວິທະຍາໄລແຫ່ງຊາດລາວ ແຕ່ປີ 1995 ຫາປີ 2010.

- ອີງຕາມ: ໜັງສືຢັ້ງຢືນ ຂອງມະຫາວິທະຍາໄລມິນໂຍ ສະບັບລົງວັນທີ: 10 ມັງກອນ 2012 ເພື່ອຂໍຄວາມຮ່ວມມືທາງດ້ານວິຊາການ ຈາກອຳນາດການປົກຄອງທຸກຂັ້ນເພື່ອອຳນວຍຄວາມສະດວກໃນການເກັບກຳຂໍ້ມູນ ແລະ ທຳການສຳພາດໃນຄັ້ງນີ້.
- ອີງຕາມ: ຄວາມຈຳເປັນໃນການເກັບກຳຂໍ້ມູນເພື່ອປະກອບການຂຽນບົດ ຕາມເງື່ອນໄຂ ຂອງມະຫາວິທະຍາໄລມິນໂຍທີ່ໄດ້ກຳນົດໄວ້ແລ້ວ.
- ອີງຕາມ: ແຜນພັດທະນາການສຶກສາຊັ້ນສູງຂອງລາວເຮົາເພື່ອຄວາມກ້າວໜ້າ ແລະ ຄວາມແທດເໝາະກັບສະພາບຄວາມເປັນຈິງຂອງການສຶກສາໃນເຂດພູມີພາກ ແລະ ສາກົນ.
- ອີງຕາມ: ຄວາມສົນໃຈຂອງນັກຄົ້ນຄວ້າເອງໃນການເຮັດການຄົ້ນຄວ້າກ່ຽວກັບການພັດທະນາການການບໍລິຫານ ແລະ ການຄຸ້ມຄອງສະຖາບັນການສຶກສາຊັ້ນສູງຂອງລາວເຮົາໃນໄລຍະຜ່ານມາ ເຊິ່ງເລີ່ມແຕ່ການສ້າງຕັ້ງມະຫາວິທະຍາໄລແຫ່ງຊາດມາຮອດປີ 2010.

ຂ້າພະເຈົ້າ ອາຈານ ໄຊຍະເພັດ ຊາພິຈິດ ກຳລັງສຶກສາປະລິນຍາເອກ ຢູ່ທີ່ມະຫາວິທະຍາໄລມິນໂຍ, ປະເທດໂປຣ໌ຕູໂກລ໌ (University of Minho, Portugal) ເລີ່ມຕົ້ນແຕ່ສົກຮຽນປີ 2010-2013, ໃນຂະແໜງວິທະຍາສາດການສຶກສາ, ລົງເລິກສາຂາວິຊາການເມືອງການສຶກສາ, ໃນຫົວຂໍ້ສຶກສາ: ການປ່ຽນແປງໃນການບໍລິຫານ ແລະການຄຸ້ມຄອງຂອງມະຫາວິທະຍາໄລແຫ່ງຊາດລາວ ແຕ່ປີ 1995 ຫາປີ 2010 ພາຍໃຕ້

ທຶນຂອງໂຄງການ Bridging the Gap Programme ທີ່ຊ່ອຍເຫຼືອ ແລະ ສະໜັບສະໜູນໂດຍກົງຈາກສະມາຄົມຢູໂຣບ.

ເປົ້າໝາຍໃນການສຶກສາຄັ້ງນີ້ແມ່ນເພື່ອເປັນທິດທາງໃນການພັດທະນາການສຶກສາຊັ້ນສູງໃນຕໍ່ໜ້າຂອງລາວເຮົາ ໂດຍສະເພາະແມ່ນການພັດທະນາມະຫາວິທະຍາໄລແຫ່ງຊາດລາວ ໃຫ້ສາມາດຮັບປະກັນໄດ້ທາງດ້ານຄຸນນະພາບໃຫ້ສາມາດທຽບເທົ່າກັບການສຶກສາໃນພາກພື້ນ ແລະ ສາກົນ ເພື່ອເປັນຖານຂໍ້ມູນໃຫ້ແກ່ການພັດທະນາການສຶກສາລະດັບມະຫາວິທະຍາໄລຂອງ ສ ປ ປ ລາວ ໃນອະນາຄົດ.

ດັ່ງນັ້ນ, ຂ້າພະເຈົ້າຂໍຖືເປັນກຽດຮຽນສະເໜີມາຍັງທ່ານເພື່ອຂໍອະນຸຍາດລົງເກັບກຳຂໍ້ມູນ ທຳການສຳພາດພາຍໃນຄະນະ ແລະ ພາກສ່ວນຕ່າງໆຂອງມະຫາວິທະຍາໄລແຫ່ງຊາດທີ່ເລືອກໄວ້ແລ້ວ ເຊິ່ງມີທັງຫ້ອງການ ແລະ ຄະນະພາກວິຊາ ຈະເລີ່ມຕົ້ນແຕ່ວັນທີ 24 ມັງກອນ ຫາ ທີ 21 ມີນາ 2012 ຕາມລາຍລະອຽດດັ່ງລຸ່ມນີ້:

ກ. ປະເພດເອກະສານ

1. ການເກັບກຳຂໍ້ມູນປະເພດເອກະສານຈາກ ມຊ ແລະ ຫ້ອງການ ຕ່າງໆ ຂອງ ມຊ.

ເອກະສານຂໍ້ມູນທີ່ຈຳເປັນກ່ຽວກັບການບໍລິຫານ ແລະການຄຸ້ມຄອງຂອງ ມຊ ແມ່ນສຳຄັນ ໃນການວິໄຈການຂະຫຍາຍຕົວ ແລະການພັດທະນາ ມຊ ໃນໄລຍະຜ່ານມາ ດ້ວຍເຫດນັ້ນບັນດາເອ ກະສານທີ່ຈຳເປັນຈະໄດ້ຮອບຮອມເພື່ອທຳການສຶກສາ. ປະເພດເອກະສານແມ່ນຈະປະກອບດ້ວຍຫຼາຍ ເນື້ອໃນເອກະສານ ເຊັ່ນ: ແຜນຍຸດທະສາດການພັດທະນາ ມຊ ໃນໄລຍະສັ້ນ ແລະໃນໄລຍະຍາວສະບັບຜ່ານໆມາ ແລະສະບັບປັດຈຸບັນ, ລັດຖະທຳມະນູນ ມຊ, ດຳລັດ ມຊ, ແລະ ຂໍ້ຕົກລົງຕ່າງໆ ຂອງ ມຊ, ບົດສະຫຼຸບ ວຽກງານການບໍລິຫານ ແລະ ການຄຸ້ມຄອງ ຂອງ ມຊ, ຂໍ້ກຳນົດກົດລະບຽບຕ່າງໆ, ລະບຽບແບບວິທີເຮັດວຽກ, ບົດລາຍງານປະຈຳປີໃນໄລຍະຜ່ານມາແຕ່ປີ 1995 ເຖິງປັດຈຸບັນ, ໂດຍສະເພາະວຽກງານກ່ຽວກັບວິຊາການການບໍລິຫານ ແລະ ການຄຸ້ມຄອງ ມຊ, ການຮ່ວມມືພາຍໃນ ແລະ ພາຍນອກ, ວຽກງານການເງິນ ແລະວຽກງານຈັດຕັ້ງ. ສະນັ້ນ, ເອກະສານດັ່ງກ່າວແມ່ນຈະໄດ້ເກັບກຳຈາກຫ້ອງການຕ່າງໆ ຂອງ ມຊ ເຊັ່ນ: ຫ້ອງການວິຊາການ, ຫ້ອງການການເງິນ, ຫ້ອງການຈັດຕັ້ງ, ຫ້ອງການຄົ້ນຄວ້າ ແລະ ເໜືອມະຫາ, ຫ້ອງການສັງລວມ ແລະ ຫ້ອງການພົວພັນຕ່າງປະເທດ.

2. ເກັບກຳຂໍ້ມູນປະເພດເອກະສານຈາກຄະນະພາກວິຊາ ແລະ ພະແນກ

ເອກະສານທີ່ສຳຄັນອີກຈຳນວນໜຶ່ງແມ່ນຈະໄດ້ເກັບກຳຈາກຄະນະ ແລະພາກວິຊາຕ່າງໆເຊັ່ນ: ຄະນະອັກສອນສາດ, ຄະນະນິຕິສາດແລະລັດຖະສາດ, ຄະນະວິທະຍາສາດສັງຄົມ, ຄະນະວິທະຍາ ສາດທຳມະຊາດ, ຄະນະເສດຖະສາດ ແລະບໍລິຫານທຸລະກິດ, ຄະນະສຶກສາສາດ. ເອກະສານ ທີ່ສຳຄັນ ໃນການວິໄຈແມ່ນປະກອບດ້ວຍບົດລາຍງານການຈັດຕັ້ງປະຕິບັດແຜນການແຕ່ລະປີ ໂດຍສະເພາະວຽກ ງານການບໍລິຫານ ແລະການຄຸ້ມຄອງ, ວິຊາການ, ການເງິນ ແລະ ອື່ນໆ.

ຂ. ການສຳພາດ

1. ການສຳພາດຂັ້ນ ມຊ ແລະ ຫ້ອງການ

ການສຳພາດແມ່ນຈະໄດ້ດຳເນີນຕາມຂັ້ນຕອນ ແລະຂອບເຂດຂອງການວິໄຈແຕ່ຂັ້ນເທິງຮອດຂັ້ນລຸ່ມເຊິ່ງຈະເລີ່ມຕົ້ນການສຳພາດຄະນະນຳຂອງ ມຊ ລວມມີ: ອະທິການບໍດີ ແລະ ຮອງອະທິການບໍດີຮັບຜິດຊອບວຽກງານດ້ານຕ່າງໆຂອງ ມຊ ເຊັ່ນ: ຮັບຜິດຊອບວິຊາການ, ການເງິນ, ການຈັດຕັ້ງການຄຸ້ມຄອງ, ການພົວພັນຕ່າງປະເທດ ແລະ ອື່ນໆ, ສຳພາດປະທານສະພາ ມຊ, ພ້ອມດຽວກັນກໍຈະໄດ້ທຳການສຳພາດຫົວໜ້າຫ້ອງການເຊັ່ນ: ຫ້ອງການວິຊາການ, ຫ້ອງການສັງລວມ, ຫ້ອງການແຜນການ ແລະ ການພົວພັນຕ່າງປະເທດ, ຫ້ອງການຈັດຕັ້ງ, ຫ້ອງການການເງິນ ແລະ ຫ້ອງການເໜືອມະຫາ. ເນື້ອໃນຄຳຖາມສຳພາດແມ່ນມີລາຍລະອຽດດັ່ງລຸ່ມນີ້:

ຄຳຖາມສຳພາດຂັ້ນ ມຊ ແລະ ຫ້ອງການ

1. ມຊ ໄດ້ມີການປ່ຽນແປງນະໂຍບາຍການພັດທະນາ ມຊ ມີຫຍັງແດ່ໃນໄລຍະ 15 ປີຜ່ານມາ?
2. ໂຄງສ້າງການຈັດຕັ້ງ ຂອງ ມຊ ໄດ້ມີການປ່ຽນແປງຫຍັງແດ່ໃນໄລຍະ 15 ປີຜ່ານມາ?
3. ມຊ ໄດ້ມີການຈັດຕັ້ງປະຕິບັດນະໂຍບາຍການສຶກສາຂອງລັດຖະບານແນວໃດໃນໄລຍະຜ່ານມາ?
4. ເນື້ອໃນແຜນພັດທະນາ ມຊ ແຕ່ລະໄລຍະມີຫຍັງແນ່ທີ່ພົ້ນເດັ່ນແຕ່ປີ 1995 ຫາ 2010?
5. ທ່ານໄດ້ມີທັດສະນະແນວໃດຕໍ່ຄວາມເປັນເອກະລາດໃນການບໍລິຫານຕົນເອງຂອງສະຖາບັນການສຶກສາຊັ້ນສູງ ມຊ?
6. ມຊ ໄດ້ມີນະໂຍບາຍທາງດ້ານໂຄງຮ່າງການບໍລິຫານການເງິນ ແລະ ວິຊາການຂອງ ມຊ ແນວໃດ?
7. ມຊ ໄດ້ມີນະໂຍບາຍ ພັດທະນາວິຊາການ ແລະ ການບໍລິຫານຕົນເອງແນວໃດ?
8. ມຊ ໄດ້ມີການຈັດຕັ້ງປະຕິບັດ ການລິງມະຕິດ້ານນະໂຍບາຍການເງິນ ແລະ ວິຊາການແນວໃດແດ່ໃນໄລຍະຜ່ານມາ?
9. ໃນ ມຊ ມີຂະແໜງໃດແດ່ ທີ່ມີຄວາມເປັນເອກະລາດ ໃນການບໍລິຫານ ແລະ ການຄຸ້ມຄອງ?
10. ຜູ້ຕັດສິນໃຈສູງສຸດໃນວຽກງານຂອງ ມຊ ແມ່ນໃຜ?
11. ທ່ານມີທັດສະນະຄະຕິແນວໃດຕໍ່ຄວາມເປັນເອກະລາດທາງການບໍລິຫານ ແລະ ການຄຸ້ມຄອງຂອງ ມຊ ໃນອະນາຄົດ?
12. ຈຸດດີ ແລະ ຈຸດອອ່ນດ້ານວຽກງານບໍລິຫານ ແລະ ການຄຸ້ມຄອງຂອງ ມຊ ມີຫຍັງແດ່ໃນໄລຍະຜ່ານມາ?
13. ທັດສະນະຄະຕິຂອງທ່ານຕໍ່ການພັດທະນາ ມຊ ໃນໄລຍະ 15 ປີຜ່ານມາ ມີຫຍັງແນ່?
14. ຄວາມຄາດຫວັງຂອງທ່ານໃນການພັດທະນາ ມຊ ໃນອະນາຄົດມີຫຍັງແນ່?

2. ສໍາພາດຂັ້ນຄະນະພາກວິຊາ ແລະ ພະແນກ

ເປົ້າໝາຍໃນການສໍາພາດແມ່ນຄະນະນໍາຂອງແຕ່ລະຄະນະ ແລະ ພາກວິຊາ ທີ່ໄດ້ກໍານົດໄວ້ ໂດຍສະເພາະແມ່ນ ຄະນະບໍດີ ແລະ ຮອງຄະນະບໍດີ ຂອງຄະນະອັກສອນສາດ, ຄະນະສຶກສາສາດ, ຄະນະວິທະຍາສາດທໍາມະຊາດ, ຄະນະວິທະຍາສາດສັງຄົມ, ຄະນະເສດຖະສາດ ແລະ ການບໍລິຫານທຸລະກິດ, ຄະນະນິຕິສາດ ແລະ ລັດຖະສາດ. ນອກຈາກນັ້ນ, ກໍຈະໄດ້ສໍາພາດຫົວໜ້າພະແນກຂອງແຕ່ລະຄະນະເຊັ່ນ: ພະແນກການເງິນ, ພະແນກວິຊາການ, ພະແນກສັງລວມ ແລະ ພະແນກຄົ້ນຄວ້າ ແລະ ເຫນືອມະຫາ. ສຸດທ້າຍແມ່ນການສໍາພາດຫົວໜ້າພາກວິຊາ ແລະ ພະແນກ ຂອງແຕ່ລະຄະນະ ເຊິ່ງຈະເລືອກເອົາສອງພາກວິຊາ ຫຼື ພະແນກທີ່ສໍາຄັນຂອງຄະນະ ທີ່ໄດ້ກ່າວມາ. ສໍາລັບຂັ້ນພາກວິຊາ ແລະ ພະແນກ ໂດຍອີງໃສ່ເວລາຈໍາກັດ ຫາກມີເວລາພໍ ກໍຈະໄດ້ເຮັດການສໍາພາດວິຊາການ, ອາຈານສອນ ແລະ ນັກສຶກສາຈໍານວນໜຶ່ງຕື່ມອີກ.

ຄໍາຖາມສໍາພາດຂັ້ນຄະນະພາກວິຊາ ແລະ ພະແນກ

1. ໃນຄະນະຂອງທ່ານໄດ້ມີການປ່ຽນແປງຫຍັງແດ່ໃນໄລຍະ 15 ປີຜ່ານມາ?
2. ໜ້າທີ່ຕົ້ນຕໍ ຂອງຄະນະ ແລະ ພາກວິຊາມີຫຍັງແດ່?
3. ໃນຄະນະ ແລະພາກວິຊາ ທ່ານສາມາດຕັດສິນດ້ານໃດແດ່ໃນວຽກງານບໍລິການ ແລະ ການຄຸ້ມຄອງ?
4. ໃນຄະນະ ແລະພາກວິຊາ ສໍາລັບພະນັກງານວິຊາການສາມາດຕັດສິນໃຈດ້ານໃດແດ່?
5. ທ່ານມີທັດສະນະຄະຕິແນວໃດແດ່ ຕໍ່ເງິນສະໜັບສະໜູນ ດ້ານວິຊາການ ແລະ ບຸກຄະລາກອນຂອງ ມຊ?
6. ທັດສະນະຄະຕິຂອງທ່ານຕໍ່ການພັດທະນາ ມຊ ໃນໄລຍະ 15 ປີຜ່ານມາ ມີຫຍັງແດ່?
7. ຄວາມຄາດຫວັງຂອງທ່ານໃນການພັດທະນາ ມຊ ໃນອະນາຄົດມີຫຍັງແດ່?

ບາງຄຳຖາມອາດຈະບໍ່ກ່ຽວຂ້ອງໂດຍກົງກັບວຽກງານຂອງທ່ານທີ່ຖືກສຳພາດ ແຕ່ເປົ້າໝາຍລວມໃນການສຶກສາຄັ້ງນີ້ ແມ່ນເພື່ອຢາກຮູ້ຄວາມເຂົ້າໃຈໂດຍລວມ ແລະ ສະເພາະຕໍ່ການບໍລິຫານ ແລະ ການຄຸ້ມຄອງສະຖາບັນການສຶກສາຊັ້ນສູງ ມະຫາວິທະຍາໄລແຫ່ງຊາດຂອງລາວເຮົາໃນໄລຍະຜ່ານມາ. ດັ່ງນັ້ນ, ການສຳພາດຄັ້ງນີ້ ລວມທັງຄວາມເຫັນ ແລະ ທັດສະນະຂອງທ່ານແມ່ນຈະມີຜົນປະໂຫຍດຫຼາຍ ຕໍ່ການວິໄຈ ແລະ ຕໍ່ແນວທາງການພັດທະນາການສຶກສາຊັ້ນສູງຂອງລາວເຮົາໃຫ້ຮັບປະກັນໄດ້ດ້ານຄຸນນະພາບເພື່ອແຂ່ງຂັນໃຫ້ທຽບເທົ່າກັບການສຶກສາລະດັບພາກພື້ນ ແລະ ສາກົນເທື່ອລະກ້າວ.

ສະນັ້ນ, ການເກັບກຳຂໍ້ມູນໃນຄັ້ງນີ້ ແມ່ນໝາກຫົວໃຈຫຼັກຂອງບົດວິທະຍານິພົນປະລິນຍາເອກຂອງຂ້າພະເຈົ້າ ຫາກປາສະຈາກການຊ່ອຍເຫຼືອຈາກຂັ້ນນຳການສຶກສາຂັ້ນກະຊວງ, ຂັ້ນ ມຊ, ແລະ ອຳນາດການປົກຄອງທຸກຂັ້ນທີ່ກ່ຽວຂອ້ງ, ອົງການຈັດຕັ້ງທາງດ້ານການສຶກສາ, ຂັ້ນກົມຂອງກະຊວງກ່ຽວຂ້ອງ ແລະ ພາກສ່ວນຕ່າງໆ ການຄົ້ນຄວ້າຄັ້ງນີ້ແມ່ນຈະມີຄວາມຫຍຸ້ງຍາກລຳບາກຫຼາຍ ແລະ ອາດບໍ່ໄດ້ຮັບຜົນສຳເລັດທີ່ສົມບູນໄດ້.

ດັ່ງນັ້ນ, ຂ້າພະເຈົ້າຈຶ່ງຂໍຖືເປັນກຽດຮຽນສະເໜີມາຍັງທ່ານ ເພື່ອພິຈາລະນາອະນຸມັດຕາມທາງຄວນດ້ວຍ.

ຮຽນມາດ້ວຍຄວາມນັບຖືຢ່າງສູງ.

ທີ່ມະຫາວິທະຍາໄລມິນໂຍ
ປະເທດໂປຣ໌ຕູໂກລ໌
ວັນທີ: 10 ມັງກອນ 2012.

ຜູ້ສະເໜີ,

ໄຊຍະເພັດ ຊາພິຈິດ

Declaration IV: Supporting Letter of Home Univeristy by BTG Project Coordinator

BTG Partnership Project Coordinator
National University of Laos (Home University)

31 October 2011

As Xayapheth Chaphichith is under our authority, He requests our support for his work field in Laos from January to April 2012.

Dear Sir/Madam,

I am writing to you about the request of Mr. Xayapheth Chaphichith (a PhD candidate under BTG project, Erasmus Mundus performing his PhD study at Host University, University of Minho in Portugal) asking to conduct his fieldwork in Laos from January to April 2012 without suspending his monthly scholarship supported by BTG project.

Regarding his research topic; ***Changes in Institutional Governance and Management of National University of Laos (1995-2010)***, this study is interesting and important for the future of higher education in Laos as a whole, and the results would help university leaders ease in decision making for future development of the National University of Laos.

Giving a chance to Xayapheth Chaphichith to conduct his research on the governance and management of the National University of Laos is a great asset. However, our university lacks of fund to support his fieldwork during fieldwork; instead, we strongly endorse his research topic and facilitate his presence.

And I would like pass a special request to you to consider his field work with the Erasmus Mundus monthly allowance favorably.

Yours sincerely,

Assoc.Prof. Somphone KOUNNAVONGSA

Home University Coordinator
National University of Laos
Tel: +856-20-55912036
Email: skounnavongsa@yahoo.com

Declaration V: Personal Request Letter Stamped by FOL

ວັນທີ 17 JAN 2012

ສາທາລະນະລັດ ປະຊາທິປະໄຕ ປະຊາຊົນລາວ

ສັນຕິພາບ ເອກະລາດ ປະຊາທິປະໄຕ ເອກະພາບ ວັດທະນະຖາວອນ

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ກະຊວງສຶກສາທິການ ແລະກິລາ
ມະຫາວິທະຍາໄລແຫ່ງຊາດ
ຄະນະອັກສອນສາດ
ພາກວິຊາພາສາອັງກິດ

ໜັງສືສະເໜີ

ຮຽນ: ທ່ານ ຄະນະບໍດີ ຄະນະອັກສອນສາດ ມະຫາວິທະຍາໄລແຫ່ງຊາດລາວ (ໂດຍຜ່ານການຈັດຕັ້ງຕາມລຳດັບ)

ເລື່ອງ: ຂໍອະນຸມັດໜັງສືຢັ້ງຢືນ ເພື່ອລົງເກັບກຳຂໍ້ມູນ ປະກອບບົດຄົ້ນຄວ້າວິທະຍານິພົນປະລິນຍາເອກ ສາຂາວິຊາ *ການປ່ຽນແປງໃນການບໍລິຫານ ແລະການຄຸ້ມຄອງມະຫາວິທະຍາໄລແຫ່ງຊາດລາວ ແຕ່ປີ 1995 ຫາປີ 2010*

- ອີງຕາມ: ຂໍ້ຕົກລົງຂອງລັດຖະມົນຕີກະຊວງສຶກສາ ແລະ ກິລາ ເລກທີ 1568/ສສ. ຈຕ. 10
- ອີງຕາມ: ໜັງສືຂອງມະຫາວິທະຍາໄລ ມິນໂຢ (University of Minho), ປະເທດປອກຕຸຍການ ລົງວັນທີ 29 ກໍລະກົດ 2011
- ອີງຕາມ: ຄວາມຈຳເປັນໃນການເກັບກຳຂໍ້ມູນເພື່ອປະກອບການຂຽນບົດວິທະຍານດັ່ງກ່າວຕາມເງື່ອນໄຂທີ່ໄດ້ກຳນົດໄວ້ຂອງມະຫາວິທະຍາໄລ ມິນໂຢ (University of Minho) ທີ່ປະເທດປອກຕຸຍການ

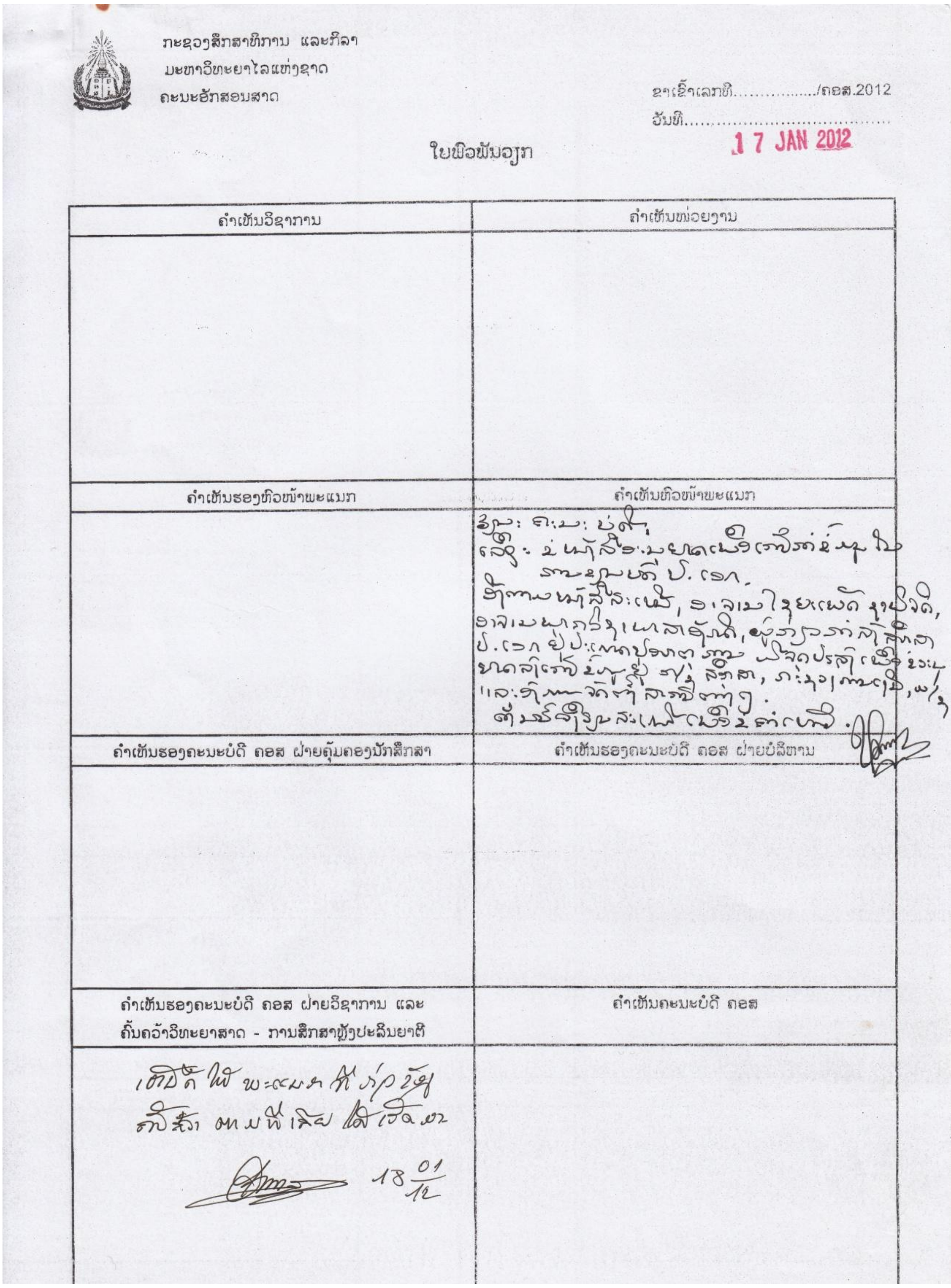
ເພື່ອເປັນທິດທາງ ໃນການພັດທະນາໃນຕໍ່ໜ້າ ໂດຍສະເພາະ ການພັດທະນາ ມະຫາວິທະຍາໄລແຫ່ງຊາດລາວ ໃຫ້ສາມາດຮັບປະກັນໄດ້ ທາງດ້ານຄຸນນະພາບ ເທົ່າທຽມກັບການສຶກສາໃນເຂດພູມີພາກ ແລະ ເພື່ອເປັນຖານຂໍ້ມູນ ໃຫ້ແກ່ການພັດທະນາການສຶກສາລະດັບມະຫາວິທະຍາໄລ ໃນສປປລາວ ໃນອະນາຄົດ.

ຂ້າພະເຈົ້າ ອາຈານ ໄຊຍະເພັດ ຊາພິຈິດ ສັງກັດຢູ່ພາກວິຊາພາສາອັງກິດ ຄະນະອັກສອນສາດ, ປະຈຸບັນ ກຳລັງສຶກສາຕໍ່ປະລິນຍາເອກ ທີ່ມະຫາວິທະຍາໄລມິນໂຢ, ປະເທດປໍຕຸເກດ (University of Minho, Portugal) ສົກຮຽນ 2010-2013, ຂະແໜງການຄົ້ນຄ້ວາແມ່ນດ້ານວິທະຍາສາດການສຶກສາ, ສາຍວິຊາ

1

Declaration VI: The Notes by Divisions of FOL

It is the agreement of Vice Dean of Faculty of Letters and Head of Division of Faculty of Letters regarding the personal request letter's approval.



ກະຊວງສຶກສາທິການ ແລະກິລາ
ມະຫາວິທະຍາໄລແຫ່ງຊາດ
ຄະນະອັກສອນສາດ

ຂາເຂົ້າເລກທີ................/ຄອສ.2012
ວັນທີ..
17 JAN 2012

ໃບພິຈາລະນາ

ຄຳເຫັນວິຊາການ	ຄຳເຫັນໜ່ວຍງານ
ຄຳເຫັນຮອງຫົວໜ້າພະແນກ	ຄຳເຫັນຫົວໜ້າພະແນກ
	[illegible]
ຄຳເຫັນຮອງຄະນະບໍດີ ຄອສ ຝ່າຍຄຸ້ມຄອງນັກສຶກສາ	ຄຳເຫັນຮອງຄະນະບໍດີ ຄອສ ຝ່າຍບໍລິຫານ
ຄຳເຫັນຮອງຄະນະບໍດີ ຄອສ ຝ່າຍວິຊາການ ແລະ ຄົ້ນຄວ້າວິທະຍາສາດ - ການສຶກສາຫຼັງປະລິນຍາຕີ	ຄຳເຫັນຄະນະບໍດີ ຄອສ
[illegible] 18 01/12	

Declaration VII: The Request Letter of the Vice Dean of FOL to the President of NUOL.

Regarding my current status of employment at NUOL has been still under the Department of English, Faculty of Letters. My personal request letter was initially approved by the Head of the Department of English. After that, it was approved by the Dean of Faculty of Letters. And then an official letter signed by the Vice Dean of Faculty of Letters to the President of the NUOL was approved hierarchically to have special permission for data collection at all levels of the study.

ສາທາລະນະລັດ ປະຊາທິປະໄຕ ປະຊາຊົນລາວ
ສັນຕິພາບ ເອກະລາດ ປະຊາທິປະໄຕ ເອກະພາບ ວັດທະນາຖາວອນ

ກະຊວງສຶກສາທິການ ແລະກິລາ
ມະຫາວິທະຍາໄລແຫ່ງຊາດ
ຄະນະອັກສອນສາດ

-6019
ເລກທີ............./ຄອສ/2012
ວັນທີ ....
19 JAN 2012

ໃບສະເໜີ

ຮຽນ: ທ່ານ ອະທິການບໍດີ ມະຫາວິທະຍາໄລແຫ່ງຊາດ.
ເລື່ອງ: ຂໍໜັງສືອະນຸຍາດລົງເກັບກຳຂໍ້ມູນ ໃນການຂຽນບົດວິທະຍານິພົນ ປະລິນຍາເອກ

- ອີງຕາມ: ຂໍ້ຕົກລົງຂອງລັດຖະມົນຕີກະຊວງສຶກສາທິການ ແລະກິລາ ວ່າດ້ວຍການອະນຸມັດໃຫ້ພະນັກງານໄປຍົກລະດັບຊັ້ນປະລິນຍາເອກ ຢູ່ປະເທດ ປອກຕຸຍການ, ສະບັບເລກທີ່ 1568/ສສ.ຈຕ/10, ລົງວັນທີ 06/ ກໍລະກົດ/ 2010
- ອີງຕາມ : ໜັງສືຢັ້ງຢືນໃນການເກັບກຳຂໍ້ມູນຈາກມະຫາວິທະຍາໄລ ມິນໂຢ ປະເທດປອກຕຸຍການ
- ອີງຕາມ: ການສະເໜີຂອງພາກວິຊາພາສາອັງກິດ
- ອີງຕາມ: ຄຳຮ້ອງຂອງຜູ້ກ່ຽວ

ຄະນະບໍດີ ຄະນະອັກສອນສາດ ຂໍຖືເປັນກຽດຮຽນສະເໜີມາຍັງທ່ານ ອະທິການບໍດີ ມະຫາວິທະຍາ ໄລແຫ່ງຊາດ ເພື່ອຂໍໜັງສືອະນຸຍາດໃຫ້ ທ້າວໄຊຍະເພັດ ຊາພິຈິດ, ອາຈານສອນ ຢູ່ພາກວິຊາ ພາສາອັງກິດ, ຄະນະອັກສອນສາດ, ມະຫາວິທະຍາໄລແຫ່ງຊາດ, ປະຈຸບັນນີ້ ຜູ້ກ່ຽວເປັນນັກສຶກສາປະລິນຍາເອກ ຢູ່ມະຫາວິທະຍາໄລມິນໂຢ ປະເທດປອກຕຸຍການ ຫົວຂໍ້ຄົ້ນຄວ້າຂອງຜູ້ກ່ຽວແມ່ນ ***ການປ່ຽນແປງໃນການບໍລິຫານ –ແລະການຄຸ້ມຄອງມະຫາວິທະຍາໄລແຫ່ງຊາດລາວ ແຕ່ປີ 1995 ຫາປີ 2010*** ລົງໄປເກັບກຳຂໍ້ມູນ ຕາມສະຖານທີ່ດັ່ງຕໍ່ໄປນີ້ :

(1) ກະຊວງສຶກສາທິການ ແລະກິລາ : ກົມສຶກສາຊັ້ນສູງ, ຄະນະກົມກວດກາຊັ້ນສູງ ແລະພາກສ່ວນທີ່ຮັບຜິດຊອບວຽກງານບໍລິຫານ ແລະການຄຸ້ມຄອງ ມຊ

(2) ກະຊວງການເງິນ : ກົມກວດກາ ແລະກົມງົບປະມານ

(3) ມະຫາວິທະຍາໄລແຫ່ງຊາດ : ຫ້ອງການພົວພັນຕ່າງປະເທດ, ຫ້ອງການການເງິນ, ຫ້ອງການຈັດຕັ້ງ, ຫ້ອງການວິຊາການ ແລະຫ້ອງການຄົ້ນຄວ້າວິທະຍາສາດ ແລະບໍລິການວິຊາການ, ຫ້ອງການຫຼັງປະລິນຍາຕີ, ຄະນະອັກສອນສາດ, ຄະນະເສດຖະສາດ ແລະບໍລິຫານທຸລະກິດ, ຄະນະວິທະຍາສາດທຳມະຊາດ, ຄະນະວິທະຍາສາດສັງຄົມ, ຄະນະສຶກສາສາດ ແລະຄະນະນິຕິສາດ-ລັດຖະສາດ

(4) ອົງການຈັດຕັ້ງສາກົນຕ່າງໆ ທີ່ກ່ຽວຂ້ອງໃນ ສປປ ລາວ ແລະອົງກອນຕ່າງໆອີກຈຳນວນໜຶ່ງພາຍໃນພາກສ່ວນຂອງທ່ານ.

ດັ່ງນັ້ນ, ຈຶ່ງຮຽນສະເໜີມາຍັງທ່ານເພື່ອພິຈາລະນາຕາມຄວາມເໝາະສົມດ້ວຍ

ຮຽນມາດ້ວຍຄວາມນັບຖືຢ່າງສູງ

ຮ ຄະນະບໍດີ

ຄະນະ ອັກສອນສາດ

ຮສ.ດຣ. ກົ່ນສຸຄອນ ສີປະເສີດ

Declaration VIII: The Request Letter of the Vice Dean of FOL to FOPS

There are six selected faculties of the NUOL as data sources of evidence of the study. This is an example of a request letter from the Vice Dean of Faculty of Letters to the Faculty of Law and Political Sciences. At the bottom, there is an agreed signature by the Faculty of Law and Political Sciences, permitted to collect data at the Faculty.

ຄະນະນິຕິສາດແລະລັດຖະສາດ
ຂາເຂົ້າ ເລກທີ.....13.........
ວັນທີ.25.01./.012

ສາທາລະນະລັດ ປະຊາທິປະໄຕ ປະຊາຊົນລາວ
ສັນຕິພາບ ເອກະລາດ ປະຊາທິປະໄຕ ເອກະພາບ ວັດທະນາຖາວອນ

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ກະຊວງສຶກສາທິການ ແລະກິລາ
ມະຫາວິທະຍາໄລແຫ່ງຊາດ
ຄະນະອັກສອນສາດ

ເລກທີ............./ຄອສ/2012
ວັນທີ ....

25 JAN 2012

ໃບສະເໜີ

ຮຽນ: ທ່ານ ...ຄະນະບໍດີ ຄະນະນິຕິສາດ ແລະ ລັດຖະສາດ...
ເລື່ອງ: ຂໍໜັງສືອະນຸຍາດລົງເກັບກຳຂໍ້ມູນ ໃນການຂຽນບົດວິທະຍານິພົນ ປະລິນຍາເອກ

- ອີງຕາມ: ຂໍ້ຕົກລົງຂອງລັດຖະມົນຕີກະຊວງສຶກສາທິການ ແລະກິລາ ວ່າດ້ວຍການອະນຸມັດໃຫ້ພະນັກງານໄປຍົກລະດັບຊັ້ນປະລິນຍາເອກ ຢູ່ປະເທດ ປອກຕຸຍການ, ສະບັບເລກທີ່ 1568/ສສ.ຈຕ/10, ລົງວັນທີ 06/ ກໍລະກົດ/ 2010
- ອີງຕາມ : ໜັງສືຢັ້ງຢືນໃນການເກັບກຳຂໍ້ມູນຈາກມະຫາວິທະຍາໄລ ມິນໂຍ ປະເທດປອກຕຸຍການ
- ອີງຕາມ: ການສະເໜີຂອງພາກວິຊາພາສາອັງກິດ
- ອີງຕາມ: ຄຳຮ້ອງຂອງຜູ້ກ່ຽວ

ຄະນະບໍດີ ຄະນະອັກສອນສາດ ຂໍຖືເປັນກຽດຮຽນສະເໜີມາຍັງທ່ານ ເພື່ອຂໍອະນຸຍາດໃຫ້ ທ້າວໄຊຍະເພັດ ຊາພິຈິດ, ອາຈານສອນ ຢູ່ພາກວິຊາ ພາສາອັງກິດ, ຄະນະອັກສອນສາດ, ມະຫາວິທະຍາໄລແຫ່ງຊາດ ລົງໄປເກັບກຳຂໍ້ມູນຢູ່ພາຍໃນພາກສ່ວນຂອງທ່ານ. ປະຈຸບັນນີ້ ຜູ້ກ່ຽວເປັນນັກສຶກສາປະລິນຍາເອກ ຢູ່ມະຫາວິທະຍາໄລມິນໂຍ ປະເທດປອກຕຸຍການ ຫົວຂໍ້ຄົ້ນຄວ້າຂອງຜູ້ກ່ຽວແມ່ນ *ການປ່ຽນແປງໃນການບໍລິຫານ ແລະການຄຸ້ມຄອງມະຫາວິທະຍາໄລແຫ່ງຊາດລາວ ແຕ່ປີ 1995 ຫາປີ 2010* ໄລຍະເກັບກຳຂໍ້ມູນແມ່ນ ເລີ້ມແຕ່ ວັນທີ ...7... ເດືອນ ...3..... ຫາ ວັນທີ ......9.... ເດືອນ ...3......... 2012.

ດັ່ງນັ້ນ, ຈຶ່ງຮຽນສະເໜີມາຍັງທ່ານເພື່ອພິຈາລະນາຕາມຄວາມເໝາະສົມດ້ວຍ
ຮຽນມາດ້ວຍຄວາມນັບຖືຢ່າງສູງ

ຮ ຄະນະບໍດີ

ຄະນະ
ອັກສອນສາດ
ກະຊວງສຶກສາທິການ ແລະກິລາ
ມະຫາວິທະຍາໄລແຫ່ງຊາດ

ຮສ.ດຣ. ກົ່ນສຸຄອນ ສີປະເສີດ

ເຫັນດີໃຫ້ຜູ້ກ່ຽວ
ລົງເກັບກຳຂໍ້ມູນຢູ່
ຄະນະໄດ້
26/1/12

Declaration IX: The Request Letter of NUOL to MOF

ສາທາລະນະລັດ ປະຊາທິປະໄຕ ປະຊາຊົນລາວ

ສັນຕິພາບ ເອກະລາດ ປະຊາທິປະໄຕ ເອກະພາບ ວັດທະນາຖາວອນ

໙໑ ++++++ ໙໑

ກະຊວງສຶກສາທິການ ແລະ ກິລາ

ມະຫາວິທະຍາໄລແຫ່ງຊາດ

ຫ້ອງການສັງລວມ

ເລກທີ 042 / ຫກ. ມຊ 2011

ວັນທີ 30 ມັງກອນ 2011

ໜັງສືສະເໜີ

ຮຽນ: ທ່ານ ຫົວໜ້າຫ້ອງການ ກະຊວງການເງິນ.

ເລື່ອງ: ຂໍອະນຸຍາດລົງເກັບກໍາຂໍ້ມູນ.

- ອີງຕາມ : ໜັງສືສະເໜີຂອງຄະນະອັກສອນສາດ ມະຫາວິທະຍາໄລແຫ່ງຊາດ ສະບັບເລກທີ 609 / ຄອສ, ລົງວັນທີ 19 ມັງກອນ 2012.
- ອີງຕາມ : ຂໍ້ຕົກລົງຂອງທ່ານລັດຖະມົນຕີກະຊວງສຶກສາທິການ ແລະ ກິລາ ວ່າດ້ວຍການອະນຸມັດໃຫ້ພະນັກງານໄປຍົກລະດັບຊັ້ນປະລິນຍາເອກຢູ່ປະເທດປອກຕຸຍການ, ສະບັບເລກທີ 1568 / ສສ.ຈຕ/10,ລົງວັນທີ06/07/ 10.
- ອີງຕາມ : ໜັງສືຢັ້ງຢືນໃນການເກັບກໍາຂໍ້ມູນຈາກມະຫາວິທະຍາໄລ ມິນໂຍ ປະເທດປອກຕຸຍການ.
- ອີງຕາມ : ການສະເໜີຂອງພາກວິຊາພາສາອັງກິດ.
- ອີງຕາມ : ຄໍາຮ້ອງຜູ້ກ່ຽວ.

ຫົວໜ້າຫ້ອງການສັງລວມ ມະຫາວິທະຍາໄລແຫ່ງຊາດ ຂໍຖືເປັນກຽດຮຽນມາຍັງທ່ານ ເພື່ອຂໍອະນຸຍາດ ໃຫ້ ທ້າວ ໄຊຍະເພັດ ຊາພິຈິດ, ເປັນອາຈານ ສອນຢູ່ພາກວິຊາ ພາສາອັງກິດ ຄະນະອັກສອນສາດ ມະຫາວິທະຍາໄລແຫ່ງຊາດ ປະຈຸບັນຜູ້ກ່ຽວແມ່ນກໍາລັງສຶກສາປະລິນຍາເອກ ຢູ່ມະຫາວິທະຍາໄລມິນໂຍ ປະເທດປອກຕຸຍການ ມີຄວາມຕ້ອງການລົງເກັບກໍາຂໍ້ມູນຢູ່ທີ່ ກົມກວດກາ ແລະ ກົມງົບປະມານ ເພື່ອເກັບກໍາຂໍ້ມູນຕ່າງໆ ມາປະກອບເຂົ້າໃນຫົວຂໍ້ຄົ້ນຄວ້າກ່ຽວກັບ : ***ການປ່ຽນແປງໃນການບໍລິຫານ ແລະ ການຄຸ້ມຄອງມະຫາວິທະຍາໄລແຫ່ງຊາດ ແຕ່ປີ 1995ຫາປີ 2010,*** ສ່ວນລາຍລະອຽດຜູ້ກ່ຽວຈະນໍາສະເໜີຕື່ມອີກ.

ດັ່ງນັ້ນ,ຈິ່ງຮຽນມາຍັງທ່ານເພື່ອພິຈາລະນາແລະອໍານວຍຄວາມສະດວກໃຫ້ພວກກ່ຽວຕາມທາງຄວນດ້ວຍ.

ຮຽນດ້ວຍຄວາມນັບຖືຢ່າງສູງ

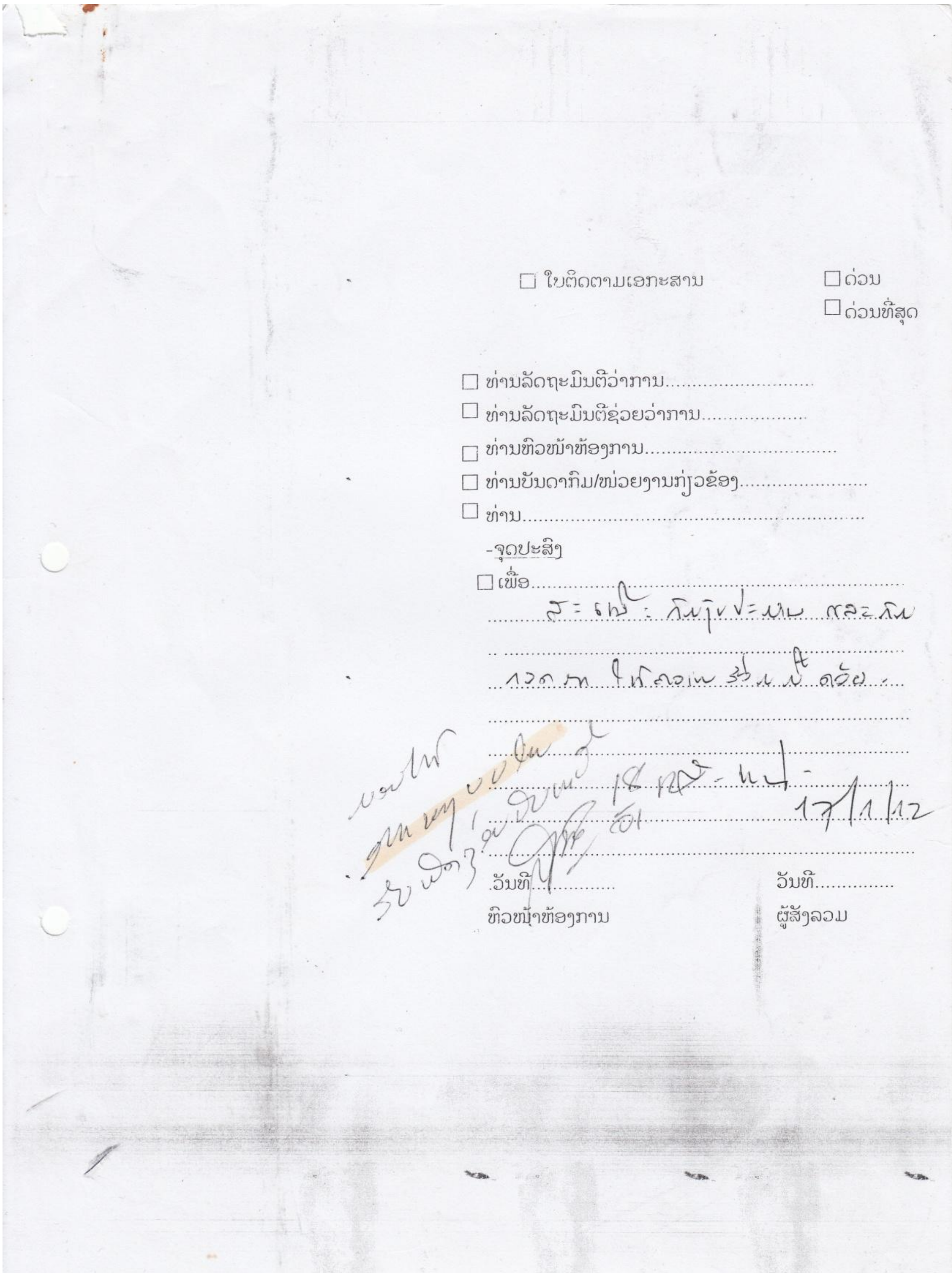
ຫົວໜ້າຫ້ອງການ

ກະຊວງສຶກສາທິການແລະກິລາ ຫ້ອງການ ສັງລວມ ມະຫາວິທະຍາໄລແຫ່ງຊາດ

ຮສ ຄໍາຮຸ່ງ ແສນມະນີ

ມະຫາວິທະຍາໄລແຫ່ງຊາດ, ຫ້ອງການສັງລວມ ໂທ : (021)770 070, 021 770 381 ແຟັກ : 021 770 381

Declaration X: An Example of the Approval of Administrative Office of MOF



☐ ໃບຕິດຕາມເອກະສານ

☐ດ່ວນ

☐ດ່ວນທີ່ສຸດ

☐ ທ່ານລັດຖະມົນຕີວ່າການ..........................

☐ ທ່ານລັດຖະມົນຕີຊ່ວຍວ່າການ..................

☐ ທ່ານຫົວໜ້າຫ້ອງການ..................................

☐ ທ່ານບັນດາກົມ/ໜ່ວຍງານກ່ຽວຂ້ອງ......................

☐ ທ່ານ..

-ຈຸດປະສົງ

☐ເພື່ອ...

17/1/12

ວັນທີ............

ຫົວໜ້າຫ້ອງການ

ວັນທີ.............

ຜູ້ສັງລວມ

Declaration XI: Personal Request Letter Stamped by Department of Finance, MOF

ສາທາລະນະລັດ ປະຊາທິປະໄຕ ປະຊາຊົນລາວ

ສັນຕິພາບ ເອກະລາດ ປະຊາທິປະໄຕ ເອກະພາບ ວັດທະນະຖາວອນ

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ກົມການເງິນ

ວັນທີ 25 JAN 2012

ເລກທີ 172

ມະຫາວິທະຍາໄລມິນໂຍ

ສະຖາບັນການສຶກສາ

Universidade do Minho
Instituto de Educação

ໜັງສືສະເໜີ

ຮຽນ: ທ່ານຫົວໜ້າກົມການເງິນ ກະຊວງສຶກສາທິການ ແລະ ກິລາ

ເລື່ອງ: ຂໍອະນຸຍາດເກັບກຳຂໍ້ມູນ ແລະ ສຳພາດ ທ່ານ ຫົວໜ້າກົມ ການເງິນ ກະຊວງສຶກສາທິການ ແລະ ກິລາ ເພື່ອເກັບກຳຂໍ້ມູນ ປະກອບການເຮັດ ຄົ້ນຄ້ວາບົດວິທະຍານິພົນປະ ລິນຍາເອກ ວິທະ ຍາສາດການສຶກສາ ລົງເລິກດ້ານການເມືອງການສຶກສາ ພາຍໃຕ້ຫົວຂໍ້ການ ສຶກສາ: *ການປ່ຽນແປງໃນການບໍລິຫານ ແລະ ການຄຸ້ມຄອງສະຖາບັນການ ສຶກ ສາຊັ້ນສູງ ມະຫາວິທະຍາໄລແຫ່ງຊາດລາວແຕ່ປີ 1995 ຫາປີ 2010.*

- ອີງຕາມ: ໜັງສືຢັ້ງຢືນ ຂອງມະຫາວິທະຍາໄລມິນໂຍ ສະບັບ ລົງວັນທີ: 10 ມັງກອນ 2012 ເພື່ອຂໍຄວາມຮ່ວມມືທາງດ້ານວິຊາການ ຈາກອຳນາດການປົກຄອງທຸກຂັ້ນ ໃນການໃນການເກັບກຳຂໍ້ມູນ ແລະ ສຳພາດ.
- ອີງຕາມ: ຄວາມຈຳເປັນໃນການເກັບກຳຂໍ້ມູນ ເພື່ອປະກອບການຂຽນບົດດັ່ງກ່າວ ຕາມເງື່ອນໄຂທີ່ໄດ້ກຳນົດໄວ້ໂດຍມະຫາວິທະຍາໄລມິນໂຍ ທີ່ປະເທດ ປອກຕຸຍການ.
- ອີງຕາມ: ແຜນພັດທະນາ ການສຶກສາຊັ້ນສູງ ຂອງລາວເຮົາ ເພື່ອຄວາມກ້າວໜ້າ ແລະ ແທດເໝາະກັບສະພາບຄວາມເປັນຈິງ ຂອງການສຶກສາໃນເຂດພາກພື້ນ ແລະ ສາກົນ.
- ອີງຕາມ: ຄວາມສົນໃຈຂອງຂ້າພະເຈົ້າ ໃນການເຮັດການຄົ້ນຄວ້າກ່ຽວກັບ ການພັດທະນາການສຶກສາ ການບໍລິຫານ ແລະ ການຄຸ້ມຄອງສະຖາບັນການສຶກສາຊັ້ນສູງຂອງລາວເຮົາ ໃນໄລຍະຜ່ານມາ ຊຶ່ງເລີ່ມແຕ່ການສ້າງຕັ້ງ ມ.ຊ ມາເຖິງປີ 2010.

ຂ້າພະເຈົ້າ ອາຈານ ໄຊຍະເພັດ ຊາພິຈິດ ສັງກັດຢູ່ມະຫາວິທະຍາໄລແຫ່ງຊາດ ກຳລັງສຶກສາປະລິນຍາເອກ ທີ່ມະຫາວິທະຍາໄລມິນໂຍ, ປະເທດປອກຕຸຍການ (University of Minho, Portugal) ສົກຮຽນ 2010-2013, ຂະແໜງການຄົ້ນຄ້ວາແມ່ນວິທະຍາສາດການສຶກສາ, ລົງເລິກດ້ານວິຊາສະເພາະແມ່ນການເມືອງການສຶກສາ, ພາຍໃຕ້ຫົວຂໍ້ການສຶກສາ: ***ການປ່ຽນແປງໃນການບໍລິຫານ ແລະການຄຸ້ມຄອງ ມະຫາວິທະຍາໄລແຫ່ງຊາດລາວ ແຕ່ປີ 1995 ຫາປີ 2010*** ພາຍໃຕ້ທຶນຂອງໂຄງການ Bridging the Gap Programme ທີ່ຊ່ວຍເຫຼືອ ແລະ ສະໜັບສະໜູນ ໂດຍກົງຈາກສະມາຄົມຢູໂລບ.

ເປົ້າໝາຍໃນການສຶກສານີ້ ແມ່ນເພື່ອເປັນທິດທາງ ໃນການພັດທະນາການສຶກສາຊັ້ນສູງ ໃນຕໍ່ໜ້າຂອງລາວເຮົາ ໂດຍສະເພາະ ແມ່ນການພັດທະນາ ມະຫາວິທະຍາໄລແຫ່ງຊາດລາວ ໃຫ້ສາມາດຮັບປະກັນໄດ້

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Declaration XII: Personal Request Letter Stamped by Department of State Budget, MOF

ສາທາລະນະລັດ ປະຊາທິປະໄຕ ປະຊາຊົນລາວ
ສັນຕິພາບ ເອກະລາດ ປະຊາທິປະໄຕ ເອກະພາບ ວັດທະນະຖາວອນ
****

ເລກທີ 101
ວັນທີ 16.1.12

ມະຫາວິທະຍາໄລມິນໂຍ
ສະຖາບັນການສຶກສາ

Universidade do Minho
Instituto de Educação

ກະຊວງການເງິນ
ກົມງົບປະມານ
ຂາເຂົ້າ ເລກທີ 0998
ວັນທີ 17 JAN 2012

ໜັງສືສະເໜີ

ຮຽນ: ທ່ານຫົວໜ້າຫ້ອງການກະຊວງການເງິນ
(ໂດຍຜ່ານການຈັດຕັ້ງຕາມລຳດັບ)

ເລື່ອງ: ຂໍອະນຸຍາດ ລົງເກັບກຳຂໍ້ມູນ ປະກອບບົດຄົ້ນຄວ້າວິໄຈ ບົດວິທະຍານິພົນປະລິນຍາເອກ ຂະແໜງວິທະຍາສາດການສຶກສາ ລົງເລິກດ້ານການເມືອງການສຶກສາ ພາຍໃຕ້ຫົວຂໍ້: *ການປ່ຽນແປງໃນການບໍລິຫານ ແລະ ການຄຸ້ມຄອງສະຖາບັນການສຶກສາຊັ້ນສູງ ມະຫາວິທະຍາໄລແຫ່ງຊາດລາວ ແຕ່ປີ 1995 ຫາປີ 2010.*

- ອີງຕາມ: ໜັງສືຢັ້ງຢືນ ຂອງມະຫາວິທະຍາໄລມິນໂຍ ສະບັບ ລົງວັນທີ: 10 ມັງກອນ 2012 ເພື່ອຂໍຄວາມຮ່ວມມື ທາງດ້ານວິຊາການ ຈາກອຳນາດການປົກຄອງທຸກຂັ້ນເພື່ອ ອຳນວຍຄວາມສະດວກໃນການເກັບກຳຂໍ້ມູນ ແລະ ສຳພາດຄັ້ງນີ້.
- ອີງຕາມ: ຄວາມຈຳເປັນໃນການເກັບກຳຂໍ້ມູນ ເພື່ອປະກອບການຂຽນບົດວິທະຍານິພົນປະລິນຍາເອກ ຕາມເງື່ອນໄຂທີ່ໄດ້ກຳນົດໄວ້ໂດຍມະຫາວິທະຍາໄລມິນໂຍ ທີ່ປະເທດປອກຕຸຍການ.
- ອີງຕາມ: ແຜນພັດທະນາ ການສຶກສາຊັ້ນສູງຂອງລາວເຮົາ ເພື່ອຄວາມກ້າວໜ້າ ແລະ ແທດເໝາະກັບສະພາບຄວາມເປັນຈິງຂອງການສຶກສາໃນເຂດພາກພື້ນ ແລະ ສາກົນ.
- ອີງຕາມ: ຄວາມສົນໃຈຂອງຂ້າພະເຈົ້າເອງ ໃນການເຮັດການຄົ້ນຄວ້າ ກ່ຽວກັບການພັດທະນາການການບໍລິຫານ ແລະ ການຄຸ້ມຄອງສະຖາບັນການສຶກສາຊັ້ນສູງຂອງລາວເຮົາ ໃນໄລຍະຜ່ານມາຊຶ່ງເລີ່ມແຕ່ການສ້າງຕັ້ງ ມ.ຊ ມາເຖິງປີ 2010.

ຂ້າພະເຈົ້າ ອາຈານ ໄຊຍະເພັດ ຊາພິຈິດ ກຳລັງສຶກສາປະລິນຍາເອກ ທີ່ມະຫາວິທະຍາໄລມິນໂຍ, ປະເທດປອກຕຸຍການ (University of Minho, Portugal) ສົກຮຽນ 2010-2013, ຂະແໜງການຄົ້ນຄ້ວາດ້ານວິທະຍາສາດການສຶກສາ, ລົງເລິກວິຊາສະເພາະ ການເມືອງການສຶກສາ, ພາຍໃຕ້ຫົວຂໍ້ *ການປ່ຽນແປງໃນການບໍລິຫານ ແລະ ການຄຸ້ມຄອງສະຖາບັນການສຶກສາຊັ້ນສູງ ມະຫາວິທະຍາໄລ ແຫ່ງຊາດລາວ ແຕ່ປີ 1995 ຫາປີ 2010.* ພາຍໃຕ້ທຶນຂອງໂຄງການ Bridging the Gap Programme ທີ່ຊ່ວຍເຫຼືອ ແລະ ສະໜັບສະໜູນ ໂດຍກົງຈາກສະມາຄົມຢູໂລບ.

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TRANSCRIPTS

Transcript I: Transcript of Interviews with Research Unit I

This is the transcript with Research Unit 1. The respondents include high-ranking people from Ministry of Education and Sports, Ministry of Finance, and two international organizations such as Japanese International Cooperation Agency and Asian Development Bank.

1.1. What has been changed on the policies of NUOL for the past 15 years?

NA1-7

The policy of NUOL focuses on:

- teaching and learning in order to develop academics...,
- doing research,
- providing technical services for society.

NUOL is a state university governed and managed based on the principles of democratic centralism.

NA2-7

The NUOL was established in 1996 by merging ten higher education institutions (HEIs) in order to improve the quality of higher education in the country to meet the regional and international standard.

NA3-7

Initially, the policy of NUOL has focused on both quantity and quality. Now there is an increasing number of students, buildings, facilities, and high qualified academic staff who gain master and doctoral degrees. For the quality, currently human resources development (HRD) is a priority policy of higher education system stated on the five-year strategic plan of the university. The plan is used as a guideline to develop human resources (HR) in order to reach teachers' professional ratio from 1:6:3 to 1:6:3 in 2015 (one doctoral degree : six master degrees : three bachelor degrees). In addition, abolishing special evening courses (the programs that students pay tuition fee and respond for their expanse) is also believed to improve the quality of higher education. Academic staff will have more time to prepare teaching lessons and do research in connection with their teaching.

For the NUOL's inspection, NUOL has an inspection unit under the General Administration Office monitoring the performance of the unveristy.

NA4-7

In the past, the budget unit of NUOL was governed by MOES. Later, it has been upgraded as the state budget unit controlled by the National Treasury (NT) of MOF. NUOL has a legitimate right to manage some activities of the budget. However, NUOL still has some difficulties in debating the budget at the central level (National Assembly [NA]) because the role of the NUOL's President stipulated on the constitution is lower to defend and debate for the budget. This is an inappropriately hierarchical system of the NUOL's budget. The budget should be managed and approved by MOES because MOES is responsible for educational budget and plays its role at NA level to defend the educational budget.

In reality, MOES also expects NUOL to have full autonomy, so NUOL can manage and report its budget, and use the approved budget effectively.

In line with the progressive development, NUOL has some existing problems in managing budget revenues. Even though the approved budget is always lower than the planned budget, the collected revenues cannot be used for other technical activities and administrative work without the NA's approval. All collected revenues must be put into the NT.

NA5-7

The set of NUOL's policy is designed based on the National Strategic Plan on Education of MOES.

The governance and management of higher education system are traditionally operated under a top-down system of structural organization hierarchy. In higher education investment, it is classified into three types of investment based on the project size. For the mega project that costs more than 50 billion kip (= about 6,251,679.9130 USD), it is approved by Prime Minster, and governed by the government. For the project that costs from 5 to 50 billion kip, it is approved by Ministry of Planning and Investment. And for the project that costs lower than 5 billion kip, it is managed by the concerned ministries (MOES). Any project investment that costs lower than projects mentioned above is under the responsibility of NUOL.

NA6-7

The main task of the Inspection Department of MOF is to monitor and review the exercise of finance activities and the execution of the annual state budget nationwide. Due to the lack of specialists in the Department, each public organization at all level is stipulated to establish a local inspection unit. For MOES, Inspection Department has rights to monitor the implementation of budget revenues and expenditures of educational sector that is under the control of MOES.

According to the inspection on the execution of budget revenues and expenditures in some public organizations including ministries, NUOL, and other authorities, for the last few year it has been found that some organizations did not remit their collected revenues to the NT. Consequently, MOF has made a mutual contract with them to follow the financial rules of MOF in order to put the collected revenues into the state budget and improve the transparency and accountability of public revenues. For this year, the mutual contract has not made. Some organizations commit not to put the collected revenues to the NT, although their collected revenues are high. In response to this issue, MOF has organized regular meetings with concerned organizations and made a formal request for them to hand over the budget revenues to the NT. Eventually, some financial issues are solved.

From lessons learned, MOF has provided public organizations the blueprint guideline for setting the annual budget.

NA7-7

On the rise of educational issues, the government and the NA are worried about the educational budget. Systematically, the budget is proposed by the government, and then approved by the NA. In Academic Year 2010-2011 and 2011-2012, the NA proclaimed that the budget on education was reached at 17% of all levels.

Currently, NUOL receives revenue of technical services including student tuition fee, registration fee, and research services. According to the Decree No 03/PM on Fees and Services in organization and implementation of the NUOL's activities, the collected revenue derived from the technical services is stipulated as the public revenue. In order to use it, NUOL is required to set a budget plan, and submit it to MOF, and repectively approved by NA.

As regards the rules on technical expenditures, the public salary base of university staff is reliant on the number of present staff, qualifications, and working duration. For students' allowance, it is executed based on the rules and regulations of government scholarship which it is the responsibility of MOES. For administrative expenditures, it is based on the Decree No.008/PM. However, it can be flexible depending on the situation.

For the budget expenditures on investment, maintenance, reparation, and other constructions, some are the responsibilities of Ministry of Planning and Investment (MOPI). To receive an approved budget, NUOL has to propose the budget plan to MOPI.

EA8-11

If we look back on the development of the university's structure and its infrastructure under the constraining insufficient fund..., NUOL has made significant development. At the beginning, it could not enroll a large number of students. Now it has over ten times of student enrollment different from the past. In addition, NUOL can receive some technical revenues from providing special courses that students have to pay tuition fee. And NUOL can manage some collected revenue and use it for constructing basic infrastructure of NUOL.

Looking at the quality of the NUOL's graduates, it is questionable to estimate because NUOL was established under the constraint of insufficient fund, lack of human resources, and the reliance on foreign assistance...

EA9-11

The reform of higher education system began when the NUOL was established in 1996. JICA becomes one of main donors supporting the reform of the NUOL's management and academic development. It is prioritized on the master plan of JICA. In cooperation with NUOL, JICA looks at the possibility on how NUOL can involve in social activities. Then, Lao-Japan Human Resource Cooperation Center was founded by JICA at the NUOL campus, and it has transformed into the Lao-Japan Institute for Human Resource Development (LJI). The transition of present LJI is based on the policy of NUOL to make the governance and management of LJI more convenient, although all activities are operated as usual. Only curriculum development is taken in charge by JICA.

Faculty of Economics and Business Administration is also one of faculties of NUOL supported by JICA's project in constructing facilities, buildings, library, audio and visual rooms, and so on. Based on the new policy of the university that private sectors are considered as the key stakeholders to assist the reform of higher education, the scale of foreign assistance is increased.

Since 1999, JICA has committed to support Faculty of Engineering (FOE) in the area of Information Technology (IT) under the cooperation framework of three parties including Thailand. By the framework, a center of IT was founded in the FOE to support activities of the faculty.

1.2. What has changed on policies of university governance and management over the past fifteen years in terms of support of managerial self-governance and academic self-governance?

NA1-7

Through observation, since the NUOL was establishment, the development of NUOL has been divided into two phases. Each phase has a different shape of the development in terms of quality. The first one was accounted from 1996 to 2003, and the second was from the Academic Year 2003-2004 up to the present.

For the first phrase, NUOL was lacking well-educated people in the management system, but students' achievement is considerably satisfactory. Meanwhile, the innovation of research was introduced. There was an increase of technical services such as outside campus consultancy, outside campus activities, outside campus private coaching. In addition, NUOL had played important roles at international cooperation, and had become a member of ASEAN University Network in Academic Year 1998-1999. Since then, NUOL has increasingly cooperated and signed Mutual of Understandings with many international universities for technical and cultural activities.

The second phase from 2003 up to now, the management system of NUOL has been shifted. It is the era of young and inexperienced people assigned and appointed to take administrative roles. Number of students has been increased, whereas registration system becomes worse. The technical performance is estimated that it is ineffective. The procedure of working operation is slow. In addition, students who take double programs have more problems. Moreover, the feedback and complaints from society about the weaknesses of university governance and management are increased. Illegal acts of awarding counterfeit certificates and theses, and the procedure of registering new entrants is increasingly unclear.

In comparison of the two phrases, the quality development of the first is more achievable and more effective, in particular at faculty level. Thus, the employers are satisfied with the performance of the first-phrase graduates.

In the management of NUOL, the degree of self-strengthening and self-management at faculty level is quite high in making decision and developing new curriculum of technical staffs. However; the developed curriculum is still centrally ratified by the board of academic council and the president of the NUOL, before it is approved by MOES.

NA2-7

According to the policy of the government, NUOL has some degree of autonomy in performing its activities. It is a new concept for NUOL's management. In the area of finance, the NUOL's budget was firstly under the control of MOES. Now the status of NUOL's management is prescribed as the state budget which NUOL has self- management on budget revenues and expenditures. Based on the new Decree No. 87 PM on NUOL, full autonomy of finance was promulgated and entered into force in 2000.

In international cooperation, NUOL has followed a one-door service policy of the government. Nevertheless, it is not a fixed rule. NUOL still has some legitimate rights to take in charge of specified foreign investment projects that cost less than one-year implementation. If the projects have more than one year, it is run by MOES and Ministry of Foreign Affairs.

In the past academic year 1997-1998, a trial of being full autonomy was failed. As a result, MOES did not support full autonomy for NUOL

NA3-7

For human resources development (HRD), NUOL is given a priority providing leadership and management skills for the university staff. Since NUOL was established, lecturers have been upgraded their degrees progressively. Many lectures obtain master and doctoral degrees on educational administration and management. Now, there is an increasing number of administrative staff. Under the Faculty of Education, the new Department of Educational Management was established to provide educational leadership and management skills for educational administrators.

NA4-7

According to the Decree on the NUOL's establishment, NUOL is under the control of MOES. NUOL has responsibility to set an annual budget and report the execution of budget expenditures to MOES...

NA5-7

Cooperation between NUOL and MOES under the control of Higher Education Department (HED) still has some problems. It is difficult to understand how MOES and NUOL are coordinated. NUOL cannot determine its rights and duties as a meso-level performer. As seen, the role of the NUOL's President in a political position is equivalent to the Deputy-Minister of Education's, and higher than Director of HED who is in charge of NUOL. This circumstance is taken into account as a hindrance in working together between NUOL and MOES or the President of NUOL and the Director of HED. Although the constitution of NUOL is clearly stipulated that NUOL is under the HED of MOES, NUOL has performed its tasks independently. In the principles of management, it is necessary for NUOL to understand the different concepts on roles and rights, and the difference between administrative and technical concepts whether they are in the category of macro or micro activities.

Now NUOL has autonomy in some areas including finance, international cooperation, and academic affairs.

NA7-7

The collection of revenue from technical services of NUOL is not centrally reliant on rules and regulations of the state budget expenditures because some faculties cab keep and use the collected revenue. In fact, all collected revenue must be remitted to the National Treasury when the collection is completed. This is perceptibly seen that financial management of NUOL has some problems.

EA8-11

Now the academic staff of NUOL have freedom in a certain status for doing research, but their time is limited. Because there is low income of teaching staff in the condition of high living cost, many teaching staff spend most of their time to teach a day to earn a living. In fact, the nature of teachers in environment should have time to search for local and global issues on environment in order to apply it in the class, but the majority of delivery methods of teaching are based on the contents of textbooks. Teachers have lack of skills in doing research. For this reason, ADB is now running a project called: Strengthening Higher Education Project, in order to enhance teachers to do more research.

EA9-11

Recently, NUOL has opened wide its cooperation accepting international aids and foreign grant including grant aids from JICA for academic and technical cooperation.

1.3. What has been changed on policies of university governance and management over the past fifteen years in terms of financial support?

NA1-7

Based on the Decree on the NUOL's establishment, NUOL enjoys its autonomy in finance to manage the budget, report its execution of budget, and work directly with MOF. However, it is found out that NUOL has low transparency and effectiveness of budget management:

- some faculties keep the collected revenue and do not remit it to the state budget,
- the report of budget expenditures has improper and inappropriate figures, and revealed not been based on the fact,
- and financial sector development is not enhanced. Some financial officers has been trained and upgraded abroad; upon their return, they changed a new job. In addition; experienced staffs are retired.

In fact, NUOL could have full autonomy in finance. In controversial, when the autonomy is presented, NUOL has more problems in financial management.

NA2-7

NUOL has improved its facilities, buildings, experimental laboratories, and produced thousands of graduates. In managing the state budget, NUOL has autonomy in executing the budget....

NA3-7

For the management of finance, NUOL has some degree of autonomy in cooperatitoin with MOF.

NA4-7

Based on the principles of management, the NUOL's budget should be ratified by MOES before it is approved by MOF. After that, MOES can separate the part of the NUOL's budget from other layers of educational budget. However, currently the NUOL's budget is controlled by MOF directly. It is added into the totality of educational budget, after it is approved by MOES, and finalized by the NA.

From the statement above, it is implied that the Department of Finance (MOES) is not involved in the process of the NUOL's budgeting. In doing so, it is an effective and fast way for the financial management. Nevertheless, the report by NUOL on the execution of the budget to MOES is not regularly scheduled. As a result, every year MOES has to make a request to NUOL to submit the annual budget report....

NUOL is the national institute of education. The NUOL's budget is separated from other parts of educational budget. In the financial management of NUOL, the autonomy is necessary to carry out the budget implementation, and to make it faster and more effectively. If MOES takes over all procedure of the financial management, there would be more constraints.

These days, NUOL receives budget revenue from technical services including tuition fee, registration fee, and outside-campus activities. If NUOL has more authority in budget expenditures, it would ease the operation of academic performances, administrative work, and other activities of the university. However, in order to use the collected revenue, the university needs to set a budget plan ratified and approved by the NA.

NA6-7

NUOL has some problems in remitting the collected revenue and reporting the budget expenditure to the NT of MOF. Sometimes, the figure of collected revenue is high but the figure of remittance is not based on the collected revenue. There is an existing gap in remitting of collected revenue between the NUOL and the NT. In particular, it is found that the set of rules and regulations on remittance is not clear in details. There is no statement on how much collected revenue derived from from technical services of NUOL can be remitted, spent, and kept. What is more, the rights and duties of the NUOL in financial management are not stipulated clearly.

According to the principles of budget management; NUOL can set its budget plan, and also manage the budget revenue and expenditure.

Recently, NUOL has requested to have full autonomy in finance. The university expects to separate its budget from general education budget of MOES. In fact, the university has already been provided full authority functioning as the central budget. The president of NUOL has responsibility on an annual budget plan and direct cooperation with MOF. Except the budget investment in constructing infrastructure, it is under the responsibility of Ministry of Planning and Investment.

In evaluation, the management of the NUOL's budget is improved better. There is no indication of punishment for breaking rules and regulations in performing financial management of the university. Nevertheless, NUOL has to manage the budget better than ever before.

NA7-7

In management of the university, Finance Office is one of managerial components of NUOL functioning as the state budget to manage university finance and work directly with MOF.

There are two categories of national finance management system, the central and provincial authority. The NUOL's budget is under the control of MOF, and local universities are under the provincial budget.

EA8-11

In general, foreign public and private universities always receive government subsidy. Meanwhile, private universities have competition for tuition fee and other extra services. This indicates that the private universities have preserved their autonomy from the government.

These days, NUOL has autonomy in finance. NUOL has the rights to manage the budget revenue and expenditure, and to directly cooperate with MOF and the government. Based on the rules of the state budget, NUOL can collect the revenue of technical services, tuition fee, and others, and the collected revenue must be remitted to the state budget.

EA9-11

Using the collected revenue generated by NUOL for technical expenditures will ease the management system of NUOL faster. For this reason, NUOL has preserved the collection of revenue. Some faculties keep collected revenue for academic and administrative purposes, whereas the report of all expenditure is required to submit to the Treasury Unit of NUOL. This is a typically autonomous nature of the NUOL's budget execution, and it can help support the activities of teaching and learning activities.

1.4. What are the policies for external stakeholders of NUOL to participate in the governance and management of NUOL?

NA3-7

The external participation is very essential for human resources development (HRD); in particular, the participation of all sectors such as companies, shops, stores, and other private sectors. External participation and assistance are very useful for teaching and exchanging activities of the NUOL. To work with them, it can help identify their needs. In doing so, HDR and the needs of socio-economic development can be seen.

NA4-7

In general, NUOL is enhancing the participation of external stakeholders and outside cooperation, and it is effective. Since the NUOL was established, it has cooperated with many international universities of the world.

EA8-11

The quality of higher education has been improved continuously, although NUOL was founded with non-university system and without industrial experiences of teachers. Mainly, teaching approach is based on theoretical lessons from textbooks. This makes student achievement unsatisfactory when graduates work in the real place. For this reason; the participation of industrial sectors in educational system by way of visiting lecturers and special guests of local experts, can be a better option to improve the quality of higher education in low cost of investment. We can also invite industrial experienced people from social-economic organizations and companies to give lectures as well. This is a vision moving forwards. In supporting, ADB is starting to link technical vocational trainings to private sector in designing curriculum. Without private intervention, educational development is not easy. And also without the participation of private sector, public education might not see the real life of industry.

EA9-11

Based on the cooperative policy and the bilateral agreement, the integral concept of cooperation between JICA and NUOL is looking at how the external communities can be involved in activities of academic affairs. These days, the relationship among NUOL, private sectors, and business enterprises, has been increased more than ever before. More employers from private sector and enterprises have sent their staff to upgrade business knowledge in Laos - Japan Institute (LJI) for certificates and take master degrees. Now LJI has conducted the study in social sciences of business courses in order to improve the current curriculum better.

1.5. What are the autonomous areas for NUOL in terms of governance and management?

NA1-7

NUOL has autonomy in finance, academic affairs, and half autonomy of staff recruitment.

NA3-7

NUOL has autonomy in academic affairs, finance, and research. The curriculum and teaching materials are designed and developed at the faculty and department level. Decision making on managerial activities is taken based on the roles and duties stipulated in the constitution of the NUOL. Although NUOL has autonomy, the university profile in governance and management is highly influenced by a bureaucratic system of the state. For the budget management, it is under the responsibility and approval of MOF. For research activities, researchers and teachers are promoted to do research freely. This is a new trend of higher education development.

NA6-7

Autonomy has both broad and narrow meaning. In the broad aspect of governance, it is independent and self-managerial. In our context, it is impossible for the NUOL to have full autonomy, once the budget allocation for the NUOL still depends on the state budget, which is insufficient. NUOL always expects to receive high budget based on the plan, but the capacity of state budget allocated is limited. In the narrow aspect, the collected revenue of the university should be used without the approval of the central authority. However, legitimately this execution of an organization is not permitted. The remittance of collected revenue to the state budget must be done. In order to use the collected revenue, public organizations are required to set up a budget plan, submit it to MOF, and it is finalized by the NA.

It is good for NUOL to have full autonomy in finance, as NUOL receives some revenue each year. However, NUOL has to be aware of high accountability and transparency of the expenditure. Without good governance of full autonomy, some budget revenue of the NUOL may have problems because the involvement and inspection of other sectors will play less attention on the budget management of NUOL. If the NUOL is a non-autonomy body, the behavior of reliance would be appeared, and asking more budgets is a normal manner. This is the nature of dependence.

Having autonomy without clear rules and regulations, it is also impossible. Therefore, it is necessary for the NUOL to study how an autonomous organization is. If NUOL has the status of being autonomous, in what extent of boundary within autonomy should be given to NUOL? This is related to the regulations for the management of collected revenue and expenditure.

Based on the principles of management, if the job description does have full details, being autonomous can be too monopolized and create slow working procedure.

EA8-11

The concept of being an autonomous university is good. NUOL can have more transparency of financial management. The new project of ADB on Strengthening Higher Education is helping to set up a new registration system that can crack down all information including the totality of collected revenues and expenditures. If the system is installed at the administration and board committee level, certainly all types of NUOL's transaction can be monitored. Without the monitoring system and crackdown system, the transparency cannot be ensured in the governance and management of the NUOL.

EA9-11

The autonomy of the NUOL can be identified into two areas: academic affairs and the budget. NUOL has self-management of academic affairs at faculty and department level. The new curriculum and necessary courses are developed by academic staff, for example, Master Program of Information Technology developed by Faculty of Engineering in cooperation with JICA. The developed program was submitted to the NUOL's academic commission, before it was approved by MOES

In comparison with other educational institutions, NUOL has more autonomy in setting policy, decision making on budget, rewarding qualification...

1.6. Who makes decision on financial support and academic issues of NUOL?

NA1-7

Based on the management of the state budget, the collected revenue of NUOL is remitted to NT, MOF. Without the approval of MOF, NUOL cannot use the collected revenue. In addition, the report on revenue to MOF and MOES has to be done. This exercise is also applied to all higher educational institutions to ensure the accountability and transparency of finance management.

1.7. What are the procedures in decision making on financial and academic mechanism?

NA1-7

NUOL has authority to set a budget plan before submitting it to MOF, and the budget plan is approved and finalized by NA.

NA2-7

As other higher educational institutions, the collected revenue of NUOL is remitted to the state budget. In order to use it, concerned organizations have to propose a budget plan to MOF.

NA3-7

Decision making on finance of NUOL is taken by the university council.

NA6-7

In the future, the regulations of finance management will be amended and adapted to allocate exact budget revenue and expenditure for public sector. NUOL will receive the budget based on the number of staff and students. The policy is believed to prevent comparative disadvantage of receiving the budget allocation. Without fixed allocation, sectors that are good at debating and bargaining may get more advantages.

1.8. What are the influences of changes in higher education development?

NA2-7

Before NUOL was established, higher educational institutions (HEIs) had been separated in different campuses. NUOL was founded by merging HEIs. The mergence would help share insufficient facilities, vehicles, classrooms, and buildings, and make higher education system internationalized.

With the consultation by ADB, the main donor, higher education system has been improved in terms of quality and quantity. ADB has supported grant assistance for building basic infrastructure and human resources development.

Internal and external environment also becomes the factor influencing change in higher education. The change affects the national education system, and general education has been reformed later on.

EA8-11

The government has seen HRD as an important key in improving the country forward, as well as the development of regional universities in neighboring countries such as Vietnam and Cambodia, becomes an influence. Therefore, NUOL was established by the grant assistance of ADB. Before that, only teacher training colleges offered for the society the fields in higher educational institutions (HEIs). Training specialists and skillful workers was excluded in the governmental policy. For this reason, recently there has been a big gap between the trained and skillful workers and the real need of socio-economic development. Now, ADB is supporting the project on strengthening HEIs to produce specialists, skillful workers, and capable academics.

EA9-11

Two factors influence change in governance and management of the university including internal environment and external assistance. NUOL has more autonomy in decision making and promoting professional qualification of academics. In regards the external assistance, there are more projects in relation to improving teaching and learning methods, developing curriculum, and providing teaching materials and equipment.

In the past, NUOL had no master plan for upgrading teachers' knowledge. Now in cooperation with JICA, NUOL has sent university staff to train for master and doctoral degrees in some partner universities or AUN/SEED-Net JICA of sandwich programs.

1.9. What is your attitude toward the development of NUOL for the last 15 years?

NA1-7

Toward the development of NUOL it is found that people in administrative work are not well-trained on educational leadership and management. NUOL has problems with appointing people to do a job. New graduates from abroad are dismissed. In addition, the service system for society is not well-organized. The circumstance makes governance and management of NUOL inefficient and ineffective. In reality, NUOL should have a good service unit working to see the needs of society and bring more projects to the university.

NA2-7

The quality of graduates is questionable. The achievement of special courses is admitted to be failed in practice. The courses increased the number of students and the budget revenues sharply. However, increasing the number of students had created a big problem on pupil-teacher ratio. Teaching staffs had heavy workloads and no time for lesson preparation and doing research. This is the weakness of higher education management. In estimation, the quality of former graduates is about 40% of being qualified. In effect, it is necessary to improve the present curriculum and develop teaching and learning methods of higher education system.

In university governance and management, there is a controversial issue regarding the role of the NUOL's President and the Director of the Department of Higher Education (DHE), MOES. Politically, in the 9th Party Congress, the President was elected as a member of Central Party Committee on March 2011, has a higher role than the Director of DHE. However, according to the principles of management on the constitution of NUOL, NUOL is under the responsibility of DHE. Thus, decision making is still under the control of DHE in a manner.

Having full autonomy, it is impossible for NUOL because (it is found that) the implementation of self-governance and self-management of NUOL was loosely ineffective in the past. Nevertheless, MOES allows NUOL to have self-management in some areas.

NA4-7

The development of the NUOL is progressive and fast. The number of teachers and students are sharply increased. Even though the quality is questionable, more students have enrolled for the university courses than for the vocational and tertiary schools. This creates national education system in a pyramid morphed shape inverting triangle, and creates imbalance in prospective increase of interest in areas of study of students. More students are interested in Economics and Management, and English; whereas other areas become less popular. This is the point that it should look at how HRD matching the real needs of socio-economic development.

NA5-7

In overall, NUOL has made a positive development as a learning university. However, it is still far behind the standard of regional and global universities in terms of quality. Inefficient performance of teaching staff is an issue complained by the society. In academic performance, NUOL has failed in offering special programs for the society. The quality of the programs is not satisfied. The achievement of graduates majoring in English is not very good. For this reason, it is indicated that the general outcome of the NUOL is not good.

In addition, NUOL has no clear plan for human resources management. Graduates, who obtain high degrees from abroad, are dismissed and assigned to do something different from their knowledge. They are not well-established to do a right job. Consequently, there has been a brain drain of individuals. For this reason, it is taken into account the fact that changing the nature of organizational work is necessary. This will be initiated at the ministry level as a pilot project.

There are definite weaknesses in the governance and management of NUOL. Administrative people are not well-equipped with the principles of governance and management. They should learn to know them. Even though NUOL has some qualified people at the board level, (it seems that) working with high educated people can create more problems. Overall performance of NUOL suggests that the quality development of NUOL is not on track.

NA6-7

In monitoring activities of the NUOL, it is found that there is no any complaint about financial performance in collecting revenue including enrolment fee and other services. It is reported and remitted completely. However, there are some problems in the system of holding the account and the report of an annual budget plan. The NUOL does not follow the rules and regulations of MOF. According to the university report, the number of students are not based on the real figure of students. Finance staff may increase the total number of students without the fact. As said, the exact number is 2000, whereas the reported number is 1000 or 500 students. This is an infective registration system. For this reason, every year the dispute and debate of budget revenue become an issue to decrease or increase the approved budget.

1.10. What is your expectation for the development of NUOL in the future?

NA1-7

Three key perspectives of the NUOL's performance include teaching and learning activities, research, and social services. They should be highlighted for the development of the university. Research may bring about how the quality of teaching and learning will meet the needs of society. NUOL has to enhance research activities, and publish the results of the study. These days, we could not see many publications of the university academics available in the society, even though there is an increase of NUOL's scholars, professors, and researchers.

NA2-7

According to the statement of the current Minister of Education and Sports, graduates are required to write theses to fulfill the requirements of degrees. From the academic year 2011-2012, the policy of higher education has focused on improving the quality. A small number of new university enrolments will be admitted. The policy aims at deducing the workloads of teaching staff, so they have time to do research and prepare teaching lessons and lectures.

This year the NUOL expects to accept 10,000 students for the new semester, but 7,000 students are permitted. The rest of high school graduates and others can go to public and private higher educational institutions and vocational and tertiary schools.

From now up to 2015, MOES has approved the academic professional ration of the NUOL on professional development as 1:6:3 (one doctoral : six masters : three bachelors), and the 3:6:1 ratio from 2015 to 2020. Up to 2015, MOES expects NUOL to have 500 doctoral degrees, 2500 masters, and about 60,000 bachelors.

For university admission, in order to improve the quality of higher education new students are admitted based on a pupil-teacher ratio system.

In addition, NUOL is designed to be a model university for public and private higher educational institutions, a center for research, and a core institute for e-learning connecting with MOES. To achieve the effective output, it is necessary for NUOL to focus on the policies of the government.

Regarding the autonomy, NUOL should not allow to have full autonomy. We expect NUOL to have self-management with less control by the government as many other countries do because the practice of freedom in a public university is not applicable in our context. In fact, MOES does not desire to engage in the university management system. However, without the MOES's involvement the system brings more problems, and MOES always take responsibility to deal with problems and defend the NUOL against the problems.

NA3-7

1. The educational leaders should upgrade knowledge and the principles of educational leadership and management.

2. University staff, who obtain master/doctoral degrees, should emphasize on doing research rather than playing leadership roles.

3. NUOL should focus on two areas such as administrative work and research. For those who obtain masters/doctoral degrees, they should conduct more research topics, unless changing in higher education system is not occurred.

To make NUOL significant in quality development; (1) university should have enough facilities, experimental equipment, buildings, laboratories, and the participation of external organizations. In addition, (2) internationalization of the university is a key factor to catch up with international standard. In doing so, all levels of education system should be reformed as a pyramid shape. It is necessary to produce more skillful technicians and engineers, and pay more attention on vocational and tertiary education than higher diplomas, bachelor, master, and doctoral degrees. Meanwhile, in order to have good products, teaching staff need to improve and upgrade their knowledge as well. (3) Educational administrators including deans and leaders at faculty level need to improve knowledge and skills of human resources management and educational administration and management. Now, educational management system is getting worse. The pyramid is nearly collapsed.

NA4-7

To improve the quality of education, it is necessary to upgrade living condition of teaching staff. The base salary of teaching professionals should be increased, and the government should invest more on teacher education. In addition, in line with socio-economic development, human resources development (HRD) should be prioritized as a key factor for development goals.

Now, socio-economic development is strained with lack of skillful workers in the area of mining and local technicians for a bilateral mega project of high-speed railway linking from China to Laos. Thus, the NUOL needs to cooperate closely with external partners and many industrial sectors to see the real needs of human resources in labor markets. At the same time, communities and social organizations should invest more in human resources as well.

Currently, NUOL is having low budget revenue because the new policy of the government, that is decreasing the number of admitted students and abolishing special courses. For the replacement, the government will allocate about 20% of government scholarship to students, while 80% of students will be self-supported. To meet the needs of socio-economic development and make the university eminent, the government together with private sectors and various agencies should involve in supporting the development of human resources, capacity building, constructing basic infrastructure, facilities, buildings, and laboratories, and providing equipment.

Moving toward the ASEAN community in 2015, there will be the movement of skillful people to work and do business in member countries. Each state is under an obligation to develop human resources. Laos may face disadvantage inflow of human capitals if the quality of human resources is low, whereas foreign experts come and work in Laos. This is the point the government should look at developing human resources seriously, and find out what areas students should upgrade in a consistent way. The government should have master plans for HRD with less reliance on international aids and foreign grants.

According to the interview of Minister of Education and Sports on public media, the lecturers of universities must have master and doctoral degrees. The government should provide some fund to upgrade the degrees of university staff. Previously, none of university academics is funded by government scholarship for teacher training. On the contrary, high ranking government officials and administrative people are awarded government scholarships to upgrade their knowledge in master and doctoral degrees.

NA5-7

If the NUOL has capacity of human resources, fund, and a strong profile of management system, there would be no any barrier of upgrading autonomy for the university. NUOL can play a role as an equivalent government organization.

EA8-11

Toward the quality development of higher education system, graduates should catch up with the standard of regional level. NUOL has to produce equipped human resources. Lecturers should be supported upgrading knowledge and higher degrees overseas.

EA9-11

In the future, NUOL should keep on project sustainability supported by JICA in the area of finance and academic affairs. Meanwhile, the relationship among academic communities of the NUOL and industrially public and private sector should be enhanced.

Transcript II: Transcript of Interviews with Research Unit II

This is the transcript of interview with participants at institutional level. There are fourteen interview questions for this level to seek for the answer of changes in institutional governance and management of National University of Laos (NUOL). The respondents of interviews include the President and Vice-Presidents of NUOL, directors and vice directors of the NUOL's administrative and academic offices/units.

2.1. What has been changed over the past fifteen years on the policies of NUOL?

TMUA11-15

Over a decade and half, NUOL has completed three five-year strategic plans. The implementation of the third strategic plan has been over recently. Of the first ten years of NUOL passed; NUOL had recognized the importance of human resource development (HRD). For teaching and learning, the credit system has been introduced, and teacher training has been ongoing. However, the quality had not been on the policy's agenda of NUOL and dismissed because it is the period of increasing human resources. Many teachers have gained master and doctoral degrees. For the last five years later, NUOL has continued improving infrastructure, facilities, buildings, etc... Number of students has been increased causing teachers having workload.

In conclusion, NUOL has developed curriculum for credit system of teaching and learning, completed revised and amended legislations of NUOL. In addition, NUOL has cooperated and signed Memorandum of Understandings with more than 160 international universities, had bilateral cooperation with other countries and international organizations, and become a member of ASEAN University Network.

TMUA12-15

Since 1996, in line with global change NUOL has progressively developed human resources under the direction of central authority of the Government, based on facts and feasibilities. General policy of NUOL has been designed periodically by using national strategic plans on education as guidelines. In particular, the policy on HRD is given attention on providing students knowledge and ability of good behavior, ethics, traditions, environment, pedagogy, research, and international cooperation.

In internationalization, NUOL has tried to catch up with international standard by cooperating with regional and international universities to develop teaching curriculum, practiced teaching and learning based on the new credit system, and developed new programs of bachelor, master, and doctoral degrees that international students can engage.

TMUA13-15

Since the establishment of NUOL up to 2010, NUOL's performance had mainly focused on quantity. The structure of NUOL has been changed. Faculties, numbers of students, infrastructure and facilities, and administrative profile of NUOL have been increased. New curriculum of bachelor, master, and doctoral programs has been developed.

From academic year 2011-2012, based on the policy of the Government the quality of education has been emphasized

TMUA14-15

The policy of NUOL has been changed periodically. Now, the quality of education is prioritized in the national strategic plan of the Government. For HRD, NUOL has formed a 1-6-3 goal of development; one doctoral degree - six masters - three bachelors, until 2015.

The general policy of NUOL include teaching, research, reserve and enhance national culture, and provide academic services for society through the results of scientific study.

TMUA16-25

According to the strategic plan of NUOL, the 1-3-6 form of HRD has been modified into 1+6+3 (one doctoral degree-three masters,-and 6 bachelors). In addition, the Government has provided some scholarship for HRD recently. From the last few years, NUOL has received some budget for upgrading university staffs for master and doctoral degrees, but with share-fund of 75% from governmental support and 25% from self support. Since the project started, about 20 university staffs have been trained in different degrees.

However, there is a controversy of this project between MOES and NUOL. MOES is ignored to approve the completion of the project unconditionally. It seems that MOES expects to control the project, although it is under the university's mission. In fact, NUOL has set the budget for the project of HRD, so that NUOL can use the budget autonomously. For this sense, it is ambiguous to understand why MOES requesting NUOL to report all procedures of the project to MOES. MOES also asks NUOL why the project coming up with the portion of 75% and 25%. According to

NUOL, it is a shared-fund to have more staffs to be upgraded their degrees than expected and budgeted approval.

For this year, 50 university staffs receive government scholarship to study master and doctoral degrees within the country and overseas, 26 doctoral degrees. Under this scheme, five university staffs will study overseas. The statement above about the government scholarship has been already approved by the Government, but the implementation of the project is in the process of setting rules and regulations of scholarship expenditure and in that of receiving government approval. In reality, MOES wants to take in charge of this project.

TMUA17-25

The implementation of International Relation Office (IR) is ineffective, although NUOL has made many Memorandums of Understanding (MOU) with regional and international university partners. In overall, it is positive of over 50 percent estimated on the performance of MOUs. Coordination and contact after the MOUs singed is not activated becomes the main problem of IR. Now IR has improving the structure of work by determining job description; roles and rights of each task, and improving database for international cooperation. Another problem existing is the relationship between MOES and NUOL. MOES has tried to take over some activities of NUOL. For example; on the area of IR NUOL cannot operate directly without the approval of MOES. NUOL can take in change of only oversea trainings, seminars, and conferences. For big investment projects have to be managed by MOE. Furthermore, the procedure of work at ministry level under the control of lower authority such as Department of Higher Education is very slow. This is a constraint that makes the development of all areas slow in the line of authority; NUOL-MOE-Ministry of Foreign Affairs. As a result, it cannot show how autonomous the NUOL is. Although there is some requesting for being full autonomous, MOE prefers to keep this system. Therefore, it is necessary to narrow the gap of understanding the roles and rights between NUOL and MOE.

TMUA18-25

There are two periods in the development of NUOL. The first period was from 1996 to 2001. During this period, the financial system of NUOL was under the control of MOE, functioning as the second level units of finance management system. All budgets and expense proposed by NUOL were approved by MOE. At the beginning, there were ten units of university finance based in each faculty. Later, they were merged into one central unit of finance persisting with the same roles, but equipped with bigger size of knowledgeable and capable staff in the finance system of NUOL. Although there was a positive feedback on the management of finance at NUOL, there were still some difficulties in performing financial activities because of insufficiency of budget and too many procedures of finance management system. As seen, all related documents of finance were submitted to and approved by Department of Finance of Ministry of Education (Now, Ministry of Education and Sports) before handing in to the final approval by Ministry of Finance (MOF). Under this financial system, the financial unit of NUOL was not out of control. The goal of academic development of NUOL was not accessible. The financial activities were run slowly. Salary and compensation were not enough for living condition of all teachers.

From the lessons of first period learned, the policy of finance management system of university has been changed. The financial unit of NUOL operates its function as the first level of financial unit and plays its roles as a state budget that can set its own budget and expend necessary budget freely with the approval of MOF soon afterwards. The financial unit of NUOL becomes more independent, and receives less control from the government. Under the new policy, NUOL has gained more benefits from governmental budget, loans, grants, as well as academic services (training, doing researches, and so on). As seen, NUOL becomes more powerful with more self-reliance, and it has decentralized its operation of finance at faculty level, functioning as the second level of financial management system. Therefore, financial units at faculty level can as well receive some benefits from incomes of academic services, register fees, and other services.

Even since the financial system of NUOL has played an important role in directing and inspecting all the process of financial activities of NUOL, as well as directly cooperating with MOF. NUOL is also successful in improving important rules and regulations for financial management system and property management.

However, the system of financial management of NUOL still has some problems on the subject of transparency because NUOL spends some revenues from academic services out of the government budget.

TMUA19-25

The outstanding figure of change in the development of NUOL is the increase and adaptation of teaching-learning curricular under the direction of MOE.

In international relationship, NUOL becomes a member of ASEAN University Network working together with ASEAN universities to evaluate and assure the quality of teaching and learning at university level.

For this academic year (2011-2012), NUOL has set an annual budget and proposed a first request for government scholarship for human resource development of the university. It is the first request for government scholarship since NUOL was established, and now it is approved and the implementation will be started in the coming year.

TMUA20-25

Governance of NUOL has been changed a lot. Leadership is reformed. The development is high. Infrastructure is developed fat, but the requirement of society is higher. Overall, it is progressive in leadership. Tenures are shifted. Senior staff cannot stay longer as before, but exception in some cases. And also, governance of teaching staff is changed, no retirement limited. Now NUOL is in the process of proposing the status of teachers differentiating from civil servants with specialized tenure and under specialized governance system.

NUOL has strengthening in financing management. NUOL can earn high incomes, this causes NUOL's national budget subsidy decreased. However, there is confusion of financial management, such as NUOL's financial unit is determined as state budget unit directly cooperating with Ministry of Finance. As state budget unit, NUOL can set its own budget, but approved by National Assembly. The execution of the budget can be done, after the approval of NA. This means that all incomes of NUOL will be remitted to National Treasury. The expenditure is executed based on the NA approval. However, until now it is ambiguous and complex as NUOL is claimed that NUOL is much in debt while earns high revenues every year.

The quality of education also is on agenda of NUOL.

In the first period of NUOL establishment, academic development was emphasized on foundation studies of general subjects. Now specialization of study is emphasized because the requirement of society on specialization is high.

Overall, the academic staffing is good. The ratio of teacher qualification is good, more PhD and master degrees.

NUOL has made a good progression of development as NUOL is lack of fund.

NUOL is associated to Ministry of Education and Sports (MOES) for academic affairs, to Ministry of Finance for finance.

In 2012, Department of Higher Education under MOES itself operated university entrance examination, before that it was operated by NUOL. After five public universities belong to MOES, things had changed uncertainly.

In controversial, the role of president of NUOL as a central committee is higher than the head of the Department of Higher Education (DHE). This is complicated. In fact, DHE lacks qualified people on academic affairs comparing to NUOL, while NUOL is monitored by DHE. Regarding to power and hierarchy, it is applicable, but not for academic aspect. This is a constraint for NUOL development.

TMUA21-25

For fifteen years, NUOL has been governed by the concept of collegiality; however, NUOL has been suffered from the lack of capable leadership in each levels and ignorance of accepting consultations. This makes culture of work at NUOL based on individual behavior and intuition of staff. This means people have their own perspective without consensus (collegiality).

The strengthening of NUOL: NUOL's unique is unity, and there is internally instinctive development of human resources, in particular consistently academic development of some faculties. For example, Faculty of Engineering is good at international cooperation. Faculty of Health Science is good at academic development. Nevertheless, managerialism is restrained in working system of NUOL, and application of regulations is too strict. The regulations of civil servants have not been updated, adopted, and amended, since it was promulgated although the reform of national economy was set up. Conservative ideas are existed in the governance system, and there is inapplicable allocation of people to work, as well as good people have less opportunity for the developments. There was a proposal for cooperation, but it was denied although there was the economic reform in the year 1985-1986. Although vision is changed, people in the governance system are unchanged. This becomes a constraint of big change. Regulation and rules are not adopted, for example, regulation and rule of student management and Decree of Civil Servants.

If referring to the Decree on university establishment, academic activities and social services are bound. Recently NUOL has drafted some regulations including those of teachers 'qualification; this indicates that the vision on development lags far behind the reality because of restraining consultations, studies and development training; lack of certainty in academic staffing plans. The majority of each faculty in operating activities is based on the official orders. All in all, it is a constraint of legislation, the regulations of Civil Servants are not well-performed, and the influence of old regulations in the year 1975-1986 is in power.

TMUA22-25

NUOL has changed in its structure and increasing number of enrollment, but in the last period the number of students has been decreased because of the new policy of the government. Recently, the government has put an emphasis on the quality of higher education, in particular bachelor and master degrees by reducing the number of new enrollment, and new students have to respond to 80% of tuition fee. All special programs are abolished. This policy would bring about both positive and negative effects because it is not a good way to improve the quality of higher education by reducing the number of students, and setting this policy is not based on scientific concepts and has no indicators to indicate that the quality of education is bad because of number of students. This is not a good way because there is no an evaluation from teachers for drafting this policy. Negatively, this policy will affects the income of teachers as teachers' income relies on teaching hours and the number of classes. However, the government says that they have prepared some budget for research, further education, writing books, and teaching. In fact, it is impossible, and nobody knows when this policy will work. This is a negative result for NUOL, and majority of students will enter private institutions as a latter choice. This will result brain drain and teachers will take teacher career as part time job in private educational institutions.

TMUA23-25

The significant change of NUOL was started in 2000. A set of legislations of NUOL has been adopted for the first time since NUOL was established. Particularly, the Decree No. 50 was adapted to No. 87 because the structure of NUOL was changed. There is an expansion of faculties from eight to ten. And now NUOL has the third Decree on the Performance of NUOL, No. 017, in which it indicates changes of mechanism of organization in administration, academic affairs, and personnel. The structure of NUOL administration includes: 1) council, committees of academic affairs; 2) mechanism of general administration, personnel office, finance office, planning and international cooperation office, student affairs, and etc.

Now, NUOL is in the process of legislation amendment, particularly constitution of NUOL, Decree No. 33 on the Academic Qualification of Teachers, Agreements of Faculties and Offices. This amendment is aimed at facilitating the unity of university performance, and meeting the real needs of society. The legislation amendment will be amended its contents of staffing, call of classification of academic qualification (staff, officials, or teachers). In the Decree No. 33, it is mentioned about academic qualification call, but without action. Thus, this is the weak performance. Some people are called as associate professors without officially approval. As the result, currently, the set of legislation is on the process of amendment. Overall evaluation of operation of Decree 071 is not satisfied.

TMUA24-25

The direction of NUOL is to become a center of internal and external research by using the strategic plan from now to 2015 and from 2015 to 2020 as a guideline.

Currently, NUOL has eleven faculties, two institutes, around 36,000 students. The majority of NUOL's plan is based on the solutions of the Party's Congress, in particular, the second breakthrough; national human resource development, and considered three directions and five values as the core of education work.

TMUA25-25

NUOL was established by assembling the higher education institutes in 1996. In the first phase, NUOL had School of Foundation Studies (SFS) until 2008 NUOL's structure was changed from two year duration of the program of SFS into one-year down. Ultimately, in 2009 SFS program had been abolished completely because of wasting of time for specialization, particularly some subjects are not linked to students' major. For example, students, whose their major is English, have to spend two years to study other subjects; and also the major of nurse that students should start their specialized courses in the third year. Therefore, the system of SFS was changed, which in the first phase was 1+4, and then 0+5. In academic year of 2009-2010, the system of SFS had abolished in line with the National Education Reform leading school years from 11 years of schooling into 12 years by adding a year to upper school education. This reform is aiming to match the international system. Besides, the building and environment for study is vastly developed.

TMUA15-25

Previously, the system of higher educational institutions (HEIs) was complicated, and HEIs were under the control of related ministries. For example, the area of agriculture and forest was controlled by Ministry of Agriculture and Forestry. Ministry of Communication, Post, and Construction was responsible for the area of electronics. Until 1995, higher technical colleges and HEIs were merged into National University of Laos (NUOL), comprised of eight faculties and

School of Foundation Studies (SFS) that provided 2-year-bridging courses and general subjects before students took their fields at faculty level.

NUOL had offered the society two programs in some faculties, Normal and Special. The Special Program is a self-supported students program. It is classified as private services in the afternoon and evening classes. Students can take classes based on their time available. So far, it has been questionable on students' achievement of the program. The outcome of graduates is not satisfactory. As the result, the program has been abolished recently.

For university admission, NUOL has two categories of eligibility: quota and non-quota students. Quota students are selected based on their merit performance of final examination at secondary level. The distribution of quotas for each province in the country is determined by Ministry of Education and Sports (MOES). For non-quota students, students are required to take national entrance examination and responsibilities of all expense.

2.2. What has been changed over the past fifteen years on NUOL structure?

TMUA11-15

In the structure of NUOL, there has been an increase of faculties from eight to eleven. The School of Foundation Study (The school that provides students with knowledge of general subjects for two-year duration before entering their interested faculties) was cancelled later. Small management units of university are upgraded to service offices.

TMUA12-15

There is an expansion of each faculty of NUOL in academic affairs. New courses are developed and increased. The structure of NUOL has been changed; in particular, the system of School of Foundation Studies was canceled. The Faculty of Health Science was separated into single University of Health Science. Institutes and centers, that provide students courses and services, are established. Curriculum is developed, and courses are increased. As we can see, the Lao-Japan Institute for Human Resource Development and Institute of Confusion have been playing important roles in human resource development, cultural exchange, and providing society languages courses such as Japanese, Chinese.

TMUA13-15

The structural organization of NUOL has been changed in all levels from the institutional administration to the base unit management of NUOL.

For the administration, at the beginning NUOL consisted of two vice presidents. Later, there are four vice presidents.

NUOL was cancelled the system of School of Foundation Studies in 2010. The Faculty of Health Science was separated and upgraded to single University of Health Science in 2007. In addition, the Lao-Japan Center for Human Resource Development has become an Institute, as well as Institute of Confusion has been founded.

TMUA14-15

The structure of NUOL is not changed much. NUOL's management system consists of the council of university. There are one president and four vice presidents. NUOL has nine offices, eleven faculties, some institutes and centers, one central library, and so on.

So far there has been an increase of departments in each faculty of NUOL.

TMUA16-25

In the past 15 years, the legislation of NUOL has been improved. The decentralization is introduced. Administrative positions at all levels are prescribed with clearer roles and rights.

Overall, structure of NUOL has not been changed much. One outstanding outcome is that NUOL has a new Asia Research Center to seek for fund for doing research. This makes university staff inspired to write more research articles.

Regarding the curriculum development, over the decade there has been an increase of 65 courses.

However, NUOL has long remaining problem with IT. The IT system of NUOL is not good. So that, distance learning is not organized well.

For management, the university units have more power on decision making.

TMUA17-25

There is no much change on the structure of NUOL, only transition of administrative people for positions at each level.

TMUA24-25

Changes in structure of NUOL and organization are in good progress, in particular, the expansion of faculties from eight to eleven faculties and two institutes. There is an increase of students and staff, buildings and facilities are constructed and more comfortable. In addition, NUOL has more cooperation with internal and external counterparts. This makes NUOL a new chapter of the development.

TMUA15-25

On another aspect of change on NUOL's structure, it is clearly seen from the construction of basic infrastructure, the increase of faculties of the university, the transition of the Lao-Japan Human Resource Cooperation Center into Lao-Japan Institute for Human Resource Development, the establishment of Confusion Institute, as well as the upgrading of small offices into other educational centers.

Since the establishment of NUOL, The profile of NUOL has already three presidents periodically. The NUOL's development planning is based on the resolutions of the Party Congress, in particular, the second breakthrough of the 9th Party Congress, national human resource development.

2.3. How the policies of government have been carried out in terms of implementation?

TMUA11-15

The policy on education of the government is carried out by NUOL. NUOL has set a five-year strategic plan. The strategic plan is set by collecting information and making consensus on the contents of the plan with the participation of administrative people of the university from university council, administrative offices, and faculties. After the plan is approved, each faculty plays the roles as directors of the strategic plan and base units or department level as practitioners. This is the regular procedure of governance and management of NUOL.

In addition, the components of the implementation include the Lao People's Revolutionary Party at local level to monitor the policy and three mass organizations; the Lao People's Revolutionary Youth Union, Women Union, Trade Union to mobilize human resources of NUOL with a view to contributing to implement the policy of NUOL.

TMUA12-15

The implementation of education policies is run based on the National Strategic Development Plan and Educational Strategic Plan of the state. For NUOL, it looks at the Educational Strategic Plan as master plan in order to modify it as its own plan. The content of the plan is including all areas of the structure such as: the development of administrative mechanism, human resource development, basic infrastructure, spaces, research, and academia.

TMUA16-25

According to the role of Personnel Office, the policy of human resource development is implemented systematically. In the past, awardees of government scholarship were required to have good conditions, but it seems that priority is still for seniority under some rules. Nowadays, it is based on competence and capacity of the applicants and has no fixed rules for new recruits in case one can find other scholarship out of the university authority. NUOL always support and give that chance to the successful applicant although he/she has less than two years of working experience in the current position, but the contract of returning to work in the current place must be agreed between the university and a successful applicant.

The admission of the last 15 years is based on two categories

1. Quota students - the students from each province over the country that receive the division of quota from the central government with small allowance and accommodation. Students are those who have good achievement of national examination. However, there are some problems on the selection process because all quota students may not have good result of national exam.
2. Entrance examination - after national examination, there is entrance examination for each faculty to open s for students. Students need to pay tuition fee.

In 2012, there has been a change on policy of student admission by keeping the first category to give quotas for each province, but the status of both will be the same. All students will pay the tuition fees; there is no any special course, no free quotas for important people but this system is still available in the vocational and tertiary education.

TMUA17-25

The NUOL has its own vision and an annual plan. It is a unit to implement the policies of Strategic Socio-Economic Development Plan and policies of Ministry of Education. For a long term, internalization is an expected goal of NUOL. Now, the crucial mission of NUOL is to produce human resources to supply the needs of society. The other commitments are reserving and promoting the glory of national culture, serving society academic activities, as well as supporting university staff doing research and writing more articles, making university and private educational organizations linked.

TMUA18-25

The financial unit of the university always performs its tasks under the rules and regulations of Lao laws. In particular, the payment of monthly salary for all staff must be fixed and on time.

TMUA19-25

The university consists of implementation units at faculty level and become a center of social services in many areas. At university administrative level, it is responsible for setting strategy and action plan by using the policy of the government as guideline. NUOL is also in charge of external cooperation with enterprises, companies, international agencies and other organizations to support some activities of NUOL.

TMUA21-25

Change in NUOL governance is found that academic activities of NUOL are controlled and operated by Higher Education Department (HED) of MOES. HED lacks vision of development planning. Some research activities should be normally conducted by NUOL and other sectors, but by HED. HED is only responsible for receiving the results and then setting the development policy. Therefore, it is found that the governance and management of education, it is not able to discriminate between macro and micro tasks. In order to solve this problem, there should be cooperation between NUOL and HED, and they should work together in setting policies and make roles of implementation more clearly.

TMUA23-25

In overall, policy implementation of NUOL is not systematic and strict. In particular, time management of teachers. Teachers come to university when they have class. Teachers have part-time teaching. Another problem of NUOL is property management. The land of campus is envisaged of local people breaking the law and trespassing on the public land of NUOL's campus.

TMUA24-25

NUOL implemented its policies by providing education opportunities for all, in particular disadvantaged and remote people. They are provided some funds during they are the students of NUOL. In the present, there are eleven scholarship donors providing funds to about 400 students.

TMUA15-25

Once the national education system had been reformed by way of upgrading general education system into twelve years, NUOL also stated to change its structure by demolishing the system of School of Foundation Study. Then, students can start their major area directly at faculties.

For the curriculum, each faculty has played its roles to develop it by using the standard of ASEAN University Network (AUN) with application of credit transfer, in which international students can enroll. Although the curriculum is developed at faculty or NUOL level, the completed curriculum is approved by Ministry of Education.

Regarding the evaluation of teaching and learning, NUOL has used Quality Assurance (QA) of AUN as a tool. This QA has been used since NUOL was established; however, so far the quality of evaluation has not been effective. Therefore, now AUN has provided training courses on QA for NUOL to make higher education system of ASEAN more compatible. Now QA system becomes very important for evaluation on implementation of NUOL.

2.4. What were the necessary contents of strategic plans of each period from 1995 to 2010?

TMUA11-15

The contents of strategic plans can be referred to the Strategic Plan of Ministry of Education, in which it includes Education for All and Higher Education. As higher educational institution, NUOL focuses on human resources development to support the needs of the country development, as well as the needs of public and private organizations.

TMUA12-15

In the past, it is found that NUOL has problems with quality of teaching and learning. Although there is an increase of programs, the quality is questionable. Employers are not satisfied with graduates' performance, and some graduates cannot find jobs. As a result, currently higher education system has been reformed, in which privatization, tertiary, and vocational studies will be supported. Universities will decrease a number of student enrollment, so lecturers have more time to work on research for social services.

TMUA13-15

The necessary contents of university policy consist of both quantity and quality. At the beginning, the development of NUOL focused on quantity. Later, quality becomes an issue in order to make the university reach regional and international standard.

TMUA17-25

There seems to be no outstanding of implementing the activities of international relations. However, there is an increase of international cooperation on academic activities and curricular including master and PhD programs.

TMUA19-25

The significant change of NUOL is the improvement of legislations and the development of master degrees of some faculties

TMUA24-25

So far, the most outstanding plan of NUOL has been the development of master programs in each faculty. Currently, there is an ongoing development of PhD programs. This is the strengthening of expansion. In addition, NUOL has been improved to be the national center of research, performing both learning and teaching and research services. In the future, human resources will be cut down, but enhancing PhD study for staff will be on the agenda the NUOL's development.

TMUA15-25

In order to provide the society knowledge and to respond to the need of different groups of students, NUOL has two systems of teaching and learning offering to the society. The first one is full time program that has four or five years duration. This program is for graduates of high school, or students who do not have background. The second is program that has two years duration and a half. It is for students who already have basic knowledge of the field.

2.5. What are the attitudes on managerial self-governance?

TMUA12-15

NUOL has worked hard in order to be autonomous and has made a proposal to the central government about being autonomy.

Meanwhile, NUOL has to look at its capacity of leadership. Although there will be some changes, NUOL has to keep its status on good condition without conflict.

If NUOL has full autonomy, NUOL would be able to gain more revenues. In the future, if public sector has strong management, free education will be introduced.

TMUA13-15

Regarding the managerial self-governance, NUOL has autonomy in academic affairs, finance, and international relation.

TMUA14-15

Recently NUOL has autonomy in finance and international relation. For academic affairs, some activities are still under the responsibility of MOE. The management of NUOL would be better if NUOL had more autonomy; in particular, in curriculum development, the approval of developed curriculum, and admission system.

TMUA16-25

At the present, NUOL is in the process of improving self-governance on academics. Each faculty has power to set new policies, but NUOL always has problems with low budget. Although the government has tried to work hard on educational development, it is not really satisfactory.

Regarding the autonomy of NUOL, Finance Unit of NUOL should work autonomously in setting budget plan. In the last few years, the NUOL could work independently on setting budget for human resource development without approval of MOE. This makes MOE disagree on this principle of working. In fact, MOE should not involve in this procedure of NUOL budgeting because Finance Unit (FU) of NUOL has the same status as state budget unit. Therefore, FU of NUOL has full right to work directly with the government in setting budget, using money for administrative work and human resource development. As the result, it seems that the performance of FU of NUOL is limited. For the Finance Unit at faculty level is prescribed to work as second (lower) level unit.

For the academics, it gets better than before. Each faculty can develop more courses although there is a burden of political constraint such as one door service policy.

TMUA17-25

In the future, NUOL is aiming at being a ministry equivalent organization controlled by the government directly. Currently, NUOL is under the control of MOE, there seems to be some constraints influencing the free implementation of NUOL. In addition, there is ambiguity in terms of the level of authority because NUOL is determined by Department of Higher Education of MOE whose roles and rights are lower than NOUL's. However, to upgrade the NUOL as a ministry equivalent organization, it is necessary to clarity all related aspects.

TMUA18-25

NUOL should have more priority in international cooperation because NUOL has to cooperate with many international education institutions for educational exchange and research. The government also should give university more autonomy in internal and external cooperation and set concrete policies for NUOL, so that NUOL can access the sources of funds, grants, and scholarships from foreign aids, private sectors, and other countries. At the same time, NUOL has to develop its human resources to meet international standard in order to work well with other partners and foreign countries. So far, ability of university staff is in low quality. In addition, the annual budget is small. Therefore, so many activities cooperated with international universities have not been practiced well previously.

Regarding the finance, the government should open wider in using its own revenues of NUOL. The government should give priority for NUOL to determine the expenditure of revenues for any kind of academic purposes. Currently, rules and regulations for implementing the policy of financial management system of NUOL are very vague, in particular the expenditure of internal revenues of NUOL receiving from academic services and normal activities of NUOL. As a human resource development institute, NUOL should have high priority in self-management, so that all activities can be taken into action smoothly. If NUOL has much control of the government, it would be difficult in developing human resources. Therefore, existing problems should be solved.

TMUA19-25

Self-management of NUOL is in low level now. The government should give more opportunity for NUOL to work independently, in particular, the development of curriculum.

TMUA15-25

The NUOL has been in the process of collecting information, studying possibilities of being an autonomous organization of the government that is equivalent to ministries.

2.6. What are the policies on the structure of NUOL, management of financial mechanism and academic development?

TMUA12-15

In the past, financial mechanism of NUOL was controlled by Ministry of Education. As NUOL is a big organization and in order to make governance and management easier, now the finance system of NUOL is controlled by Ministry of Finance (MOF) directly. Base salary and budget expenditure of NUOL is approved by MOF.

Currently NUOL can gain some revenues from academic services. This is the strength of governance and management of NUOL to help support the state budget for expenditure on administrative and academic services, repairing, and construction of NUOL. And this policy helps the development of NUOL more effectively.

For the new policy of financial mechanism, in order to make revenues of NUOL transparent and accountable all revenues have to be transferred to MOF. If NUOL wants to use some money, NUOL has to make a clear plan for expenditure to MOF; and follow the rules and regulations of MOF. However, NUOL has had difficulty in making a logically clear plan so far, and NUOL needs to improve specialists of finance to have more responsibility as well.

TMUA13-15

The main responsibility of NUOL is providing academic activities including:

- Producing and developing human resources
- Doing research and publishing the results of scientific studies for society.
- Reserving and enhancing national culture and arts.
- Providing academic services for the society.

So far, it seems that academic affairs receive more freedom and self reliance in terms of the development and performance.

TMUA16-25

In reality, the state budget approved by the government each year can be used for few months only. For payment of the rest, NUOL has to use some revenues receiving from providing special courses. Based on the inspection of the government in expenditure of revenues, NUOL becomes in debt. This might be because of loosed management of NUOL and misunderstanding of rules and regulations on finance system.

TMUA18-25

In the second period of NUOL from 2001 to now, the financial management system has been changed. The level of autonomy in financial system of NUOL is better. Many financial activities of NUOL are not controlled by MOE, and annual budget has been directly cooperated with Ministry of Finance.

TMUA22-25

Academic development of NUOL is in good progress. New curriculums are improved and developed. Teachers are upgraded their knowledge. In the first period of establishment, NUOL has no master and PhD programs. Recently, some faculties can offer master programs for society.

TMUA23-25

Currently, the policy of finance is good. It is more comfortable for monthly payment of staff because we use banking system by using credit cards. It does not have many procedures as before. However, mega-project investments are controlled by MOES. All revenues of faculties will be reported to remit to finance office of NUOL based on divided ratio, some faculties want to keep their revenues.

TMUA24-25

Regarding autonomy, NUOL has autonomy of finance directly under the Ministry of Finance, of research. In particular, NUOL has played its role in, and has autonomy of, mega projects of the state. For new recruitment of staff, it is still controlled by MOES. In the future, NUOL may get more autonomy of curriculum development based on its capacity and approved by higher authority.

TMUA25-25

Previously, the fund supporting the academic affairs receives from the government and revenues of NUOL such as tuition fee and credit charge. There is also some grant supporting disadvantaged students. NUOL's donors for aids includes ADB (Asia Development Bank) for human resource development.

Currently, NUOL emphasizes the quality of education based on the policy of MOES. The special programs will be abolished. NUOL will pay more attention to do research. Number of teaching staff will be reduced to ensure the quality of education.

TMUA15-25

NUOL has autonomy in finance. The finance management unit of NUOL is prescribed as the state budget unit that all financial activities are associated with Ministry of Finance directly.

2.7. What has been changed on policies of staff development and academic self-governance?

TMUA19-25

Now the autonomy of academics is almost 90% high in the area of doing research.

TMUA22-25

NUOL allows each faculty to be self-reliance. Based on each faculty's capacity, master programs are developed. However, there are some difficulties because there is no standardized legislation to support the programs. The programs are not able to be checked and monitored. In fact, curriculum development, legislation, regulations and rules of the programs should be created at the same time, so that performance of programs can be monitored. All in all, NUOL lack human resources and structure of NUOL is not clear.

TMUA24-25

Regarding academic affairs, there are periods of academic development, and it is better. The duration of programs is shortened from five to four years, the development focuses on the quality in order to decrease expense.

TMUA25-25

The autonomy of academic affairs is partial, not full because NUOL is under the control of MOES. In some academic years, the ministry has performed managerial activities of NUOL by its own, such as NUOL's entrance examination. In fact, the ministry should perform it tasks by inspecting the performance of NUOL and receiving the report. However, next year the ministry will transfer university entrance examination to NUOL. Regarding the opportunity of the NUOL to be autonomous, it will take time for preparation, and the readiness of officials and their ethics would be high.

2.8. How the consensus on policies of structural, financial and academic mechanism has been implemented?

TMUA11-15

For financial management system of NUOL, it is under the control of Ministry of Finance (MOF). Resolution of NUOL's finance is based on rules and regulations of Ministry of Finance. Although NUOL has its own rules and regulations, they are not combined well with MOF's ones. NUOL cannot increase tuition fee directly and independently. The procedure is done through the system of horizontal and vertical management. Now, NUOL is revising and adapting new legislation of NUOL.

NUOL is different from other universities of the world in terms of autonomy of finance because NUOL do not have its own budget on base salary of university staff. NUOL cannot employ and hire experts and specialists independently, and cannot use its own revenues without the approval of MOF. All procedures must be based on the rules and regulations on finance of MOF.

TMUA16-25

In order to make NUOL have self-reliance and teaching staff have more revenues, NUOL had provided special programs for the society in the past. This shows that academics and income should be compatible. From 2012, all status of students will be the same. They have to pay for tuition fees, so teaching staff can earn some income for living. In fact, NUOL expect to offer students free courses.

Now the government has new policy of finance for administrative activities on education. The government gives budget based on the number of students. For example, one student of primary school will receive 50.000 kip; one secondary student will receive 100,000 kip, and one university student will receive 150,000 kip.

TMUA18-25

For the major decision in implementing the policy of the government, it is normally the president's charge.

TMUA22-25

Regarding financial management, the concept of decentralization was introduced at the beginning of establishment of NUOL, later following top-down system was used as before in order to be able to monitor and audit the financial activities. Decentralization help financial services faster, while top-down system is inefficiently slow, not on time and fact, so that extra budget is used for national and university events before the approval of related authority. In consequence, there is a deficit of budget execution.

TMUA23-25

NUOL's decision making is based on collegial approach. Meeting is important to doing consensus. However, the operation of consensus is not forced into action collectively.

TMUA24-25

The consensus is done through the annual meeting of the council of NUOL.

2.9. What are the autonomy areas of NUOL?

TMUA11-15

In overall, NUOL is independent in administration, and has less control from MOE. NUOL has autonomy in finance, so the financial management system is cooperated with Ministry of Finance directly. Half autonomy of NUOL is international relation in cooperating with partner universities. NUOL does not have full autonomy. The development of curriculum is still controlled and approved by MOE, although MOE have lack of capacity to identify, evaluate, and revise the contents of developed curriculum. For this point, the autonomy of Lao university is different from international universities.

Regarding the management of academic development, NUOL has almost full autonomy of academic affairs in terms of teaching and learning procedures. However, the system of admission is questionable and debating now whether it should be the responsibilities of NUOL or MOE. What is more, the procedure of curriculum development of NUOL should be prescribed for NUOL to do it without the control of MOE and other parties because NUOL has enough capacity and qualified specialists to do it.

TMUA13-15

Regarding the managerial self-governance, NUOL has autonomy in academic affairs, finance, and international relation.

TMUA19-25

The autonomous areas of NUOL in management include financial and academic affairs.

TMUA20-25

NUOL should have autonomy. Now NUOL has autonomy of international relation directly to Ministry of Foreign Affairs, finance to Ministry of Finance, and cooperation with other organizations directly, but academic affairs are still under MOES. Academic activities should be autonomous because internal capacity of human resource persisted, they can do it by themselves.

TMUA21-25

At the commencement of NUOL's operation, its financial unit is regarded as state budget unit level II. Currently, it becomes state budget unit level I. In the past, university financial unit did not perform well in terms of supporting human resource development, until 2010 there has been defined its regulations elaborately in using NUOL's revenues. However, the revenues to be used are limited.

TMUA15-25

There are three areas of NUOL's autonomy: finance, international cooperation, and academic affairs-curriculum development, methods of teaching and learning, as well as ratification of academic professorship promotion by the council of university.

2.10. Who make decisions at NUOL level?

TMUA11-15

The top decision maker of NUOL is president through the process of collegiality. NUOL also has university council, but the role of university council is not much important in the decision making level.

TMUA13-15

Top decision maker of NUOL is the president.

TMUA24-25

The highest authority for decision making is the president of NUOL.

TMUA15-25

The president of NUOL plays the roles on decision making.

2.11. What is the attitude of NUOL towards being autonomy?

TMUA11-15

NUOL has autonomy in finance, so the procedure of financial unit of the university is cooperated directly with Ministry of Finance. NUOL also has half autonomy in international relations with partner universities. In academic affairs, NUOL does not have full autonomy; for example, the development of curriculum must be approved by MOE, although MOE do not have capacity to identify, evaluate, and revise the contents of developed curriculum. For this point, the autonomy of Lao university is different from world universities.

In overall, NUOL is independent in administration, and has less control from MOE. NUOL has to keep on working hard to have completed autonomy.

TMUA12-15

NUOL should be faster in terms of development if NUOL has full autonomy.

TMUA16-25

We expect NUOL to have wide cooperation with universities in neighboring countries autonomously without influencing of political constraint. If we can do it, the development of NUOL will move faster. We should have direct cooperation with other universities in the world. Now all cooperation of NUOL is under the control of Ministry of Foreign Affairs except Vietnam.

TMUA18-25

The NUOL should have more priority in using its own revenues from academic services excluding the state budget. In doing so, this would make the governance and management of NUOL better.

The law about finance should be adapted to enhance the financial activities of NUOL as enterprises or entrepreneurs given.

In addition, more autonomy should be given to NUOL, so that NUOL can cooperate with external organizations, companies, and factories freely in order to work together for sharing learning and having intern in a company, a factory, or an enterprise under the external cooperation.

TMUA19-25

In reality, NUOL wants to have less control from the government in particular the area of academic affairs, and expects to work under the rules and regulations of laws rather than much control of the higher authorities.

TMUA21-25

NUOL has autonomy of finance, academic development, and international cooperation. Nevertheless, it is good if NUOL has more autonomy, such as university entrance examination. In fact, operation of university examination is operated by NUOL, but by HED. Rationally, HED should be in charge of setting policies. Under the operation of HED, students could not match their skills and intellectual knowledge because those students, who desire to study natural sciences, take exam of social subjects. To set the goal of human capital, it needs to select good students for their specialization.

TMUA22-25

NUOL has many working procedures of coordination. For example, in management and curriculum development, it takes much time for the approval from MOES. Working procedures become a factor influencing motivation of curriculum development. If NUOL becomes independent, it will help all steps get faster and more compact. Currently, governance and management of NUOL is under centralization, it is complicated for academic activities because academic staffs are not able to use their knowledge appropriately. It is more efficient if NUOL allows each faculty to have self-governance and self- reliance. In the point of fact, the number of university enrollment is determined by MOES. Although NUOL has national long-term plan, the contents of the plan are not clear and deliberately and without legislations. The report is not based on the fact, and central levels lack paying attention on micro tasks. For NUOL, if all faculties enable to provide and make profits from academic services autonomously, NUOL's budget revenues will be increased.

Another problem is the system of human resource development. The development is not based on knowledge and capacity, but seniority. Moreover, although new staff awarded scholarship for further study from third party and NUOL did have fund for human resource development, they were not permitted to continue their further study without two-year work experience in the past.

TMUA23-25

Currently, NUOL is still controlled by Department of Higher Education (DHE), MOES. This becomes a constraint for NUOL to perform inefficiently because DHE does not know its own role well. For example, implementation of university entrance examination was operated by DHE although NUOL has proposed to do it. This is indicated that DHE does not pay attention on state legislation although it is amended. Therefore, if NUOL becomes autonomy as an organization of the government, it is good for NUOL because all revenues of NUOL are reported and remitted to its category of academic affairs and others. Then, they are transferred to the national treasury. NUOL cannot use its revenues directly, all budget expenditures will be based all the budget approval of Ministry of Finance. There are some procedures of financial system, and it will take more years to be independent for NUOL.

TMUA24-25

In fact, if NUOL has more self-governance, it will be better for NUOL. Currently, it is good for NUOL to have autonomy of finance. Besides, NUOL has authority in international cooperation. In controversy, autonomy has some negative effects too.

TMUA15-25

In the future we expect NUOL will have autonomy and less control from the government. Now some extent of NUOL's activities is still under Ministry of Education.

2.12. What are the strengths and weaknesses of NUOL governance and management?

TMUA11-15

Overall, human resource development of NUOL is progressive. As we can see from the line of development graph of the NUOL, it is dramatically increased.

Regarding the weakness of NUOL, the graduates are good in general subjects; however, specialized and specified knowledge of graduates is not satisfied. In addition, NUOL has paid less attention on research because all teaching staffs focus on teaching private programs for their earning without doing research.

TMUA12-15

NUOL is able to link with international organizations, cooperate with many countries on education, and develop human resources for the society. Overall, the development of NUOL is very progressive. The basic infrastructure is better. The quality of teaching and learning is satisfactory. However, the procedure of financial management is still slow.

TMUA13-15

The development of NUOL helps provide society with thousands of graduates in many areas. In overall the development of NUOL is better. NUOL is accepted by the society for its performance. It is in a better status. In addition, NUOL is well known in international stage. This creates more opportunity for NUOL to cooperate with many educational institutions in the world. Meanwhile, NUOL has developed human resources such as teachers, lecturers and staff. Therefore, there is an increase of staff who obtains master and PhD degrees, as well as there is an increase of academic positions; professors and associate professors.

NUOL has some weaknesses in terms of the quality of graduates and international cooperation. The quality of teaching and learning is low. The graduates cannot perform well in real jobs. For international cooperation, although NUOL has cooperated and signed MOUs with many international universities in the world, there is no effectiveness in implementation.

TMUA14-15

NUOL has evaluated the performance of the university leaders, and replaced new appointed administrator periodically at all levels. NUOL has a job replacement system. However, NUOL still has limited autonomy in comparison to other world universities for staff recruitment. It is the responsibility of MOE because the recruitment of NUOL is dependent on the system of general public management on civil servants. For years, NUOL has tried to have full autonomy in recruitment.

NUOL has some weaknesses about rules and regulations. The practice of rules and regulations is not strict. For example, although NUOL has some revenues of academic services, it is difficult to use them when it is necessary. It would be better if NUOL has full autonomy.

TMUA16-25

There is a progressive movement of NUOL on development, security, stability. Although the living condition is not compatible with the income of teaching staff, due to the traditional thought of Lao people this makes all situation normal. Comparing to other country, there would be serious conflict on living condition and income.

TMUA17-25

In general, NUOL has some problems with human resource development. The working culture of staff is not systematic. Staff are always told to work, they lack self confidence and creation. Another problem is about recruitment system. There is a gap on patronage of people in high ranking position to recruit staff unequally. As a result of this, NUOL are not able to recruit qualified staff satisfactorily. Currently, NUOL has been improving recruitment system by providing tests and interviewing.

TMUA18-25

The weakness of financial management of NUOL is excessive spending of budget permit.

In overall, financial management system of public sector is uncertain and much loosed from ministry level down to the local level. In particular, there is no fixed model for finance management system of public organizations including NUOL. In addition, NUOL still lacks qualified people in this area.

Now NUOL desires to keep its roles as a state budget unit because this status makes financial management of the university better. The procedures of financial activities are faster. It is the time the government should decentralized its financial system operations to local level. It is necessary for the government to improve the legislation on financial management including budget law, and makes it appropriate for the current growth of economy.

TMUA19-25

Since NUOL was established, NUOL has some strengths including solidarity of staff. University staff has high motivation of self development and high responsibility.

The weaknesses are the lack of experimental equipment. Basic infrastructure is not good enough.

TMUA20-25

NUOL has numbers of capable human resources with higher qualification, PhD and master degrees. The facilities are good.

The weakness of NUOL governance: allocation of human resource is not appropriate. Academics are not autonomous to work.

The problem of inefficient of work of academics is from internal system because NUOL has two lines of governance, public and party principles. If the two are not compatible, it is hard. If the two are associated smoothly, human resources will be used productively. People to work should be selected and elected from public.

Institutes should be autonomous to work with other sectors. For example, Research Institute has two tasks; coordination of research with all units at NUOL and academic service at NUOL. The Institute has no power to propose for research projects. If NUOL has an authority to propose for other projects as private enterprises do, nowhere except NUOL has full capacity of academic services, academic training, and environment survey, and so on. Now only private sector can do, and hire NUOL's human resources. This problem should be solved form macro level, because the regulation of national finance is not permitted. Instead of earning more income, but it is in the pocket of individuals. NUOL are not permitted to provide academic freely, so NUOL has suffered brain drain.

Therefore, the authority should not control, but enhance academics to work on their capacity. This will be strengthening of NUOL because of NUOL having many human resources, while less work.

TMUA21-25

Old regulations and rules of governance and management influence NUOL's current governance and management. Although new regulations are promulgated, the influence of previous ones is existed. This becomes a constraint of human resource development.

The strengths: NUOL opens wide academic cooperation, and decentralized work to local units, but the performance of tasks are done by old ways. Only some faculties cam apply centralization concept, while some are relied on individual thinking and intuition. In conclusion, the governance and management of NUOL is not systematic.

TMUA23-25

In governance and management of NUOL, it is found that some leaders understand the content of legislations, while some do not pay more attention to comprehend it for operating university's activities. The act of financial rules and regulations is not effective. Basically, implementation of Decree No. 87 and No. 150 is satisfied for people who understand their own roles and rights. Many problems are not solved and unity of implementation is not respected.

However, NUOL has some strengthens of governance and management. Self-development of NUOL is progressive. This becomes a driving force for university development collegially. Leaders are confident for decision making for some budget to use for building infrastructures, but some issues are not able to consider absolutely because of lack of government monitoring. In addition, the outstanding organization and implementation is that now NUOL is on the process of amendment of legislations. Each level of NUOL will know its roles and rights in operating its tasks and activities. This will help manage activities of faculties and departments more effectively. Now NUOL cannot define its units of operation clearly, so it is not able to adapt legislations.

TMUA24-25

Based on the requirement, NUOL still has insufficient budget for development and management plan. And, the execution of budget has not focused on academic activities appropriately because of lack of budget. NUOL has positive points in terms of solidity and unity of staff. However, decision making has not been yet decisive and absolute, and is without scientific evaluation seriously.

TMUA25-25

The strength of NUOL is seen in general development over the past years until now far better. The procedures of work are more smoothly and faster. The administration system is well-developed. Faculties have more qualified staffs who obtain master and PhD degrees. The quality of teachers' life is improved better than before. The weakness is seen in the curriculum development. The procedure of curriculum approval from MOES is slow. The developed curriculum of each faculty has to submit to MOES for approval, and its approval is late. As a result, some faculties have to perform and implement ongoing proposing curriculum before the approval. The approval of curriculum from every faculty will be made at the same time. In the case MOES find out some changes in any curriculum, the ministry will return the curriculum to adapt, and others have to wait. This is the period of time-consuming. Another problem is that the persons, who make judgments for the approval of the curriculum, might have lack of knowledge and skills in the major proposed and judged.

Another weakness of NUOL is that the role of academics is not enhanced and supported appropriately comparing to administrative work at all levels. If the role of academics is improved and raised better, qualified academics will not have motivation to play their roles in administrative tenures. Now academic and administrative work is treated differently, they should be equally enhanced. Although there is promotion of academics, it will depend on how people have motivation in self-development.

TMUA15-25

The development of NUOL over the past fifteen years has been very progressive. There are expansion and development of NUOL at institutional and faculty levels; for example, in terms of international cooperation in the past NUOL had cooperated with only 7 international universities, but now there have been 160 international universities.

The government also opens large investment for the construction of basic infrastructure, and gives the university priority in upgrading knowledge and abilities of teaching staff and general staff to train inside and outside the country.

In addition, NUOL has received assistance from the government; in particular for the quality improvement of teaching and learning and governance and management mechanism improvement.

Now organizational mechanism of NUOL has full set of governance and management components as national regime, and it becomes stable and sustainable in institutional governance and management of NUOL.

The weakness of NUOL governance and management is seen that quality assurance is standard. Besides that, registration system, evaluation of teaching and learning, and testing need to be improved.

Some difficulties on governance and management of NUOL are:

Teaching and learning materials are not sufficient.

The government provides big budget investment and pays much attention on building infrastructure, but the outcome of some projects is not effective; in particular, the dispute of public land holders in the areas of university campus.

Some teaching staffs do not have self-motivation and they lack self development.

2.13. What is your attitude towards the development of NUOL for the last 15 years?

TMUA11-15

Over the past fifteen year, the attempt of the government is to develop the quality of local higher education into regional level, and to make the quality of NUOL closer to ASEAN higher educational institutions. So far, NUOL's development is quite fast in terms of quantity, whereas quality is questionable and problematic. This might be because our system still consists of personal relation, nepotism, and the policy on historical revolutionaries.

TMUA12-15

Now NUOL are linking with more than 160 world universities, has produced thousands of graduates for the needs of labor market. The quality of graduates seems to be satisfied. In addition, basic infrastructure has been developed.

However, NUOL still has some problems in the procedure of slow services in financial activities. For example, proposal of expenditure plan submitted to MOF is approved slowly.

In addition, the financial management unit of NUOL cannot operate its activities well. Description of payment and expenditure is not clear for each item, and it is difficult to reveal all details of payment transparently and accountably.

TMUA14-15

The development of NUOL is very progressive in terms of human resource development. So far, the university staff have upgraded their knowledge and gained new lessons within the country and overseas. As we can see, at the beginning of the university, there were only three staffs that have PhD degrees, now there are more than 60 PhD degree staffs; there was no any professor and associate professor, but now there is an increase of eight professors and about 30 associate professors. In addition, NUOL has its constitution for the governance and management, as well as education law. There is an increase of laboratory rooms, faculty libraries, and so on.

However, it has been questionable regarding the quality of university outcome to produce qualified graduates to meet the need of society. Therefore, NUOL has to work harder by emphasizing on the quality, increase more facilities to support the implementation of NUOL. NUOL has to improve the system of Quality Assurance, internal and external inspection. In addition, NUOL has to develop more specialists on each area, higher qualified staff with master and PhD degrees, and develop appropriate curriculum making it link with the national education reform.

In the development of NUOL, some factors including budget and administrative mechanism still become constraints.

TMUA16-25

According to the political system of the country, NUOL implementation is influenced by political constraint because the role of politics in the country is in high level. For example, entrance examination of NUOL, MOE should not involve in any activities of micro part but MOE did. In fact, it should be the responsibility of NUOL but NUOL has had no power at all in designing and printing the questions of entrance examination for the last 15 years.

Therefore, NUOL continued giving some good recommendations for the entrance examination, but they were not accepted, and it was found that there was abnormal rate on the completion of entrance examination of each part; for example, Vientiane (15%), Xienkhuang (16%), Xamnuea (65%), and Vientiane Province (90%). This rate shows that there are some problems on the procedure of entrance examination.

In the future, NUOL suggests the government that all students have to take the entrance examination at NUOL but the government ignored it and used the same system. This shows that NUOL has no self- governance and self-management, and is under the control of MOE.

These are the suggestions NUOL used to have for MOE:

Each faculty should organize the entrance examination.

All procedures of the exam should be responsibility by NUOL even though the exam is taken in provincial areas.

However, MOE still insists that MOE has policy for provincial students. In addition, the selection of quotas should not be based on merit of examination but on the percent of given quotas by using the total score of the province.

For 2012, MOE has considered possibility in taking the suggestions of NUOL into action.

TMUA22-25

At the beginning of the establishment, governance and management of NUOL has no fixed system. Later, NUOL has been improved in terms of legislations, regulations and rules, but more regulations and rules slow the work. In the present, NUOL has quiet enough facilities and human resources, but the progress of development is slow, this is because of specifying factors seriously.

TMUA23-25

NUOL is weak at human resource development plan. Some scholars graduated from overseas and return, they are not put in the right job. As the result, new graduates have to find a new job. NUOL has to improve the legislation in order to allocate human resource in the right place.

TMUA15-25

Quality Assurance of teaching and learning is questionable. Some students do not work hard and pay attention on their study but they can pass. Some are absent from classes, instead they have good relationship with teacher, they can pass. Moreover, there is bribery between teachers and students for good grades.

There is a gap in the management system of NUOL. For example, some students were awarded the distinctions without full evaluation and standard set.

In addition, the quality of teaching is low because some teachers do not have experience of teaching, and they do not have lesson plans. NUOL is also insufficient of qualified teachers, so some teachers with bachelor's degrees have to teach undergraduate students; teachers with master's degrees have to teach master program students.

Furthermore, NUOL pays more attention on inputs of theories than practice in the areas of Mathematics, Chemistry, Biology, and Physics because NUOL has problems with lack of equipment in laboratories. That's why, once students have real practice, they face difficulties.

Overall, the awareness of teacher on the content of teaching and learning is not covered all aspects of political ideology, patriotism, and new regime. Students lack self motivation and self-development to become capable students that have knowledge and ability to compete with international levels.

2.14. What is your expectation for the development of NUOL in the future?

TMUA11-15

NUOL has to step forward to improve quality in order to produce graduates with knowledge and ability to meet the needs of labor market and social needs. In the future, NUOL has to cooperate with famous companies to see their needs, so that NUOL can develop human resource to meet their needs.

In addition, NUOL has to make the quality of higher education closer to the international standard step by step.

TMUA12-15

We expect young generation will understand the overall changes of governance and management system each period. From now we have to accept changes and open mind in order to develop the university better although there will be difficulties. As NUOL is not an autonomous organization, we have to respect central principles in order to avoid conflicts.

We have had a good strategic plan for the development of NUOL, but the implementation is slow and ineffective. This might be because NUOL is still controlled by central government.

In fact, the leaders of NUOL expect to do many things, but final decision making is under the central government.

TMUA13-15

NUOL is expected to be a leading university accepted by the society and international stage, and take responsibility in providing society with qualified human resources to meet the need of socio-economic development. Therefore, NUOL has to:

Upgrade the quality of staff,

Improve the quality of teaching and learning,

Develop the curriculum based on the needs of society,

Provide and improve better facilities,

Cooperate more effectively with international education institutes,

TMUA14-15

NUOL has to move on positive position for the development through observing the global change, follow the direction of the party policies on human resource development as priority, and improve the quality of university outcome. In order to achieve some expected goals; the government has to put more budgets on education, university has to built national research center and upgrade IT at department and faculty level to link with other university networks effectively. In addition, it is necessary for NUOL to study the problem of educational leadership, possibility of having full autonomy, and the need of external sectors, so that NUOL can develop appropriate outcomes.

TMUA16-25

On education, the autonomy of academics and finance should be enhanced. Free speech of academics and giving feedback should be supported. In addition, competent people should be promoted reasonably. Unknowledgeable people are in the position until retirement because of political power. This is expected to have better change in the future. So far, it is seen that the public management and governance is influenced by political constraint.

TMUA17-25

According to the vision of NUOL, strengthening internationalization is an expected goal of NUOL to expand more cooperation with other foreign universities. Universities should be autonomous and self-reliant raising funds and seeking for revenues because the support of government may be decreased every year. Universities also have to strengthen the academic services for communities, companies and organizations. In the near future, NUOL expects to establish a research institute and provide academic services for society. In doing so, NUOL has to assemble all academics of NUOL who work in and outside the university to work together and improves the rules and regulations on fee of academic services preferably in order to avoid big difference on before and after fees and to motivate staff performing their tasks effectively.

In fact, overall benefits, transparency, and accountability of NUOL are vague. Therefore, NUOL needs to work seriously to improve these issues in order to save more incomes, and the policies of NUOL can be implemented on approved budget even though there is a decrease in the state budget every year.

TMUA18-25

In the future, the finance management system of NUOL would be a key unit for university management to determine transparency of university revenue and use it effectively. In line with the financial management, the property management including land under the university authority is also an issue to be solved.

TMUA20-25

In the future, if NUOL has higher autonomy of academics, and is permitted from Ministry of Finance to perform its capacity of academic service for society, this is expected, and regulations of finance, Decree 008, which become a constraints for academic advancement, is amended; NUOL will be far progressive. Now, there is no sign of amendment. For example, academic service of PhD qualified professor is equalized with others; the prices of other services have been the same since the Decree was promulgated although the prices of product are getting higher. It should be amended in order to motivate people to work, and prevent corruption; for example, report of six-day meeting, but in fact, it takes three days. Therefore, if this Decree amended, NUOL will be moved faster in terms of academic development.

Supporting education, but the scholarship stipend for undergraduate students is 70, 000 kip a person, salary of teachers also unchanged low.

TMUA21-25

NUOL should review its vision in development seriously. Leaders should learn to know what vision is, what the goals of developments. In addition, it is necessary to find out what direction of global and internal education is. So far, knowledge exchange from others is not conducted although NUOL has some external cooperation. In addition, NUOL should match right people to the right job. NUOL has to accept the advancement of things. However, it is challenging for NUOL to do that because NUOL becomes a political system, not academic system. If NUOL is governed as academic institute, staff recruitment is based on knowledge. Therefore, academic governance of NUOL should be separated from political system, and NUOL has to make decision on accepting new things, separating between public and party tasks, and put the right person in the right job in order to enhance academic development.

TMUA22-25

NUOL should conduct internal and external studies scientifically in order to understand the weaknesses and strengths, then, develop and set new strategic plan. Information Technology system should be developed, credit system should be regionalized and globalized, not teaching and textbook-base. NUOL should transform the system of NUOL into science, not norms and regulations base.

TMUA23-25

If NUOL complete the amendment of legislations and constitution absolutely, implementation and organizing will be more systematic. NUOL will have good plan for human resource development, sending teachers for further study and allocating them in the right place upon their return. Therefore, NUOL will be able to reach its regional and international standard, and the developments will be faster if NUOL follows its rules and regulations. All staff will be more integrated.

TMUA24-25

The goal of NUOL is to be the top university of the country in research and experiments. Especially mega projects of the state should be evaluated by NUOL in order to see directions of state development.

TMUA25-25

If NUOL needs to improve the quality, we have to support academic staff seriously. Now there are various types of academic staff, but they do not have much opportunity and support. Therefore, we should support them and provide them facilities such as; experiment laboratories with usable equipment, internet access of international information, and so on. Currently, we have insufficient facilities and fund. Hence, NUOL should act the way as other developed countries do, in particular enhancing rights and roles of academics to be equal to administrators. Well beings of academics should be improved. If not, brain drain would be happened when academics have to find extra jobs. In addition, staffs have to love in their job. The criteria of new recruitment should base on knowledge and ability, but not relative power.

TMUA15-25

NUOL has its strategic planning from 2010 to 2015 that consists of 31 projects. One of those projects is human resource development. The approach of human resource development is in the form of 1-6-3: one doctoral degree, six masters, and 3 bachelors. From 2015 to 2015, it will be 3-6-1: three doctoral degrees, six masters, and one bachelor.

In the future, NUOL has to pay more attention on international cooperation, research, and upgrade the university moving into international level.

Transcript III: Transcripts of Interviews with Research Units III

This is the transcript of interviews at the faculty level of National University of Laos (NUOL). Six faculties were selected for data collecting including Faculty of Letters (FOL), Faculty of Economics and Business Administration (FEBA), Faculty of Social Sciences (FOSS), Faculty of Education (FOE), Faculty of Sciences (FOS), and Faculty of Law and Political Sciences (FLPS). The respondents selected from each faculty include deans of each faculty, heads of Academic Affairs Division, heads of Financial-Treasury Division, heads of General and Personnel Division, heads of Research Division, and two heads of departments from each selected faculty. Totally there are forty-two respondents for the interviews. There are eight questions in the protocol of semi-structured interviews. There are two types of the transcripts, the transcript in English and in Lao language.

The transcript in English

3.1. What has been changed over the past fifteen years at the faculty level?

MMUA26-31

For 15 years, changes in academic practices can be seen from the curriculum development. There is an increase of programs from 2 programs to 11 programs of bachelor degrees. There are 7 programs of master degrees. After 2002, the number of students has been increased, and there is an international cooperation of PhD programs in terms of cooperative teaching and cooperative research. The number of human resources increasingly developed. There is an increase of the departments from 2 departments into 5 departments.

MMUA27-31

After NUOL established, new faculties were established. One of them was them was the faculty of Lao Language and Literature and Humanity. Until 2000; there was a shift and a restructuring of the faculty, the faculty had divided into faculties, Faculty of Letters and Faculty of Social Sciences (FOSS). After that, FOSS has more self-reliance. The faculty has its own financial unit under the NUOL control considered as the second level of finance management. The faculty has its own revenues, specified budget, and ability to use the budget. However, it does not mean that the budget is sufficient for the needs, but it makes academic tasks more streamlined because the faculty has some authority to make some decisions.

In academic affairs, the faculty has more departments from three into five departments. Academic programs are increased from three into nice programs. Number of students is increased from 40 into109 students. At the present, the faculty has about 2,490 students. This indicates that the development of the faculty is in good progress. The programs offering for students include afternoon and evening classes. Teaching staff are also increased from 40 into 90. At the beginning of faculty establishment, the faculty could provide only bachelor degrees, now two muster programs are offered, and ongoing process to propose three more master programs.

Human resource has been development. Many academic staff hold master, PhD degrees. The condition of teaching staff is getting better.

MMUA28-31

Faculty of Education (FOE) has been changed a lot. In particular, when FOE was established, there were only 20 students. Now there are more than 3000 students. There is an achievement of training teachers for secondary educations and human resource development. Especially, in the present there are 12 PhD academic staff, and 28 faculty staff who have master degrees. In addition, the faculty structure has been improved, there are more department established. The administrative division is restructured and separated into General Administrative Division and Treasury Division. There is an increase of academic units such as Undergraduate Teacher Training, Postgraduate and Research Division.

For Postgraduate program, FOE provides master program for educational management in cooperation with a Thai university and master program for teaching methodology. The cooperation was carried out for first period only. After lessons learned, FOE has performed the program with self-reliance of qualified academics of the faculty. However, visiting lectures from Thailand are invited for some courses. The faculty is requested to open master programs in other educational institutes in different parts of Laos such as Teacher Training College in Pakse, Savannakhet, Luangprabang. However, only in Luangprabang it is approved. This is the beginning of being self-reliant for better development and improvement. If the faculty relies on others, it cannot do anything by its own efforts. Overall development is the responsibility to the policy of the Party.

MMUA29-31

At the beginning of the establishment of NUOL, Faculty of Sciences (FOS) was formed by an inclusive Chemistry and Physics Department. Later, the department was divided into separated departments, Chemistry Department and Physics Department. The structure of the faculty had been changed. There were administrative divisions of the faculty such as Finance-Treasury Division and General Administrative Division that were under the regulations of NUOL. The details of university's constitution were not in clear details in the past, in particular at the first period of four or five year of the university establishment. After that, the constitution had been amended. The profile of NUOL was restructured, and the legislations were improved in terms of rights and responsibilities. Each administrative and academic unit had the detail of work description regarding rights and responsibilities. Until 2003, Computer Department was established as an autonomous unit of the faculty in order to respond to changing and the needs of the society. Thus, the faculty has five departments. From 2009, the faculty has been restructured at all level, in particular the allocation of people in the right job and the increase of administrative units in the faculty; for example, there are six administrative units and five academic departments. Each department consists of three to five subjects. At the present, the new restructuring was received good feedback from the members of the faculty through evaluating the performance of the new restructuring. The procedures of tasks are easier in terms of decision making. The management of finance is better in comparing to the past. Especially the financial management system, it is under the financial regulations of Ministry of Finance and NUOL, which it is able to be inspected, and the allocation budget is divided based on approved budget.

Regarding academic activities, there are more programs such higher diploma, bachelor, and master degrees in the Biology Department and Mathematics Department. The faculty also seeks for resource fund and cooperates with international institutes for providing master program on biology. This is the progressive of academic development. In addition, the faculty also offers Master Program on Physics by cooperating with Korea.

In the future, the emphasis of work is research.

MMUA30-31

The Faculty of Law and Political Sciences (FLPS) was the School of Laws providing higher education diploma under the Ministry of Justice. After 1997, the faculty became a faculty of

NUOL under MOES. The first period of NUOL's development is seen that administrative work was more emphasized. FLPS had two departments at the beginning, Department of Laws and Department of Public Administration. Until 2007, the faculty had an additional department, Department of Business. In 2009, the Department of Civil Laws and the Department of Criminal Laws were established. Now FLPS has five departments.

Regarding the cooperative work, the faculty has cooperated with international organizations such as SIDA, which supports students of Laws in Laos. From 2007-2008, it was the second phase of cooperation, and the project was ended in 2010. Later, the faculty has cooperated with Luxembourg enhancing the state governance by laws through educating university students.

For the management of finance, the faculty financial unit was under the financial unit of NUOL and MOES respectively.

In academic area, the first period was developing the academic curriculum focusing on producing the vocational education and specialists of laws for the prosecuting and interrogating work of the courts. After the faculty was controlled by NUOL, general students were accepted, the curriculum of five-year duration was developed, in which students had to study at the School of Foundation Studies (SFS) for two years first. Then, they could continue their specialization in the faculty for three years. In 2006, the curriculum has been change, that is, SFS was reduced from two years to one year. Finally, in 2009 SFS was abolished, so students directly study their key areas for five years full. When the national education was reformed by adding one more year to general education, in which the secondary education has seven years; thus, the four-year duration curriculum was developed, introduced, and performed in the academic year 2012-2013. In addition, the special programs were abolished too.

For curriculum development and the approval, the curriculum is developed by the academic staff at the faculty level, and then submitted to the academic boards of NUOL. Finally, it is approved by MOES.

In comparison with international curriculum, the duration of the programs is different. This was a reason to reform the general education in Laos, as well as the higher education at university level. Besides that, another reason is based on the needs of areas necessary for socio-economic development focusing on the quality.

MMUA31-31

NUOL has changed in its structure of organization, human resource development, number of students, and facilities. Therefore, at faculty level there is also the expansion of departments, divisions, and sub units of tasks. In the past, FOL had three department and six divisions, now 8 departments and 1 division, and one working unit. In addition, the structure of administration is also changed. For example, in the past there were three offices; administration, academic affairs, and finance. Now there are five offices with additionally research and post graduate. Because of the expansion, the faculty is lack of staff implementing some tasks.

3.2. What are the main tasks of the faculty, divisions, and departments?

MMUA26-31

FEBA performs academic activities, provides teaching, conducts research, and give social service such as consultation and advice for business units, public and private monetary institutes regarding the development. Besides, the faculty enhances the practices of traditional culture.

MMUA27-31

The tasks of the faculty are providing teaching, research, social services, and reserving the traditional culture.

MMUA28-31

The faculty is responsible for training teacher students for secondary education. In addition, the faculty does four big tasks of NUOL including providing social services, seminar for teacher development, rewarding certificates for many sectors because the faulty has the teacher trainers for teacher training of other sectors across the country.

MMUA29-31

The faculty offers diploma certificates, bachelor and master degrees, besides PhD program is the long-term plan.

MMUA30-31

The tasks of the faculty are producing lawyers, prosecutors, and specialists for the courts, interrogation, and prosecution.

MMUA31-31

The main objective of the faculty is to provide skills in English language for students. Therefore, they can use their knowledge and skills in English for real work. In order to reach the goal, teaching staffs should have self-development, trainings, and active teaching and doing research. In doing so, it is necessary to cooperate with higher authority, internal and external academics, and international universities in order to upgrade human capitals to response the coming ASEAN Community 2015.

3.3. What decision you can make?

MMUA27-31

Academic staff can make decisions in a certain level of the faculty. Decision on finance can be made for some extent such as administrative expenditure, academic expenditure, but based on the regulations of state budget. The faculty can propose for new building construction but the budget must be approved by high level authority.

MMUA28-31

The dean is a top decision maker at faculty level for finance and expenditure under the agreement of all members in the faculty. Regarding the general academic affairs, individual academic is a decision maker based on the concerned rules. If it is about general policy, it must be discussed and consulted with the dean.

MMUA29-31

All decision making is done through the process of discussing among the member of academic council of the faculty. The agreement is proposed. However, all academic performance is based on the academic development plan.

MMUA30-31

There are a dean of the faculty and two vice deans. Everyone has his/her rights, roles, and responsibilities defined and described in details. Everyone can make a decision based on the areas of responsibilities appointed.

3.4. What decision academics can make?

MMUA26-31

The faculty performs its tasks under collegial perspective and job appointment. Everyone can make a decision under the agreement of the group that is made together. Academic staff has two main tasks teaching and doing research. Conducting a research with other parts must be proposed and permitted with documents of related concerns.

MMUA28-31

Academic staff can make decision for their teaching based on the teaching rules. Teaching staff have responsibility to give students marks based on the result of students' performance. Academic staff has to improve their self-development.

MMUA29-31

The activities of academic staff are conducting research, teaching, and having autonomy of teaching. Now the performance of academic staff is more systematic. In the past, it was much unstructured for academic activities and social services in particular in management of small projects without reports and taking notes. Currently, the details of an academic staff are noted what an individual does, what their achievement is. In doing so, the faculty will be able to know what academic staff do for a year.

MMUA30-31

Academic staff also has a boundary of decision making. They can make decision based on their designed tasks.

3.5. What do you think about financial support on academic tasks and staff recruitment?

MMUA26-31

Financial support from the government is in a small amount. Besides the based salary, NUOL almost has no fund from the government. Until 2011, there was some financial support of the government for research, in which faculties, departments, and individual academic can propose their topic interest. In overall, subsidy received from the government is small. Maintenance cost is increased but there is no cost for maintenance. Thus, the revenue of academic services is used, but this will be a long-term problem because of the decrease of NUOL' revenues affected by the new policy to focus on quality by reducing the number of students and replacement of government fund formulated by 550,000 of individual. This is a good deal; however, if this policy is not responded, it will affect overall governance and management.

Staff recruitment in the past was under the uncertain system. NUUL accepted new recruitment based on the need of new recruitment. More recently, the recruitment is done by methods of examination and selection process systematically.

Regarding financial management, there was shift of financial management from central into local financial unit. This makes the finance unit at faculty level has more power in budget execution. However, the rule of finance had been loose from 2002 to 2010. From 2010, Ministry of Finance (MOF) has new regulations of finance, that is, the revenue of NUOL must be remitted to the state budget unit under the Budget Treasury Department of MOF with a single account. As a result, finance management has more transparency. However; there is a problem about selling and buying products because there is no the rules of tax system based on the financial order of MOF. Another problem is related to the financial policy of MOF. The policy has not been modified by price and auction comparison, so the regulations of practices are not associated to the current situation and create more problems in reimbursing the debts of NUOL to MOF. If some documents are missing, NUOL cannot recover the debts, then the annual budget will not be approved. This is a barrier of financial management of NUOL. However, the mechanism of finance has been continuously improved and inspected by central authority and duty. There are a steering manual and financial management based on the regulations of MOF.

MMUA27-31

Academic staff has teaching task and conducting research, writing books, teaching extra times, but they have to pay tax based on the regulations of finance management of MOF but they do not have full autonomy.

MMUA28-31

Regarding the finance management of NUOL, it had some difficulty at the beginning of the NUOL's establishment because NUOL relied on the state budget only. Later, academic services were improved, for example, NUOL was allowed by the government to provide special programs for afternoon and evening class whose students paid their tuition, bridging courses during summer break. These programs helped the faculty earn some revenues and the faculty could spend some revenues for administrative work based on the capacity of the practice and rules of the finance of NUOL.

Last two year, the educational polices had been changed. The special programs were abolished. This leads to reduce the revenues of the faculty and the NUOL. However, based on the policy of the government all students have to pay tuition for the university enrollment. Despite of this, it is uncertain to guarantee that the policy will work well. For the new policy of the university budget, it will be rated as a value per individual such as one student per 550,000 Kip, in which the government will provide for the university. This policy is considered to take action at NUOL only, for other universities, it is uncertain. Besides that, this policy will be applied to general education but with the reduction of the rate of reimbursement.

NUOL has two types of revenues; state budgets and revenues of academic services. The process of expenditure is based on the revenues earned and the regulations of the state budget. However, all revenues have to be remitted to National Treasury, MOF first. After that, NUOL can set the budget to be approved by the government. Then, approved budget can be used. It is illegal if NUOL uses the earned revenues directly. In the past the central auditors had inspected the budget revenues and found that billions of Kip were spent with flouted regulations and without approval of the government.

Last year, the state auditors had inspected the execution the state budget of NUOL, and found that it was in a good position. However, the approval of the revenues of academic services is a difficult point because if NUOL could not collect revenues as approved, thus, NUOL will be in debt and the government must give a helping hand.

Based on the needs, financial support for academic development from the government is not sufficient. Some proposals were not approved because of the limited budget.

Staff recruitment in the present is different from the past, but based on the regulations of civil servants. In the past, the method of being volunteers was used but approved by the high authority. Staff recruitment was based on quota allocated by the government. Later, new recruitment was done through the process of examination with more than 3 of the cumulative average points of the past degree. In addition, those who have master degrees will be considered as priority, then the minority for those who have bachelor degrees will be considered.

MMUA29-31

Financial support for academic activities is only the based salary from the government. For diary expenditure, it is taken from the revenue of academic service for the society. Government fund is insufficient. The faculty lacks of the facilities such as classroom, equipment, and chemistry. In the future, the faculty has to search for its resource fund, construct self-reliance, and cooperate with the government. The faculty has to be strong with self-reliance if the government and foreign aid are not available. Now, the faculty receives more projects.

For the management of budget, revenue, and expenditure, the faculty set up budget plan. Approved budget was used all in the past because the approved budget was always lower than proposed budget. Therefore, the faculty was under the debt when the surplus of budget was used because the approved budget was not enough based on the needs. The procedures of setting budget were done through the subject units of the faculty based on the future requirement what equipment are needed, how much budget should be used.

MMUA30-31

The budget for supporting academic activities is received from the government. The faculty has to set its budget plan to propose the government; then, it is approved by the government appropriately. After the special programs were allowed to open for students who pay for the tuition fee, the faculty has received some academic revenue. Then, the government allows using it for academic and administrative activities. Therefore, the payment on academic actives has no many problems. However; currently the special programs were abolished, the expenditure for academic activities would have some difficulties. However, this would be temporary emergence. In general, the state budget is not enough for academic activities.

3.6. Autonomy of NUOL

MMUA26-31

Regarding the autonomy of NUOL, NUOL seems as an autonomous organization because the area of finance the finance unit of NUOL is considered as a unit of state budget, in which it can cooperate with any ministry directly. In the area of international cooperation, NUOL can have direct cooperation and sign MOUs. However, in the area of academic affairs NUOL is controlled by Department of Higher Education DHE, MOES, in terms of program permission, while DHE lacks qualified people of related subject matter. In consequence, the approval of the curriculum and proposed program is slow. In fact, regarding this, it should be the decision making of the council of NUOL, and then signed by the Minister of Education and Sports because NUOL has its capacity to do it with higher qualified academic staff.

Decision making on the award of professional qualification such as associate professors and professor is approved by the Personnel Department of MOES, in fact, it can be done by the council of university and signed by educational minister.

Therefore, NUOL should have more autonomy regarding the curriculum program development, whereas, policy governance and management should be determined by MOES.

Regarding the entrance examination of university students should also be the responsibility of NUOL, NUOL can choose the best materials in the process of production. However, MOES has tried to perform micro tasks. MOES should perform more macro activities such as inspecting activities based on regulations and legislation.

MMUA27-31

Academic staff has teaching task and conducting research, writing books, teaching extra times, but they have to pay tax based on the regulations of finance management of MOF but they do not have full autonomy.

Financial support in the past is not sufficient based on the needs. The execution of budge is performed under the budget revenue gained. For example; the faculty has 3 billion Kip of revenues a year, the faculty can use it in the extent of that amount of budget but cannot be excessive. If not, the faculty must find some money to replace the debt. Therefore, the autonomy of finance is based on the revenue received each year.

The roles of NUOL should be considered important as other institutes such Political and Administrative Institute, and National Science Research Institute. The leaders of these institutes play their roles in equivalent to ministry levels and have political power. However, although NUOL has more population than other parts, in many areas, they are controlled by DHE of MOES. Many areas of NUOL have to be decided by DHE including university budget. Politically, the authority hierarchy of the village level is higher than NUOL's roles. In fact, NUOL should be governed by the government directly, but recently NUOL is under the control MOES. This becomes a barrier in cooperation with other sectors. Many contract and mutual cooperation are based on the rules and regulations.

In the development, NUOL should not focus on some points, produce qualified graduates. In the past, the society may be hopeless at HRD of NUOL in terms of quality. Thus, the method of student selection should be based on merit system base. In teaching, new methods should be applied. At the same time, basis education should be improved. Teachers in remote areas should be trained. The government has to pay more attention on basic education in rural remote areas by making people see the importance of education.

MMUA30-31

NUOL has good governance and management system because MOES has macro unit working on higher education. This is the strength on governance and management of NUOL. The party committees of MOES are also the leaders of NUOL. Therefore, if the micro part has a new idea for the development, NUOL will receive it directly. However, there is too much control of the micro part, for example, in the past year about the organizing the entrance examination for university students DOH of MOES took in charge of this. DOH used its system. In consequence, the system of university's performance was late, the result of the entrance examination was late, and the transparency was questionable. In fact, this procedure is better to be the university's task.

Over the past fifteen years, NUOL has good progress in the development and research. Now, the outcomes of academic development are good. There are more staff of NUOL who have master and Phd degrees, and some are professors and associate professors holding administrative positions and research. This is the new image of NUOL's development.

The development of NUOL has broadened in the structure and its profile, there are more faculties, departments, more academic staff in particular in the area of research. The curricular has been developed. In the past, there were only bachelor degrees. In the present, NUOL has master and PhD programs.

Weakness of governance and management of NUOL: NUOL has accepted too many students in the past, in which it leads to congestion, no enough classrooms, and teaching is not based on its principles. Teachers will have no time for self-development because of the overload of teaching. Therefore, knowledge acquisition of students may not be for all, students may have no chance for sharing experiences and acquire the new knowledge. This influences the low quality of education.

Education planning in the past was not appropriate in the past because there was no inspection system for each period. The management of information technology of NUOL such as website was not effective. In addition, leadership development for long term plan is not based on the needs for the future. The majority of plans are for short term.

In the future, if NUOL has autonomy, the development of NUOL will be better. If the government think that MOES has roles in controlling NUOL, the government has to improve the strategies and the forms of governance.

MMUA31-31

If NUOL has autonomy, leaders of NUOL find the source of funds, and NUOL has self-governance; the quality development of NUOL will be better. Therefore, if NUOL becomes a ministry-equivalent institute in the future, it is good for governance and management of NUOL. These are challenges and limitations, including other constraints, affecting the direction toward that position of NUOL .

3.7. What is your attitude toward the development of NUOL for the last 15 years?

MMUA26-31

Over the past 15 years, governance and management of NUOL has both positive and negative aspects. The management has a well-prepared plan with good direction but the inspecting system of activities is not continuously systematic. In consequent, evaluation of performance is not clear. The process of appreciation and motivation is vague. In addition, NUOL has no clear plan for human resource development relying on the international aids only, depending on the areas of the host donor offers. As the result, there is an overload of staff in some areas, and some necessary areas have no specialized staff. Although, the need in some specialization is high, the government has no fund.

MMUA27-31

Strengthens: The development of NUOL in the past has some good progression. There is a division of specialization such as natural sciences, engineering. There are some grants but the outcomes of the grants are not much effective. FOSS rarely receives the grants. In overall, NUOL's development is better. However, so far the emphasis of the development is administrative work because it lacks qualified people for administrative work.

In conclusion, the development of academic affairs is uncertain because the emphasis is on administrative work and infrastructure construction. HRD is not emphasized. Majority of academic staff training overseas receive foreign grants.

Before, the administrative work cannot make academic work outstanding, but now both are better. The support and approval based on the activities proposed is considerably better. This makes academic work is better.

Weaknesses: There is no a system for payment and expenditure of NUOL budget. NUOL budget is not run systematically. In particular, NUOL has no good steering system in comparison with international standards, which it is able to check information although many years have passed. Therefore, information management is not systematic, so that some people say that the international is easy approval but hard conclusion, the Lao is hard approval, but easy conclusion. This indicates that payment is based on the income without considering the negative effects. NUOL does not have this system.

MMUA28-31

Governance and management of NUOL so far has been equipped with the unity of development. All staff have dedicate to do their responsibility.

The weakness of the governance and management can be seen from the ambiguous mechanism of work such as unclear plan. This becomes a barrier for setting the development plan. NUOL has no a single unit for planning, only the committee of NUOL that include the president and vice presidents of NUOL and the deans of each faculty share ideas. NUOL should have specialists to conduct the policy. The mechanism of governance and management should have clear plan. NUOL should have more autonomy in performing its activities.

Regarding international cooperation, the autonomy of international cooperation is not in high level, so that it is difficult. At faculty level, there is no autonomy of international cooperation. All activities are approved by NUOL.

MMUA29-31

The development of NUOL is not emphasized on the academic affairs although they are the main activities of NUOL.

MMUA30-31

Recruitment of new staff of the faculty, it seems that there is an overload of staff for a job. Some areas of work require many staff, but the recruitment is based on the quotas allocated by the government. For example, the faculty accepted 17 volunteering teachers but one allocated quota by the government although many people have been working for three and four years. According to the regulations of civil servant on volunteering, it has one year duration. Therefore, the faculty cannot accept new qualified staff if all volunteering staff not recruited.

MMUA31-31

In academic affairs, based on the reform of national education system the system of NUOL has changed in its programs periodically; from 2+3 in to 1+4, and now 0+5 and 0+4. More curricular are developed such as master programs. There is training on specialization.

Regarding the financing, the faculty finance unit is ratified as the second level unit of state budget under direction of NUOL. The faculty has to report all budget revenues and expenditures. At the present, the management of revenues has to response the payment of teaching hours and equipment because state budget is not sufficient. All collection of revenues will be remitted to Ministry of Finance (MOF) at the end of the year, they cannot be used directly. The execution of budget can be done after the budget is approved by MOF. If the approved budget cannot be used all, the left one will be returned to MOF, or if there is the deficit of implementing the budget, NUOL has to find additional revenues to reimburse. In fact, the revenues of academic services should be able to spend when there is some requirement of work because the approved budget has never met its requirement and its requested budget plan. Therefore, the faculty should be able to use its earnings for the necessary academic activities, and central authority can manage and inspect.

The execution of budget and academic performance in the past become a constraint of conducting research to meet its goals because requested budget had never been approved as it is requested. Therefore, some collection of revenues should be allowed to use and operate faculty activities.

Attitude toward to the development of NUOL, over the past years NUOL has some progress in improving the quality of human resources, academic affairs, structures of places, cooperation, and the increase of enrollment. However, there are some constraints affecting the development of NUOL. For example, NUOL is lack of human resources. The implementation of policy and areas of specialization cannot meet its objectives because of lack of donors supporting academic activities. NUOL has ineffective leadership; therefore, the present staffs of NUOL work individually, NUOL's staffs work without certain team work, using of staff is ineffective. Facilities, buildings, and classrooms are managed by faculties' authority, so it has some problems when other faculties want to use them. English teachers can teach only in Faculty of Letters and Faculty of Education. Normally, the qualified teachers can teach other faculties or teachers of other subjects can do the same. Faculties should work together as a network, in particular related fields.

3.8. What is your expectation for the development of NUOL in the future?

MMUA26-31

For governance and management in the future of NUOL, firstly there should be agendas of administration term, without monopoly system. For example, deans, heads and vice heads of the department should have two-year term in the position. Without the limitation of the term, the concept of the development is not practiced. Secondly, inspecting activities should be directed effectively, have fixed number and effective tools for inspecting.

The government should support human resource development (HRD) of NUOL based on the need, for example, the requirement of three accounting specialists and five financial specialists. The government should have fund for teacher training within the country and overseas based on the fact.

NUOL has no fund for human resource development because, it is not approved by MOF or the government cannot see the importance of HRD, or emphasizing on the infrastructure construction and information technology first.

The revenues of NUOL are from different sources such as academic services on weekday and also weekday from 5 A.M. to 20 P.M. NUOL should have the right to spend these revenues. The government should have the policy of commitment to pay tax or other maintenance expenditures, the rest should be academic and other expenditures. However, so far all revenues of NUOL become the state revenues. To sue some revenues, it must be approved by MOF first. In comparison with state enterprises such as banks and finance institutes under the government, it is completely different. Therefore, MOF should create motivation for educational sector in educational development because in the past the salary of teachers was low while living condition is high, and subsidy of the government is not sufficient.

MMUA28-31

In the future for the fast development of NUOL, NUOL should have more autonomy. This will help enhancing academic development. Recently, we have the imagination of breakthroughs without taking action because there is the notions of conservative constraints influencing. Thus, the administrative and academic work of NUOL is slow in terms of the development. Moreover, many activities of NUOL are influenced. Therefore, NUOL should have more autonomy of governance and management such as curriculum development of NUOL, in which in the past the academic boards of NUOL had considered that the process was already good; however, in reality the developed curriculum would be passed and approved by the Department of Higher Education, MOES. This procedure of work is slow. Besides, at faculty level there should be more autonomy of policy practices, in particular self-performance. However, in the present there are many procedures.

In the future, in order to upgrade NUOL in the international stage NUOL should have self-development into the international and regional standards. Therefore, human resource development should be emphasized in line with the push of the living condition of teaching staff. More importantly, the roles of academics should be praised in the society in terms of the academic development because in the past the emphasis is on the tenure.

MMUA29-31

NUOL is the first university of Laos, and as the biggest institution of the country in the future, so NUOL must be a university model in academic, the knowledge institute, information centers and data sources for socio-economic development. To achieve, NUOL must have strong academic staff, enhance the academic for conducting research and their roles must be raised. Their achievement must be accepted by regional and international standard, and the government can apply it.

Therefore, the local authority has to push and motivate the academic with competition to work for helping the country's development.

MMUA30-31

Quantity and quality cannot be separated. However, there is the new policy of education that focuses on the quality by reducing the number of enrollment students. Although this policy will affect the living conditions of teachers because of reducing the teaching hours, teachers will receive lower revenues. Based on the this policy, it is good for the current situation because there is the classroom congestion. In the future, then NUOL can focus on both quantity and quality. In general, we have to accept the truth that the development of education requires knowledgeable and excellent people in order to produce them for the socio-economic development. For those who cannot pass the university entrance examination, vocational colleges are available for them. This policy of higher education has long-term advantage because there will be more good and knowledgeable people in the society. At the same time, teachers will have more time for self-development, skillful practices, conducting research topics, having part-time jobs and other things.

Staff recruitment based on the government quota, the government should allocate more quotas based on the staff requirement of the faculties. Academic development should be supported by giving academic positions and providing fund for conduction research.

In the future, although NUOL focuses on the development of modern high technology, the most important element is the perspectives of university leaders. The development would go further if high raking administrators include in government members who are also decision makers. Then, NUOL's goals would focus on research as the government policy in the future becoming the center of research. Besides, the government will upgrade NUOL to reach international standards.

Overall evaluation of NUOL, the management of education in the present is ambiguous. Therefore, it is necessary to conduct research and invite experts from Ministry of Interior for sharing and improving the university structure. In the future, nor soon or later NUOL will be restructured as a scientific character.

MMUA31-31

Governance and management of NUOL will face difficulties in the future. Various strategic plans of NUOL will not be able to accomplish its goals because of the abolishment of special programs which they are the source of university's revenues, and under the circumstance it will bring about the decrease of incomes to support academic activities at NUOL. Even thought all revenues of NUOL will not be able to respond the planed budget because there will be an increase of requirement in research, human resource development, international cooperation, and expense of high technology in teaching. These problems will be solved if the government has specialized fund as other foreign countries do. So far, the government has taken in charge of salary of university staffs only.

In the future, the faculty has to decrease the emphasis on governance and management, but increase much emphasis on academic and specialized activities. Governance and management should be the responsibility of another part. However, in the past NUOL has focused on administrative work. Academics and specialists are appointed to take administrative positions. As a result, the outcomes of academic services are significant, academics lack working motivation, and there is no supporting fund on specialization, and they do not conduct research.

All in all, those are the foundation of NUOL. It is believed that in the future NUOL will have a good system and better academic services.

The transcript in Lao

This part is the Lao transcript of interviews with participants of Research Unit III from P32 to P67. There are eight questions of the interviews (Apendix III). Each question is coded and represented as a cardinal number from 1 to 8.

LMUA32-67

1. ຄວາມເປັນຈິງແລ້ວ ວຽກງານວິຊາການແມ່ນປ່ຽນແປງດີຂຶ້ນຫຼາຍ ມີການເພີ່ມຂຶ້ນຂອງນັກວິຊາການ, ໂດຍສະເພາະ ມີການຂະຫຍາຍຕົວທາງດ້ານໂຄງສ້າງຂອງພາກວິຊາ ຈາກແຕ່ກ່ອນມີພຽງ 2 ພາກວິຊາ ຄື: ພາກວິຊາເສດຖະສາດ ແລະ ພາກວິຊາບໍລິຫານທຸລະກິດ. ປັດຈຸບັນ ກໍມີເພີ່ມຂຶ້ນ 5 ພາກວິຊາ ຄື: ພາກວິຊາການຄ້າ ພາກວິຊາການເງິນ ພາກວິຊາການບັນຊີ. ນັກສຶກສາກໍເພີ່ມຂຶ້ນແຕ່ລະປີ. ແຕ່ສົກສຶກສາ 2011 ຫາ 2012 ໄດ້ມີນະໂຍບາຍຈາກກະຊວງໃນການຮັບນັກສຶກສາທີ່ເນັ້ນຄຸນນະພາບ ແລະ ຫຼຸດຜ່ອນປະລິມານ ເຮັດໃຫ້ມີການຮັບນັກສຶກສາໜ້ອຍລົງ.

2. ໜ້າທີ່ຕົ້ນຕໍຂອງຝ່າຍວິຊາການຄະນະວິຊາກໍຄືບໍລິການວິຊາການ.

3. ສິດ ແລະ ອຳນາດໃນການຕັດສິນໃຈຂອງພະແນກວິຊາການຄະນະແມ່ນຂຶ້ນກັບຮອງຄະນະບໍດີຝ່າຍວິຊາການ, ຂອບເຂດການຕັດສິນສ່ວນໃຫຍ່ແມ່ນການຮຽນການສອນ ຕົວຢ່າງ: ການບໍ່ໄດ້ເສັງຂອງນັກສຶກສາ ຕິດຕາມການສອນຂອງຄູອາຈານ ແລະ ອື່ນໆ.

5. ຄວາມເປັນອິດສະຫຼະພາບຂອງນັກວິຊາການແມ່ນບໍ່ແນ່ນອນ ເພາະໂດຍທົ່ວໄປແລ້ວ ການເຮັດວຽກແມ່ນໄດ້ມີການປະສານງານກັນ ແລະ ພົວພັນກັນກັບບັນດາພະແນກ ແລະ ບັນດາພາກວິຊາ ເພາະວ່າແຕ່ລະພາກວິຊາມີຮອງຫົວໜ້າພາກວິຊາຮັບຜິດຊອບຝ່າຍວິຊາການຄືກັນ.

6. ທັດສະນະຄະຕິຕໍ່ກັບງົບປະມານລັດທາງດ້ານວິຊາການເຫັນວ່າ ບໍ່ພຽງພໍກັບຄວາມຕ້ອງການໃນການຂຽນປຶ້ມ, ຂຽນຫຼັກສູດ, ພັດທະນາບຸກຄະລາກອນ ແລະ ອື່ນໆ. ປັດຈຸບັນເຫັນວ່າມີຄວາມຫຍຸ້ງຍາກຂຶ້ນຕື່ມອີກໃນການບໍລິຫານລາຍຮັບ ເພາະຕ້ອງໄດ້ປະຕິບັດຕາມລະບຽບການຂອງລັດ, ມີການຂຶ້ນແຜນ ມີການອະນຸມັດກ່ອນຈຶ່ງສາມາດໃຊ້ຈ່າຍໄດ້ ເຮັດໃຫ້ມີຄວາມຫຍຸ້ງຍາກຂຶ້ນຕື່ມອີກ. ຖ້າພາກລັດໃຫ້ຄວາມສະດວກໃນການບໍລິຫານພາກສ່ວນລາຍຮັບແລ້ວ ວຽກງານວິຊາການກໍຈະດຳເນີນການໄດ້ດີຫຼາຍ ເພາະເຮົາສາມາດຈ່າຍຕາມແຜນລາຍຮັບ ແລະ ມອບໃຫ້ ມຊ ມອບໃຫ້ລັດຕາມລະບຽບກຳນົດໄວ້ຄືແຕ່ກ່ອນນັ້ນແມ່ນດີ. ສະນັ້ນ, ປີນີ້ (2012) ເຫັນວ່າຫຍຸ້ງຍາກຫຼາຍກ່ອນເກົ່າເພາະຕ້ອງໄດ້ມີການກວດກາຄັກແນ່, ມີໃບບິນລະອຽດກ່ອນການໃຊ້ຈ່າຍ.

ສຳລັບວຽກງານຮັບລັດຖະກອນໃນເມື່ອກ່ອນແມ່ນຮັບໃນຮູບແບບອາສາສະໝັກເພື່ອລໍຖ້າໂຄຕ້າຈາກລັດຖະບານໃນການເປັນລັດຖະກອນສົມບູນ, ແຕ່ສອງປີຫຼັງມານີ້ແມ່ນບໍ່ໃຫ້ມີແບບອາສາສະໝັກ ຜູ້ຈະເຂົ້າເຮັດວຽກແມ່ນມີການສອບເສັງເຂົ້າ.

7. ສຳລັບວຽກງານບໍລິຫານ ແລະ ການຄຸ້ມຄອງໂດຍພາບລວມ ເຫັນວ່າດີ, ມີການປັບປຸງລະບົບການຈັດຕັ້ງ ມີຄວາມກ້າວໜ້າໃນການພັດທະນາວິຊາການ, ສາມາດສ້າງປະລິນຍາເອກໄດ້ເພີ່ມຂຶ້ນ; ແຕ່ວຽກວິຊາການບາງຢ່າງກໍຕອບສະໜອງຊ້າ ແຕ່ໂດຍລວມແມ່ນມີຄວາມກ້າວໜ້າ, ແຕ່ຖ້າມີຄວາມເປັນເອກະລາດໃນວຽກງານວິຊາການກໍອາດມີຄວາມກ້າວໜ້າຫຼາຍຂຶ້ນ ເພາະຖ້າເຮົາສາມາດຄັດເລືອກນັກຮຽນຕາມຄວາມຕ້ອງການ ເຮົາກໍຈະໄດ້ນັກຮຽນທີ່ໄດ້ລະດັບຕາມຄວາມຕ້ອງການ. ແຕ່ຕໍ່ມາໄດ້ມີການຈຳກັດຕົວເລກໃນການຮັບນັກສຶກສາຫຼຸດລົງ ເພື່ອເຮັດໃຫ້ການສຶກສາມີຄຸນນະພາບ ເປັນເຫດເຮັດໃຫ້ລາຍຮັບຫຼຸດລົງ ອາຈານຫາວຽກເພີ່ມ ແລະ ໄປສອນຢູ່ສະຖາບັນເອກະຊົນເພີ່ມຂຶ້ນ.

ສຳລັບວຽກວິຊາການໃນການຄັດເລືອກເອົານັກສຶກສາ ຖ້າເຮົາໄດ້ຮັບສິດຈັດຕັ້ງປະຕິບັດເອງກໍຈະດີເພາະເຮົາສາມາດຄັດເລືອກໄດ້ຕາມຄວາມຕ້ອງການ ເພາະຫຼັງຈາກສົມທຽບລະຫວ່າງການດຳເນີນການເອງຂອງ ມຊ ກັບກົມສຶກສາຊັ້ນສູງນຳໄປຈັດຕັ້ງປະຕິບັດເລືອກເອົານັກສຶກສາເຂົ້າ ມຊ ນັ້ນ ເຫັນວ່າເຮົາແມ່ນເຮັດໄດ້ດີກ່ອນ.

8. ໃນອະນາຄົດ ພາຍໃຕ້ການນຳພາຂອງພັກ ແລະ ອະທິການບໍດີກໍເປັນຄະນະກຳມະການສູນກາງພັກ ກໍເຊື່ອໝັ້ນວ່າຈະມີທ່າກ້າວໄປທາງທິດບວກ ຄູອາຈານທີ່ຍົກລະດັບມາກໍຈະເຮັດໃຫ້ວຽກງານວິຊາການດີຂຶ້ນ ຖ້າອີງໃສ່ນະໂຍບາຍໃໝ່ທີ່ກຳນົດຮັບນັກສຶກສາຫຼຸດລົງ ເພື່ອເຮັດໃຫ້ນັກວິຊາການສຸມໃສ່ວຽກງານຄົ້ນຄວ້າວິຊາການເປັນຫຼັກ ແຕ່ຖ້ານັກສຶກສາຫຼຸດລົງລາຍຮັບຫຼຸດ ພັກລັດບໍ່ຕອບສະໜອງຕາມຄວາມຕ້ອງການອາດຈະເຮັດໃຫ້ວຽກງານຕ່າງໆບໍ່ໄດ້ຮັບຄຸນນະພາບ.

LMUA33-67

1. ການປ່ຽນແປງທາງດ້ານວິຊາການແມ່ນມີການພັດທະນາດີຂຶ້ນ ມີການປັບປຸງວຽກງານວິຊາການ ມີນະໂຍບາຍໃຫ້ນັກສຶກສາທົ່ວໄປ ໂດຍສະເພາະຄະນະເຮົາກໍໄດ້ມີການເປີດຫຼັກສູດພິເສດຂຶ້ນ ຂະຫຍາຍຫຼັກສູດການສຶກສາຈາກ 3 ຫຼັກສູດມາເປັນ 7 ຫຼັກສູດ ທີ່ມີໄລຍະການຮຽນແມ່ນ 5 ປີ, ແຕ່ຕໍ່ມາໄດ້ມີການຂະຫຍາຍເປັນ 9 ຫຼັກສູດ ທີ່ມີໄລຍະການຮຽນ 4 ປີ ຫຼັງຈາກມີການປະຕິຮູບການສຶກສາຄືນໃໝ່ຈາກກະຊວງສຶກສາ ແລະ ກິລາ ຈຳນວນນັກຮຽນກໍຂະຫຍາຍຕົວຂຶ້ນ, ດ້ານວິຊາການກໍໄດ້ມີການຂຽນຫຼັກສູດຄືນ.

2. ໜ້າທີ່ຄະນະວິຊາແມ່ນເປັນເສນາທິການໃຫ້ຄະນະວິຊາ ແລະ ພາກວິຊາ ໃນການຄົ້ນຄວ້າການຮຽນການສອນ, ກວດກາລະບຽບການຮຽນການສອນຂອງຄູອາຈານ ແລະ ນັກຮຽນ, ອອກລະບຽບການຕ່າງໆ ທາງດ້ານວິຊາການ, ດ້ານການນຳໃຊ້ງົບປະມານ; ການອອກລະບຽບການແມ່ນກຳນົດໂດຍອີງໃສ່ຂໍ້ກຳນົດ ແລະ ລັດຖະທຳມະນູນຂອງມະຫາວິທະຍາໄລແຫ່ງຊາດທີ່ກຳນົດໄວ້ ຖ້າສິ່ງໃດຍັງຂາດເຫຼືອ ຫຼື ບໍ່ພໍກໍໄດ້ມີການດັດແກ້ ແລະ ຕື່ມໃສ່. ຖ້າອັນໃດບໍ່ສອດຄ່ອງກັບໄລຍະໃໝ່ຂອງພວກເຮົາກໍໄດ້ມີການອອກລະບຽບການຄົ້ນຄວ້າທາງວິຊາການ ຫຼື ວ່າສະພາວິຊາການຂອງຄະນະຈະອອກອັນໃດເພີ່ມເຕີມ. ສະພາວິຊາການຂອງຄະນະຈະປະກອບມີ: ຮອງຫົວໜ້າພາກວິຊາຝ່າຍວິຊາການແຕ່ລະພາກ ແລະ ຫົວໜ້າວິຊາການຄະນະທີ່ໄດ້ມີການຄົ້ນຄວ້ານຳກັນວາງລະບຽບການນຳໃຊ້ໂດຍການຊີ້ນຳໆພາຈາກຮອງຄະນະບໍດີຝ່າຍວິຊາການ.

3. ການຕັດສິນໃນວຽກງານວິຊາການທີ່ຝ່າຍວິຊາການສາມາດເຮັດໄດ້ ແມ່ນປະກອບມີການນຳໃຊ້ງົບປະມານວິຊາການທີ່ສາມາດຮັບຮູ້ໄດ້ລະຫວ່າງການເງິນ ແລະ ວິຊາການຮູ້ຕົວເລກມີເທົ່າໃດ ລາຍຮັບໄດ້ຈາກການລົງທະບຽນຂອງນັກຮຽນເທົ່າໃດ ແມ່ນໄດ້ມີການຄິດໄລ່, ສ່ວນງົບປະມານລັດກໍໄດ້ມີການສົມທົບກັນ ເມື່ອຮູ້ວ່າມີຕົວເລກເທົ່າໃດ ກໍໄດ້ມີການບໍລິຫານ ແລະ ສາມາດນຳໃຊ້ໄດ້ຫຼາຍປານໃດ. ວຽກງານທາງດ້ານວິຊາການທີ່ສາມາດຕັດສິນໄດ້ອີກແມ່ນການຈັດການຮຽນການສອນ ໂດຍສະເພາະແມ່ນຫຼັກສູດຂອງປີທີ 1 ຂອງທຸກໆສາຂາວິຊາຮຽນໃນ 9 ຫຼັກສູດ. ຫຼັງຈາກຮຽນວິຊາພື້ນຖານໃນປີທີ 1 ແລ້ວ ປີຕໍ່ມາຈຶ່ງໄດ້ມີການຊັບຊ້ອນນັກຮຽນອອກໄປແຕ່ລະພາກທີ່ເຂົາໄດ້ໝາຍຮຽນ ແລ້ວໃຫ້ພາກຄຸ້ມຄອງຈັດຕັ້ງປະຕິດບັດການຮຽນການສອນ ໂດຍການຕິດຕາມຂອງຝ່າຍວິຊາການຄະນະ ວ່າມີການປະຕິບັດຕາມໜ່ວຍກິດຫຼືບໍ່ ນີ້ແມ່ນຝ່າຍວິຊາການສາມາດຕັດສິນ.

4. ການຕັດສິນຝ່າຍວິຊາການດ້ານໃດໆ ຄະນະບໍດີ ກໍຍັງຕ້ອງໄດ້ຂໍຄຳເຫັນຈາກຮອງຄະນະບໍດີຝ່າຍວິຊາການຂອງຄະນະພາກວິຊາ ສິ່ງໃດທີ່ສາມາດຕັດສິນໄດ້ກໍໄດ້ດຳເນີນການໄປເລີຍ ເຊັ່ນ: ການຂໍເຂົ້າຮຽນຄືນຫຼັງຈາກມີການໂຈະຮຽນຂອງນັກສຶກສາ ທີ່ມີການລາພັກຕາມລະບຽບການແຕ່ຖ້າສິ່ງໃດທີ່ນອກເໜືອລະບຽບການວາງໄວ້ກໍໄດ້ຂໍຄຳເຫັນ ເຊັ່ນ: ການປະລະການຮຽນ ຂາດຮຽນໂດຍບໍໄດ້ຮັບການອະນຸຍາດ ແລະຫຼາຍເກີນໄປແລ້ວມາຂໍເຂົ້າຮຽນຄືນ, ລະບຽບການຕ່າງໆ ຖ້າອີງໃສ່ລະບຽບຂອງມະຫາວິທະຍາໄລ ແລະລັດຖະທຳມະນູນ ມຊ ກໍຄືງເປັນເອກະພາບກັນ.

6. ງົບປະມານໃນການສະໜັບສະໜູນຝ່າຍວິຊາການເຫັນວ່າບໍ່ມີຈາກຂັ້ນເທິງ ຊໍ້າບໍ່ພໍອັດຕາຕ່າງໆຂອງຄະນະເມື່ອມີການຖືກແຕ່ງຕັ້ງໃຫ້ເຮັດວຽກໃຫ້ ມຊ ແມ່ນຄະນະໄດ້ມີການຮັບຜິດຊອບເອງທາງດ້ານອັດຕາກິນ. ສຳລັບການເຮັດບົດຄົ້ນຄວ້າວິໄຈແມ່ນໄດ້ຈາກງົບປະມານຈາກລັດທີ່ຂຶ້ນແຜນໄວ້ໃນແຕ່ລະປີ

ແລະ ຍັງມີງົບປະມານວິຊາການ ທີ່ໄດ້ຈາກການລົງທະບຽນນັກສຶກສາໃນແຕ່ລະປີທີ່ເຫຼືອຈາກການຫັກເປີເຊັນໃຫ້ກັບ ມຊ ແມ່ນໄດ້ມີການຂຶ້ນແຜນການໃຊ້ຈ່າຍ.

7. ໃນໄລຍະຜ່ານມາ ການບໍລິຫານ ແລະ ການຄຸ້ມຄອງ ມຊ ເຫັນວ່າມີດ້ານດີ ແລະ ດ້ານອ່ອນ. ດ້ານດີ: ມີຄວາມກ້າວໜ້າຫຼາຍ ສາມາດສ້າງຫຼັກສູດ ແລະ ເປີດສອນປະລິນຍາໂທ ແຕ່ລະຄະນະມີການພັດທະນາຫຼັກສູດ, ຫຼັກສູດໄດ້ມີການພັດທະນາຈາກຄະນະພາກວິຊາແລ້ວ ໄດ້ນຳສະເໜີຂຶ້ນໄປ ມຊ ຈາກນັ້ນ ມຊ ນຳສະເໜີຕໍ່ກະຊວງສຶກສາ ແລະ ກິລາ. ດ້ານອ່ອນ: ຫຼັກສູດທີ່ມີການປັບປຸງຕາມມາດຕະຖານກະຊວງສຶກສາ ແລະ ກິລາ ມາຕະຫລອດນັ້ນບໍ່ມີລາຍເຊັນອະນຸມັດ ເມື່ອມີການສະເໜີຂຶ້ນໄປ ເຮັດໃຫ້ເຫັນວ່າຂອດປະສານງານລະຫວ່າງ ມຊ ແລະ ກະຊວງສຶກສາ ແລະ ກິລາ ບໍ່ຈະແຈ້ງ, ສັງເກດເຫັນໄດ້ໃນການປັບປຸງຫຼັກສູດຈາກ 5 ປີ ມາເປັນ 4 ປີ ໃນປີກາຍນີ້ ໄດ້ສະເໜີຂຶ້ນໄປ ບໍ່ໄດ້ຮັບອະນຸມັດ ແຕ່ກະຊວງໄດ້ແບ່ງຕົວເລກນັກສຶກສາໃຫ້ມາຮຽນຕາມຫຼັກສູດ 4 ປີ ທີ່ສະເໜີຂຶ້ນໄປ; ມາຮອດດຽວນີ້ກໍ່ບໍ່ທັນໄດ້ເຫັນການອະນຸມັດ ແຕ່ເຮັດໃຫ້ຕີລາຄາວ່າຫຼັກສູດໄດ້ຖືກອະນຸມັດແລ້ວ ຈຶ່ງໄດ້ມີການຈັດຕັ້ງການຮຽນການສອນ. ນອກຈາກນີ້ ມຊ ຍັງບໍ່ສາມາດສະໜອງອາຄານສະຖານທີ່ໃນການສິດສອນບໍ່ໄດ້ຕາມມາດຕະຖານ ແລະ ລະບຽບການຂອງເຄືອຂ່າຍມະຫາວິທະຍາໄລອາຊຽນ.

ປັນຫາຕໍ່ມາແມ່ນການແບ່ງຕາຕະລາງໃນການນຳໃຊ້ອາຄານບໍ່ໄດ້ດີ ບໍ່ສອດຄ່ອງ, ມຊ ບໍ່ສາມາດດຳເນີນວຽກງານຈຸລະພາກໄດ້ດີ ເພາະວ່າກົມສຶກສາຊັ້ນສູງທີ່ຮັບຜິດຊອບ ມຊ ໂດຍກົງ ມີການຈັດຕັ້ງປະຕິບັດວຽກງານຈຸລະພາກເອງ ເຊັ່ນ: ການຈັດຕັ້ງການສອບເສັງເອົານັກສຶກສາເຂົ້າຮຽນເອງໃນສອງປີຜ່ານມາ ເຮັດໃຫ້ມີຫາງສຽງຫຼາຍ ໂດຍສະເພາະຄຸນນະພາບໃນການສອບເສັງ. ຜົນການການກວດສອບບົດເສັງອອກຊ້າ ມີການແຈ້ງຊື່ຜູ້ເສັງຜ່ານຊ້າ ເຮັດໃຫ້ບໍ່ສາມາດຈັດຕັ້ງການຮຽນການສອນໃຫ້ທັນກັບເວລາ ແລະ ປະຕິທິນ ມຊ. ອອກຊື່ໄປແລ້ວກໍມີປັນຫາທາງດ້ານວິຊາຮຽນຂອງນັກຮຽນ ເພາະວ່າບາງຄົນບໍ່ມັກວິຊາທີ່ຖືກກຳນົດໃຫ້, ບາງຄົນຢາກຮຽນພາສາອັງກິດ ແຕ່ເສັງເລກບໍ່ຜ່ານຄະແນນບໍ່ໄດ້ດີ ກໍບໍ່ໄດ້ຮຽນພາສາອັງກິດ ເຮັດໃຫ້ນັກສຶກສາບໍ່ລົງທະບຽນຮຽນຕາມທີ່ກະຊວງສຶກສາ ແລະ ກິລາ ກຳນົດໃຫ້ ແລ້ວຂໍປ່ຽນວິຊາຮຽນ ເຮັດໃຫ້ມີຄວາມຫຍຸ້ງຍາກຂຶ້ນຕື່ມ. ນີ້ແມ່ນການຈັດຕັ້ງປະຕິບັດຂອງກົມສຶກສາຊັ້ນສູງໃນສອງປີຜ່ານມາ ເຮັດໃຫ້ບໍໄດ້ຄຸນນະພາບການສຶກສາ ຫຼື ນັກສຶກສາມັກຮຽນວິຊາເລກ ແຕ່ການສອບເສັງແມ່ນກ່ຽວກັບວິຊາສັງຄົມ ນີ້ຄືປັນຫາຄວາມຫຍຸ້ງຍາກ. ຖ້າຄະນະວິຊາມີການຈັດຕັ້ງການສອບເສັງ ຮັບເອົານັກຮຽນເອງ ແມ່ນຈະໄດ້ຄຸນນະພາບກວ່າ.

ສິ່ງທີ່ສະທ້ອນໃຫ້ເຫັນອີກອັນໜຶ່ງກໍຄື: ແບບຟອມຂໍ້ມູນການສອບເສັງທີ່ກະຊວງອອກໃນປີຜ່ານມາ ແມ່ນສັບສົນ ໂດຍສະເພາະບໍ່ໄດ້ລະບຸຫຼັກສູດໃສ່ໃນພາກວິຊາ ທັງທີ່ມີ 9 ຫຼັກສູດ 5 ພາກວິຊາ, ເວລາສົ່ງນັກຮຽນໃນພາກວິຊາແມ່ນສົ່ງມາແບບພາກວິຊາ ບໍ່ແມ່ນແບບຈັດແບ່ງຕາມຫຼັກສູດ ເຮັດໃຫ້ມີການປະຕິບັດຍາກ ເພາະວ່າແຕ່ລະວິຊາ ໜ່ວຍກິດບໍ່ຄືກັນ ເຮັດໃຫ້ການເກັບຄ່າຮຽນບບໍ່ຖືກ, ສະນັ້ນ ຈຶ່ງໄດ້ມີການແກ້ໄຂດ້ວຍການໃຫ້ສົ່ງເອກະສານແບບຟອມໃຫ້ແຕ່ລະແຂວງໃຫ້ໝາຍ ແຕ່ກໍ່ບໍ່ໄດ້ຮັບການປະຕິບັດ ຈຶ່ງເຮັດໃຫ້ມີຄວາມຫຍຸ້ງຍາກ ໃນການຈັດການຮຽນການສອນ ແຕ່ຂອບເຂດສິດຂອງວິຊາການ ພັດບໍ່ມີອຳນາດໃນການຊັບຊ້ອນນັກສຶກສາໄປຫາສາຍທີ່ເຂົາມັກ ຊັບຊ້ອນໄດ້ແຕ່ໃນພາກສິຊາ ແລະ ຫຼັກສູດທີ່ເຂົາມັກ, ສະນັ້ນ ຈຶ່ງໄດ້ມີການຈັດຕັ້ງການຮຽນພື້ນຖານກ່ອນ ຈຶ່ງໄດ້ມີການສອບເສັງ ແລ້ວເອົາຄະແນນໄປວັດໃຫ້ນັກສຶກສາຮຽນໃນຫຼັກສູດທີ່ເຂົາຕ້ອງການ, ສະນັ້ນ ສະຫລຸບໄດ້ວ່າ ຖ້າ ມຊ ເຮົາປະຕິບັດເອງແມ່ນຈະດີກ່ອນ.

8. ທັດສະນະຄະຕິຕໍ່ຄວາມເປັນເອກະລາດຂອງ ມຊ ໂດຍບໍ່ຂຶ້ນກັບກະຊວງສຶກສາສາມາດຕີລາຄາໄດ້ທັງສອງດ້ານດີ ແລະ ບໍ່ດີ. ດ້ານດີ: ມຊ ຈະສາມາດເຮັດໃຫ້ວຽກມະຫາພາກສະດວກ ມີການກຳນົດນິຕິກຳໄດ້ດີ, ຖ້າ ມຊ ບໍລິຫານນິຕິກຳເອງ ແລະ ອອກລະບຽບ ແລ້ວໃຫ້ພາກສ່ວນຄະນະວິຊາດຳເນີນການຈັດ ຕັ້ງປະຕິບັດ ການຮຽນການສອນກໍຈະປະຕິບັດໄດ້ດີ ການບໍລິຫານການຄຸ້ມຄອງ ມຊ ກໍຈະດີຂຶ້ນ ເພາະວ່າຄູອາຈານໃນຂັ້ນຄະນະວິຊາແມ່ນຜູ້ມີວິຊາສະເພາະຢູ່ແລ້ວ. ສຳລັບມະຫາພາກແລ້ວ ພຽງແຕ່ຕິດຕາມກວດກາຕາມພາລະບົດບາດທີ່ລະບຸໄວ້ໃນນິຕິກຳກໍດີແລ້ວ, ສະນັ້ນ ການສອບເສັງຄັດເລືອກເອົານັກສຶກສາເຂົ້າ ມຊ ຄວນມີການຈັດຕັ້ງປະຕິບັດດ້ວຍ ມຊ ເພື່ອເຮັດໃຫ້ຄຸນນະພາບດີກວ່າ.

ໃນອະນາຄົດ ເຖິງພາກສ່ວນວິຊາການຄະນະວິຊາບໍ່ໄດ້ຢູ່ໃນຄະນະສ້າງແຜນການການບໍລິຫານ ແລະການຄຸ້ມຄອງກໍຕາມ ແຕ່ຢາກໃຫ້ມີຄວາມສະດວກສະບາຍໃນການມີການພົວພັນກັນງ່າຍຂຶ້ນ ໂດຍ ມຊຕ້ອງເປັນເຈົ້າການໃຫ້ແຕ່ລະຄະນະຕ່າງໆ ທາງດ້ານລະບຽບການ ແລະ ພິທີການຕ່າງໆ, ໂຮມຄະນະຕ່າງໆໃຫ້ຢູ່ໃນຮົ້ວດຽວກັນ. ທາງດ້ານຫຼັກສູດກໍຄວນມີການປັງປຸງ ຖອດຖອນບົດຮຽນກັບປະເທດອອ້ມຂ້າງຫຼືໃກ້ຄຽງ ຫຼື ປະເທດທີ່ມີມະຫາວິທະຍາໄລທີ່ຖືກຍອມຮັບຈາກສາກົນ. ຄວນມີການຄົ້ນຄວ້າວິໄຈໃຫ້ຫຼາຍຂຶ້ນ. ສຳລັບງົບປະມານໃນດ້ານວິຊາການ ກະຊວງການເງິນຄວນສະໜອງງົບຕາມແຜນງົບປະມານໃນແຕ່ລະປີທີ່ສະເໜີຂຶ້ນໄປ, ມີການກວດກາການນຳໃຊ້ແຜນງົບປະມານໃຫ້ຖືກຕ້ອງສອດຄ່ອງ. ຄຸນນະພາບຂອງຄູຄວນໄດ້ຮັບການພັດທະນາ ແລະ ສົ່ງເສີມ, ຄວນມີການສົ່ງເສີມການຂຽນການແປແຕ່ລະຂະແໜງຂອງຄອາຈານໃຫ້ຫຼາຍຂຶ້ນ ເພາະວ່າຂໍ້ມູນຕ່າງໆ ສຳລັບໃຫ້ນັກສຶກສາຄົ້ນຄວ້າວິໄຈແມ່ນບໍ່ພຽງພໍ ແຕ່ລະຄະນະກໍ

ຄວນມີຫໍສະໝຸດ ແລະ ປຶ້ມ ເພື່ອໃຫ້ນັກຮຽນມີທາງເລືອກໃນການຄົ້ນຄວ້າ. ປັດຈຸບັນຄະນະເຮົາບໍ່ມີຫໍສະໝຸດ ເພາະໃນວິທະຍາເຂດ ມຊ ໃຫ້ມີມະຫາວິທະຍາໄລ ໃຫ້ມີແຕ່ຫໍສະໝຸດກາງ.

LMUA34-67

1. ໂຄງຮ່າງການຈັດຕັ້ງຂອງຄະນະສຶກສາສາດປະກອບມີຄະນະບໍດີ ຮອງຄະນະບໍ່ດີຮັບຜິດຊອບໜ້າທີ່ໆໄດ້ກໍານົດໄວ້. ສໍາລັບພາກວິຊາກໍໄດ້ມີການຂະຫຍາຍຕົວ ມີການພັດທະນາຊັບພະຍາກອນມະນຸດ. ດ້ານວິຊາການ ຫຼັກສູດກໍໄດ້ມີການປ່ຽນແປງແຕ່ລະໄລຍະ ເຊິ່ງເມື່ອກ່ອນເຮົາປະຕິບັດ ຫຼັກສູດ 2+3 ຕໍ່ມາ 1+4 ຫຼື 0+5, ປັດຈຸບັນໄດ້ປັບຫຼັກສູດເປັນຫຼັກສູດ 4 ປີ ແລະ ຕອນນີ້ແມ່ນສໍາເລັດເກືອບ 100 ເປີເຊັນໃນການປະຕິບັດ, ຫຼັກສູດປະກອບ ມີ 13 ຫຼັກສູດ ສໍາລັບການຮຽນໃນລະດັບປະລິນຍາຕີ, ນອກຈາກນີ້ ຍັງມີຫຼັກສູດຕໍ່ເນື່ອງປົກກະຕິ ແລະ ຕໍ່ເນື່ອງພັກແລ້ງ, ພາກພິເສດສອນນອກເວລາ ເຊິ່ງຍັງປະຕິບັດສໍາລັບນັກຮຽນທີ່ຍັງບໍ່ທັນຈົບ. ແຕ່ສີກຮຽນນີ້ແມ່ນມີນະໂຍບາຍຈາກກະຊວງສຶກສາທິການ ແລະ ກິລາ ບໍ່ໃຫ້ຮັບນັກສຶກສາເພີ່ມໃນຫຼັກສູດນີ້. ສໍາລັບລະບົບການບໍລິຫານວິຊາການເຫັນວ່າໃນຄະນະກໍມີພະແນກວິຊາການຄືກັບແຕ່ລະຄະນະ ເປັນເສນາທິການໃຫ້ຮອງຄະນະບໍດີຝ່າຍວິຊາການ ເຮັດບົດບາດໜ້າທີ່ທາງດ້ານວິຊາການ ໂດຍສະເພາະ ເກັບກໍາສະຖິຕິ ຄະແນນ ແລະ ຂໍ້ມູນຂ່າວສານຕ່າງໆຈາກມະຫາວິທະໄລລົງຫາພາກວິຊາ.

ປັດຈຸບັນ ກໍາລັງຮ່າງຂໍ້ກໍານົດຕ່າງໆຂອງຄະນະເພື່ອໃຫ້ມີການປ່ຽນແປງໃຫ້ມີຂໍ້ກໍານົດແບບວິທີການເຮັດວຽກ ມີກົດລະບຽບຮັບຮອງດ້ວຍຄະນະບໍດີ ແລະ ສາມາດນໍາໃຊ້ໄດ້ໃນຄະນະວິຊາໃຫ້ທົ່ວເຖິງກັນເປັນຕົ້ນແມ່ນລະບຽບເລື່ອງການຂຽນບົດລາຍງານບົດຈົບຊັ້ນແມ່ນໄດ້ອີງໃສ່ລະບຽບຂອງ ມຊ ແລະ ຄະນະໄດ້ປັບປຸງອີກເທື່ອໜຶ່ງ; ລະບຽບການລາພັກ ລະບຽບການອັບເກຣດ ໄດ້ພະຍາຍາມເຮັດໃຫ້ເປັນຂໍ້ກໍານົດເພື່ອຈະໄດ້ມີການຈັດຕັ້ງປະຕິບັດງ່າຍຂຶ້ນ ແລະ ສອດຄ່ອງກັບສະພາບການ.

2. ໜ້າທີ່ຂອງພະແນກວິຊາການຍັງໄດ້ມີການກວດກາຕິດຕາມການຮຽນການສອນ ໂດຍສະເພາະວິຊາລວມທີ່ກໍານົດດ້ວຍພະແນກວິຊາການ ເພາະໃນແຕ່ລະຄະນະມີວິຊາລວມທີ່ຈະມີການສິດສອນ.

3. ໃນການຮັບຜິດຊອບຕັດສິນບັນຫາທີ່ໄດ້ກໍານົດໄວ້ ເຊັ່ນ: ການແຈ້ງການວິຊາການ ແຈ້ງການອັບເກຣດ ແຕ່ການຕັດສິນທັງໝົດແມ່ນຕ້ອງຜ່ານການໃຫ້ຄໍາເຫັນຈາກຮອງຄະນະບໍດີຝ່າຍວິຊາການ.

5. ໜ້າທີ່ຫຼັກຂອງນັກວິຊາການກໍຄື: ສອນ ວິໄຈ ແລະ ການບໍລິການວິຊາການໃຫ້ສັງຄົມ ໂດຍປະຕິບັດຕາມຫຼັກສູດ ແລະ ສາມາດນໍາເອົາບົດຮຽນ ແລະ ຄວາມຮູ້ຈາກບ່ອນອື່ນໆ ມາປະກອບການສິດສອນໃນວິຊາທີ່ຕົນເອງສອນໄດ້ບໍ່ໃຫ້ກາຍ 10 ເປີເຊັນ, ແຕ່ໂດຍລວມກໍຍັງປະຕິບັດຕາມຫຼັກສູດທີ່ໄດ້ກໍານົດປະຕິບັດຕາມໂມງເວລາ. ສໍາລັບການສັງເກດການສອນປະຊຸມ ສໍາມະນາ ແລະ ວຽກໂຄງການແມ່ນມອບໃຫ້ພາກ

ວິຊາເປັນເຈົ້າການໃນການນຳສະເໜີຜ່ານພະແນກວິຊາການຂອງຄະນະ ແລ້ວນຳສະເໜີຕໍ່ຮອງຄະນະບໍດີຝ່າຍວິຊາການໃນການອະນຸມັດຈັດສຳມະນາ ເຊິ່ງລວມມີສຳມະນາວິທີສອນ, ການສຳມະນາການຂຽນບົດລາຍງານຈົບຊັ້ນໃຫ້ແກ່ຄູອາຈານທີ່ໄດ້ມີການປະຕິບັດກັນເລື້ອຍໆ; ນີ້ເປັນໜ້າທີ່ ແລະ ຫົວຄິດປະດິດສ້າງຂອງແຕ່ພາກສ່ວນ ເຊິ່ງຄະນະບໍດີກໍໄດ້ໃຫ້ການສະໜັບສະໜູນໃນການຈັດຕັ້ງປະຕິບັດ ຂໍພຽງແຕ່ລະພາກວິຊານັ້ນມີໂຄງການກ່ຽວກັບການພັດທະນາຫຍັງ ແມ່ນໃຫ້ສະເໜີຂຶ້ນມາ. ນອກຈາກນີ້ ຍັງໄດ້ສົ່ງເສີມດ້ານການວິໄຈລະດັບພາກວິຊາ, ສ່ວນບຸກຄົນຖ້າມີຄວາມສາມາດ ຖ້າມີການສະເໜີຄະນະກໍມີງົບປະມານສ່ວນໃດສ່ວນໜຶ່ງໃຫ້ ເຊິ່ງໃນລະດັບ ມຊ ຫຼາຍໆປີກໍໄດ້ມີການອະນຸມັດໃນຫຼາຍໆຫົວຂໍ້ ສ່ວນຫຼາຍກໍ່ເນັ້ນການເປັນເຈົ້າຕົນເອງຂອງນັກວິຊາການໃຫ້ມີອິດສະຫຼະໃນການປະຕິບັດຕາມຫຼັກສູດຕາມວິທີການ.

6. ການປ່ຽນແປງກ່ຽວກັບການບໍລິຫານ ແລະ ຄຸ້ມຄອງ, ວຽກງານການເງິນກໍໄດ້ມີການປະຕິບັດຕາມລະບຽບການເງິນ ມຊ ແລະ ລະບຽບກະຊວງການເງິນ ເຊິ່ງໃນພາກວິຊາແມ່ນຄະນະບໍດີ ເປັນຜູ້ຕັດສິນ ແລະ ມີການກວດກາ. ສຳລັບບາງລາຍຮັບລາຍຈ່າຍທີ່ຫາມາໄດ້ກໍໄດ້ແບ່ງປັນໃຫ້ພາກວິຊາເປັນຫຼັກ ແລະເນັ້ນໃສ່ໃຫ້ພາກວິຊາກຸ້ມຕົນເອງ ເປັນເຈົ້າຕົນເອງ. ສົມມຸດ ມີລາຍໄດ້ຈາກສ່ວນໃດສ່ວນໜຶ່ງ ກໍໄດ້ມີການແບ່ງປັນເພື່ອໃຫ້ພາກ ແລະ ພະແນກການຕ່າງໆ ພາຍໃນຄະນະ ມີເງິນສະສົມທີ່ສາມາດຈັດການຕົວເອງໄດ້.

ງົບປະມານໃນການພັດທະນາວິຊາການໃນໄລຍະການສ້າງຕັ້ງ ມຊ ໃໝ່ແມ່ນບໍ່ພຽງພໍ ມາໄລຍະຫຼັງສອງສາມປີຜ່ານມາ ທາງຄະນະໄດ້ຮັບງົບປະມານຈາກ ມຊ ໃນການປັບປຸງຫຼັກສູດຈາກ 1+4 ມາເປັນ 4 ປີເລີຍ, ນອກຈາກນີ້ຍັງມີລາຍຮັບຈາກການສອນພາກພິເສດ.

ໃນການຮັບລັດຖະກອນໃນຕອນສ້າງຕັ້ງ ມຊ ບໍ່ໄດ້ມີຂໍ້ກຳນົດແນ່ນອນ, ສະນັ້ນ ເຮັດໃຫ້ມີຫຼາຍປະກົດການໃນການຮັບພະນັກງານໃໝ່ບໍ່ມີເງື່ອນໄຂຫຼາຍປານໃດໃນການຮັບພະນັກງານ ບາງຄົນມີຄະແນນບໍ່ດີ ແຕ່ຢາກເປັນຄູກໍໄດ້ຮັບເອົາ ເຮັດໃຫ້ມີປັນຫາຕາມມາໃນ ການປະຕິບັດໜ້າທີ່ຄູ; ພາຍຫຼັງສອງປີຜ່ານມານີ້ກໍໄດ້ມີການກຳນົດກົດລະບຽບໃນການບັນຈຸພະນັກງານໃໝ່ ແລະ ຍັງເນັ້ນອີກວ່າຈະບໍ່ຮັບພະນັກງານທີ່ຈົບປະລິນຍາຕີ ຮັບແຕ່ຜູ້ຈົບປະລິນຍາໂທຂຶ້ນໄປ ແລະ ເປັນຄົນຮຽນເກ່ງ ຄຸນສົມບັດດີ ເປັນຂໍ້ກຳນົດຄຳສັ່ງໃນການປະຕິບັດໃນປັດຈຸບັນ.

7. ການບໍລິຫານການຈັດການ ແລະ ການຄຸ້ມຄອງໃນລະດັບ ມຊ ເຫັນວ່າຍ້ອນເຮົາມີຄະນະນຳມີໜ່ວຍພັກນຳພາໃນລະດັບມະຫາວິທະຍາໄລ ແລະ ລະດັບຄະນະວິຊາທີ່ຍຶດໝັ້ນຕາມແນວທາງຂອງພັກ ນີ້ຖືວ່າເປັນຈຸດແຂງໃນການນຳພາ. ອີກຈຸດແຂງດ້ານໜຶ່ງແມ່ນການໃຫ້ບຸກຄົນເຂົ້າມາມີສ່ວນຮ່ວມ ແລະ ສາມາດໃຫ້ຄຳຄິດຄຳເຫັນ. ແຕ່ຖ້າເບິ່ງໃນລະດັບຄະນະກໍໄດ້ພະຍາຍາມໃຫ້ທຸກຄົນມີສ່ວນຮ່ວມໃນການຈັດການຄຸ້ມ

ຄອງຂອງຄະນະ ຫຼືວ່າຂັ້ນເທິງ ແລະ ຄະນະນຳກໍຕ້ອງຟັງຄຳຄິດຄຳເຫັນຂອງຂັ້ນລຸ່ມຂອງຄູອາຈານວ່າການບໍລິຫານຂອງຕົນເອງເປັນແນວໃດ ນີ້ແມ່ນຈຸດແຂງຂອງການບໍລິຫານ ມຊ. ແຕ່ມີຈຸດ ອອ່ນທີ 1 ທີ່ ເຫັນໄດ້ຄືເລື່ອງຄວາມຄິດເຫັນໃນຕົວຂອງສ່ວນບຸກຄົນ ແລ້ວນຳມາຕັດສິນຄົນດຽວ, ຈຸດອອ່ນ ທີ 2 ແມ່ນການບໍລິຫານການຈັດການວຽກຕ່າງໆ ແທນທີ່ຈະສະເໜີຂຶ້ນໄປມື້ໜຶ່ງສອງມື້ຈະໄດ້ຄຳຕອບ ແຕ່ໄປຄ້າງໄວ້ໃນໜ່ວຍງານທີ່ຮັບຜິດຊອບ ບາງເທື່ອເອກະສານກໍເສຍ ຂໍ້ມູນກໍເສຍ, ສະນັ້ນ ຕ້ອງໄດ້ມີການດຳເນີນການໃໝ່. ນີ້ແມ່ນການບໍລິຫານການຈັດການບໍດີປານໃດ ໂດຍສະເພາະໃນລະດັບ ມຊ ເຮົາເອງ. ຈຸດທີ 3 ແມ່ນການໃຊ້ເວລາໃນການຕັດສິນບັນຫາແມ່ນໃຊ້ເວລາຫຼາຍ ຄະນະນຳ ຫຼື ການບັນຊາຕ້ອງໄດ້ປະຊຸມກັນເລື້ອຍໆ ໃນການຕັດສິນປັນຫາ ເພື່ອບໍ່ໃຫ້ພາກສ່ວນອື່ນຕິດຂັດໄປນຳເຊັ່ນ: ການສະເໜີຫຼັກສູດປະລິນຍາໂທ ຖ້າບໍ່ໄດ້ມີການອະນຸມັດ ພວກເຮົາກໍຈັດຕັ້ງປະຕິບັດບໍ່ໄດ້, ປັນຫານີ້ ຍັງຕົກຢູ່ໃນລະດັບ ມຊ ເຮັດໃຫ້ບໍ່ສອດຄ່ອງທັນເວລາ.

ທັດສະນະສ່ວນຕົວກ່ຽວກັບການເຮັດວຽກຂອງ ມຊ ກັບກະຊວງສຶກສາທິການ ແລະ ກິລາ ສັງເກດເຫັນວ່າ ການປະຕິບັດຫຼັກສູດ ແທນທີ່ອະທິການບໍດີ ຫຼື ຮອງອະທິການບໍດີເປັນຜູ້ຕັດສິນໃນການນຳໃຊ້ຫຼັກສູດ ກົງກັນຂ້າມການຕັດສິນແມ່ນຍັງຂຶ້ນກັບກົມສຶກສາຊັ້ນສູງ, ກະຊວງສຶກສາທິການ ແລະ ກິລາ ເຮັດມີການແກ່ຍາວເວລາໃນການປະຕິບັດຫຼັກສູດ; ຖ້າ ມຊ ເຮົາ ຕັດສິນເອງກໍຈະໄວຂຶ້ນ ເພາະ ມຊ ກໍແມ່ນສູນການການສຶກສາແຫ່ງຊາດຢູ່ແລ້ວຄວນໄດ້ຮັບສິດນັ້ນ.

ຄວາມເປັນເອກະລາດຂອງ ມຊ ໃນອະນາຄົດ ຖ້າເຮັດໄດ້ເຮົາກໍຈະມີຄວາມເປັນ ອິດສະຫຼະຂຶ້ນໃນລະບົບການບໍລິຫານ ການຈັດການ ໂດຍແມ່ນຄະນະນຳ ມຊ ເປັນຫົວໃຈຫຼັກໃນການບໍລິຫານບັນຊາ. ເຖິງຈະຍັງຢູ່ພາຍໃຕ້ການບັນຊາຂອງກະຊວງ ແຕ່ຄວາມເປັນອິດສະຫຼະຕ້ອງໄດ້ເບິ່ງວ່າອັນໃດຄວນເປັນອິດສະຫຼະ ອັນໃດຄວນໄຕ້ການຄຸ້ມຄອງ ໂດຍສະເພາະ ວິຊາການການເຮັດຫຼັກສູດ ການເຮັດໂຄງການຕ່າງໆ ກໍອາດມອບໃຫ້ ມຊ ເປັນຜູ້ຕັດສິນ ເພື່ອໃຫ້ຂັ້ນຕອນຕ່າງໆໄວຂຶ້ນ ແຕ່ເລື່ອງລະບົບລາຍງານນັ້ນກໍແລ້ວແຕ່ຈະປະຕິບັດຕາມຄວາມເໝາະສົມ.

ສິ່ງທີ່ພົ້ນເດັ່ນຂອງ ມຊ ນັບແຕ່ໄດ້ມີການສ້າງຕັ້ງ ມຊ ໄດ້ເປັນສູນກາງວັດທະນະທຳສູນກາງການສຶກສາແຫ່ງຊາດ ໂດຍພາລະກິດມີຄື: ການສອນ, ການວິໄຈ, ການບໍລິການວິຊາການໃຫ້ສັງຄົມ, ການສົ່ງເສີມສິລະປະວັດທະນາທຳ ໂດຍສະເພາະ ການວິໄຈແມ່ນກຳລັງມີການພັດທະນາ ແລະ ການຈັດຕັ້ງຂະບວນການແລກປ່ຽນຂອງແຕ່ລະຄະນະມີການສຳມະນາພັດທະນາວິຊາການ ມີການຮ່ວມມືພາຍໃນ ແລະ ພາຍນອກ, ນັກວິຊາການໄດ້ຍົກລະດັບທາງວິຊາສະເພາະ ເຂົ້າຮ່ວມສຳມະນາຕ່າງໆ ເປັນບາດກ້າວທີ່ພົ້ນເດັ່ນທາງດ້ານ

ວິຊາການ ແຕ່ກໍ່ປາສະຈາກບໍ່ໄດ້ໃນໄລຍະ 15 ປີ ຜ່ານມາ ທີ່ເຮົາເຮັດບໍ່ໄດ້ດີໃນການສິ່ງວິຊາການໄປຮຽນຕໍ່ ເພາະຍັງບໍ່ມີທຶນພຽງພໍ ແລະ ບໍ່ມີການຮ່ວມມືຈາກສ່ວນອື່ນໆປານໃດ.

8. ໃນອະນາຄົດເຫັນວ່າ ມຊ ເຮົາຈະໄດ້ຮັບການເອົາໃຈໃສ່ການຍົກລະດັບນັກວິຊາການຢ່າງເປັນຂະບວນ ແລະ ຄາດຫວັງວ່າ ຈະມີຫຼາຍລະບົບການສຶກສາເກີດຂຶ້ນ ເຊັ່ນ: ລະບົບປະລິນຍາຕີ, ໂທ, ເອກ. ຈຸດໜຶ່ງທີ່ ມຊ ຈະຕອ້ງໄດ້ເບິ່ງແມ່ນການພັດທະນາລະບົບ QA ຫຼື ການຮັບປະກັນຄຸນນະພາບເພື່ອເປັນເຄື່ອງມືວັດແທກຄຸນນະພາບ.

ສຳລັບນະໂຍບາຍໃໝ່ທີ່ເນັ້ນຄຸນນະພາບ ແລະ ຫຼຸດປະລິມານ ເຫັນວ່າ ຕາມນະໂຍບາຍຖ້າປະຕິບັດໄດ້ແມ່ນດີ ແຕ່ບໍ່ຮູ້ຈະປະຕິບັດໄດ້ນ້ອຍຫຼາຍປານໃດ ແຕ່ເຊື່ອວ່າ ຖ້າຄະນະນຳແຕ່ລະຂັ້ນ ສາມາດເຮັດໃຫ້ຄູອາຈານມີວຽກເຮັດງານທຳໄປເລື້ອຍໆ ເຮັດໃຫ້ວຽກວິຊາການເດີນໄປດ້ວຍດີ ຊີວິດການເປັນຢູ່ດີຂຶ້ນກໍຈະບໍ່ມີປັນຫາ ແລະ ເຮົາກໍຈະມີຄຸນນະພາບ ໂດຍເອົາລະບົບຮັບປະກັນຄຸນນະພາບເປັນຫຼັກ.

LMUA35-67

1. ນັບແຕ່ມີການສ້າງຕັ້ງ ມຊ ມາ ເຫັນວ່າ ມີການຂະຫຍາຍຕົວທາງດ້ານໂຄງສ້າງຂອງຄະນະວິທະຍາສາດທຳມະຊາດແມ່ນພັດທະນາຈາກກຸ່ມມາເປັນພາກວິຊາ, ປັດຈຸບັນມີ 5 ພາກວິຊາ. ໃນ ມຊ ກໍມີການຂະຫຍາຍຄະນະວິຊາເພີ່ມຂຶ້ນ ມີການຈັດຕັ້ງຄົບຊຸດໃນແຕ່ລະຂັ້ນ, ຂັ້ນພາກວິຊາກໍມີຫົວໜ້າ ແລະ ຮອງຫົວໜ້າ ຂັ້ນຄະນະວິຊາກໍມີຄະນະບໍດີ ແລະ ຮອງຄະນະບໍດີຄົບຊຸດ ແລະ ມີພະແນກການຕ່າງໆ ເປັນເສນາທິການເຮັດວຽກບໍລິຫານໃນຫ້ອງການ. ໂດຍລວມ ແລ້ວເຫັນວ່າ ລະບົບການຈັດຕັ້ງບໍລິຫານຂອງ ມຊ ແມ່ນມີການຂະຫຍາຍຕົວຢ່າງຮັດກຸ່ມ ແລະ ຄວບຄຸມ.

ທາງດ້ານການເງິນ: ທັດທະນະຕໍ່ການບໍລິຫານ ແລະ ຄຸ້ມຄອງການເງິນ ເຫັນວ່າ ມີລັກສະນະດຽວກັນກັບການເງິນໃນທຸກໆພາກສ່ວນ. ການເງິນຄະນະວິຊາໄດ້ຖືກກຳນົດໃຫ້ຂຶ້ນກັບ ມຊ ໂດຍກົງ ເຊິ່ງເປັນຫົວໜ່ວຍການເງິນຂັ້ນ 2; ໃນເບື້ອງຕົ້ນສ້າງຕັ້ງ ມຊ ທຸກຢ່າງແມ່ນຂຶ້ນກັບ ມຊ ເຮັດໃຫ້ຜືດໃນການການເຄື່ອນໄຫວວຽກງານຕ່າງໆ ປັນຫາໜຶ່ງແມ່ນງົບປະມານໜ້ອຍທີ່ແບ່ງໃຫ້ແຕ່ລະຄະນະ ອາໃສແຕ່ການຊ່ວຍເຫຼືອເຮັດໃຫ້ບໍ່ພຽງພໍຕໍ່ຄວາມຕ້ອງການໃນວຽກງານຕ່າງໆ. ຕໍ່ມາໄດ້ມີການຂະຫຍາຍຕົວຫຼາຍຂຶ້ນເຫັນວ່າເປັນລະບົບຂຶ້ນ, ໃນຄະນະວິຊາ ກໍໄດ້ກຳນົດໃຫ້ມີຫົວໜ່ວຍການເງິນຂັ້ນ 2 ມີການບໍລິຫານກັນເອງ ສາມາດຂຶ້ນແຜນງົບປະມານປະຈຳປີເອງ ຖືກອະນຸມັດເທົ່າໃດ ມີຄວາມສາມາດຂໍອະນຸມັດຈ່າຍເທົ່ານັ້ນ ກໍມີສິດນຳໃຊ້ເງິນເທົ່າທີ່ຖືກອະນຸມັດ, ການບໍລິຫານການເງິນຂອງຄະນະວິຊາດ້ວຍຕົນເອງ ເຫັນວ່າມີທັງຂໍ້ດີ ແລະ ຂໍ້ເສຍເນື່ອງຈາກວ່າ ບໍ່ມີປະສົບການໃນການບໍລິຫານການເງິນ ເຮັດໃຫ້ມີຄວາມຫຍຸ້ງຍາກ ເງິນບາງງວດລາຍຮັບ

ຕ່າງບໍ່ເຂົ້າສູ່ລະບົບຂອງມັນໃນການບໍລິຫານການເງິນ ແຕ່ສ່ວນໃຫຍ່ກໍເຂົ້າສູ່ລະບົບໄດ້ດີ, ຖ້າເຂົ້າສູ່ລະບົບແລ້ວກໍຈະມີຄວາມສະດວກໃນການໃຊ້ຈ່າຍ ແລະ ໃນການກວດກາຈະດີຂຶ້ນ.

ລາຍໄດ້ສ່ວນຫຼາຍຂອງຄະນະໃຫຍ່ແມ່ນມາຈາກການບໍລິການວິຊາການ, ໃນການຂຶ້ນແຜນງົບປະມານແມ່ນອີງໃສ່ການຄາດຄະເນໃນການຮອງຮັບນັກຮຽນຈະໄດ້ເທົ່າໃດ ແລະ ອີງໃສ່ພື້ນຖານໂຄງຮ່າງຫ້ອງຮຽນຫ້ອງທົດລອງ ແລ້ວຂຶ້ນງົບຕາມຄວາມເປັນຈິງ ມີການສົມທົບກັບການເງິນ ແລະ ມີການປຶກສາຫາລືກັນ ຖ້າເງິນບໍ່ພໍຈະເຮັດແນວໃດ ຖ້າເຫຼືອຈະເຮັດແນວໃດ. ທີ່ຜ່ານມາເຫັນວ່າການໃຊ້ຈ່າຍແມ່ນບໍ່ທັນເປັນລະບົບດີປານໃດ ຈຳນວນໜຶ່ງກໍຢູ່ໃນລະບົບ ບາງຈຳນວນກໍນອກລະບົບ ເຮັດໃຫ້ມີຫາງສຽງບໍ່ຄ່ອຍດີປານໃດ ໃນບາງຄະນະວິຊາ. ໃນຊ່ວງມີການກຳນົດໃຫ້ຄະນະເປັນຫົວໜ່ວຍການເງິນຂັ້ນ 2 ເນື່ອງຈາກວ່າ ຜູ້ບໍລິຫານໃນໄລຍະນັ້ນມີການໃຊ້ຈ່າຍເງິນນອກລະບົບ ຫຼື ໃຊ້ເງິນບໍ່ຢູ່ໃນແຜນອະນຸມັດ ແລະ ມີການບວກລົບບໍ່ໄດ້ເປັນໄປຕາມລະບົບ ເຮັດໃຫ້ມີການປັບປຸງລະບົບການເງິນຄືນອີກໃນສອງສາມປີຜ່ານມາ.

ທາງດ້ານວິຊາການ: ພາບລວມເຫັນວ່າມີການຂະຫຍາຍຕົວ ມີຫ້ອງຮຽນ ຫ້ອງທົດລອງຫຼາຍຂຶ້ນ ມີອຸປະກອນໃໝ່ຈຳນວນໜຶ່ງ ແລະ ຄູອາຈານໄດ້ຮັບການພັດທະນາ ມີຄວາມຮູ້ສູງຂຶ້ນ ເຮັດໃຫ້ມີຜູ້ຈົບໂທຈົບເອກຫຼາຍຂຶ້ນ. ການຮຽນການສອນເຫັນວ່າຄຸນນະພາບຍັງອ່ອນກ່ອນເລີ່ມສ້າງຕັ້ງ ມຊ, ມີນັກສຶກສາຈົບໃນລຸ້ນກ່ອນສາມາດເຮັດວຽກໄດ້ດີກ່ອນໃນລຸ້ນຈົບ ມຊ ຍ້ອນຫຼາຍສາຍເຫດຄື: ໜຶ່ງຍ້ອນນັກຮຽນເອງ, ສອງແມ່ນຍ້ອນຢາກມີການຂະຫຍາຍທາງດ້ານປະລິມານ ໂດຍບໍ່ຄຳນຶງເຖິງຄຸນນະພາບ ເມື່ອປະລິມານເພີ່ມຂຶ້ນ ກໍເຮັດໃຫ້ມີການຄວບຄຸມຄຸນນະພາບຍາກ ເຮັດໃຫ້ເຄື່ອງມື ແລະ ຫ້ອງຮຽນບໍ່ພຽງພໍ, ສາຍເຫດທີສາມແມ່ນຜົນຂອງການເພີ່ມປະລິມານ ເພື່ອໃຫ້ມີລາຍຮັບເພີ່ມຂຶ້ນ ແລະ ສາມາດກຸ້ມຕົນເອງທາງດ້ານການເງິນ ເຮັດໃຫ້ເກັບຄ່າຮຽນ ຮັບນັກສຶກສາຫຼາຍ ແລ້ວສິ່ງຜົນເສຍຕາມມາເມື່ອມີການບໍລິຫານບໍ່ໄດ້ດີ ເຮັດໃຫ້ຜົນໄດ້ຮັບອ່ອນ ແລະ ບໍ່ສາມາດຄຸມໄດ້ຕາມມາດຕະຖານ. ເຫດຜົນເຮັດໃຫ້ມີຄຸນນະພາບຕ່ຳອີກແມ່ນມາຈາກລະບົບການຮັບນັກສຶກສາເຂົ້າຮຽນ ນັກຮຽນທີ່ເຂົ້າຮຽນສ່ວນຫຼາຍແມ່ນຜູ້ທີ່ເສັງເຂົ້າຄະນະອື່ນບໍ່ຜ່ານ ຫຼື ເຫຼືອຈາກການຮັບຂອງຄະນະຕ່າງໆ, ເຮັດໃຫ້ນັກສຶກສາທີ່ຮັບເຂົ້າຮຽນໃນຄະນະເຮົາ ແລະ ນັກຮຽນວິຊາຕ່າງໆຂອງຄະນະແມ່ນມີນ້ອຍ ໂດຍສະເພາະ ພາກວິຊາເລກ ມີນັກຮຽນຫຼາຍຍ້ອນມີກະແສນິຍົມຂອງວິຊາຄອມພິວເຕີ, ສະນັ້ນ ການເຂົ້າຮຽນຂອງນັກຮຽນແມ່ນແລ່ນນຳກະແສນິຍົມຂອງວິຊາຕ່າງໆ ໃນແຕ່ລະໄລຍະເຊັ່ນ: ພາສາອັງກິດ, ເສດຖະສາດ, ວິທະຍາສາດສິ່ງແວດລ້ອມ, ແລະ ຄອມພິວເຕີ. ເຮັດໃຫ້ເຫັນໃນຫຼັກສູດຄອມພິວເຕີມີນັກຮຽນຮຽນ 20 ຄົນ ຕໍ່ຄອມພິວເຕີ 1 ໜ່ວຍ. ນີ້ຄືບັນຫາທີ່ເຮັດໃຫ້ຄຸນນະພາບອ່ອນ ເຖິງຈະມີການຂະຫຍາຍທາງດ້ານປະລິມານກໍຕົວ.

ສໍາລັບວຽກງານຄົ້ນຄວ້າວິໄຈຂອງອາຈານ: ເຫັນວ່າມີການວິໄຈເພີ່ມຂຶ້ນ ແລະ ມີທ່າດີຂຶ້ນ ຈາກອະດີດບໍ່ມີຫົວຂໍ້ວິໄຈໃນວະລະສານສາກົນ ແຕ່ມາຮອດປັດຈຸບັນ ເຫັນວ່າມີການຂະຫຍາຍຕົວດີຂຶ້ນໃນແຕ່ລະວິຊານີ້ເປັນປະກົດການທີ່ເດັ່ນ ແລະ ດີຂຶ້ນ. ສັງຄົມຍອມຮັບຄວາມສາມາດຄູອາຈານໃນການເປັນທີ່ປຶກສາ ແລະຊ່ວຍວຽກໃນອົງການສາກົນຕ່າງໆທີ່ປະຈໍາຢູ່ລາວ.

3. ການຕັດສິນໃຈໃນວຽກງານຕ່າງໆຂອງຄະນະວິຊາແມ່ນອີງໃສລະບົບລວມສູນປະຊາທິປະໄຕ ແລະ ເປັນໄປຕາມລະບົບການຕັດສິນພາຍໃຕ້ການຊີ້ນໍາຂອງຄະນະພັກຂອງຄະນະວິຊາ. ວຽກທຸກຢ່າງໄດ້ເປັນເອກະພາບກັນລະຫວ່າງຄະນະນໍາດ້ວຍກັນໃນການຕັດສິນ ຕົວຢ່າງ: ແຕ່ກ່ອນມີການປະຊຸມກັນໃນການຕັດສິນເດືອນລະ 2 ຄັ້ງ, ມາປັດຈຸບັນ ຄະນະບໍດີ ແລະ ຮອງ ຈະມີການປະຊຸມກັນທຸກໆ ວັນຈັນ ເພື່ອເບິ່ງວຽກໃນແຕ່ລະວຽກວ່າມີບັນຫາແນວໃດ ຈະແກ້ໄຂແນວໃດ. ການຕັດສິນໃຈຕ່າງໆ ແມ່ນມີການປະຊຸມຂໍຄໍາຄິດຄໍາເຫັນຕົກລົງນໍາກັນທັງໝົດ, ຖ້າເປັນບັນຫາລວມແມ່ນຈະມີສະພາຄະນະວິຊາຄົບທຸກພາກສ່ວນມີສ່ວນຮ່ວມໃນການຕັດສິນໃຈໃນວຽກງານຕ່າງໆ ເຊັ່ນ: ວຽກງານການກໍານົດຂໍ້ກໍານົດຕ່າງໆ, ລະບຽບນັກສຶກສາ, ການຕັດສິນງົບປະມານ, ແລະ ການຈັດຕັ້ງປະຕິບັດວຽກງານຕ່າງໆ ຫຼັງຈາກຕົກລົງກັນແລ້ວກໍນໍາສະເໜີຂັ້ນເທິງ ມຊ ຕາມລໍາດັບ.

5. ສໍາລັບຄວາມເປັນເອກະລາດຂອງນັກວິຊາການ ເຫັນວ່າມີຄວາມເປັນອິດສະຫຼະຫຼາຍຂຶ້ນ ຖ້າມີວຽກວິໄຈ ນັກວິຊາການກໍສາມາດຂຽນສະເໜີເພື່ອຂໍອະນຸຍາດໃນການເຮັດວຽກວິໄຈ ບໍ່ມີການກົດໜ່ວງກັນວ່ານັກວິຊາການທີ່ເຮັດວຽກບໍລິຫານຕອ້ງເຮັດວຽກບໍລິຫານຢ່າງດຽວ. ການຊຸກຍູ້ສົ່ງເສີມວິຊາການແມ່ນມີນ້ອຍຫຼາຍໃນໄລຍະຜ່ານມາ ທຶນຂອງລັດຖະບານກໍບໍ່ມີ ຫາກໍມີໃນສອງສາມປີແລ້ວນີ້ ແຕ່ຍັງມີຈໍາກັດຢູ່ ເຖິງລັດຖະບານເຫັນຄວາມສໍາຄັນໃນການພັດທະນາການສຶກສາກໍຕາມ ແຕ່ທຶນຍັງບໍ່ມີຕອບສະໜອງໄດ້. ເຖິງແນວໃດກໍຕາມ ລັດຖະບານກໍໄດ້ເປີດກວ້າງໃນໄລຍະຕໍ່ມາ ໃຫ້ນັກສຶກສາ ແລະ ຄູອາຈານສາມາດສະໝັກເອົາທຶນການສຶກສາທີ່ປະເທດຕ່າງໆສະເໜີໃຫ້.

7. ທັດສະນະຄະຕິຕໍ່ການພັດທະນາ ມຊ ໃນໄລຍະຜ່ານມາ ເຫັນວ່າມີການຂະຫຍາຍຕົວ ແຕ່ໃຫ້ພຽງພໍກັບຄວາມຕ້ອງການແມ່ນຍັງບໍ່ພຽງພໍ ໂດຍສະເພາະ ອາຄານສະຖານທີ່, ວັດຖຸຮັບໃຊ້. ສະນັ້ນ ການພັດທະນາພື້ນຖານໂຄງຮ່າງ ເຫັນວ່າສໍາເລັດໃນລະດັບໃດໜຶ່ງ. ພາບລວມແລ້ວແມ່ນມີຜົນສໍາເລັດທາງດ້ານການພັດທະນາບຸກຄະລະກອນ ແຕ່ບັນຫາ ແລະ ສິ່ງ ຄ້າງຄາແມ່ນຍັງມີຫຼາຍ ນັກສຶກສາຮຽນຈົບບໍ່ມີຄຸນນະພາບ. ເຫັນວ່າເຄິ່ງໜຶ່ງແມ່ນຢູ່ໃນລະດັບຕໍ່າ ແລະ ເຄິ່ງທີ່ຈົບອອກໄປແມ່ນຢູ່ໃນລະດັບພໍໃຊ້ ແຕ່ບໍ່ເກ່ງ.

ສິ່ງທີ່ເປັນປັນຫາທີ່ສຸດແມ່ນລະບົບສື່ສານ ລະບົບໄອທີ ຂອງ ມຊ ເຮົາ ຖືວ່າພັດທະນາຢູ່ ແຕ່ກ່ອນບໍ່ມີຄອມພິວເຕີ ບໍ່ມີອິນເຕີເນັດ ແຕ່ດຽວນີ້ກໍມີຂຶ້ນມາ, ລະບົບໄອທີໃນຍຸກນີ້ ຖືວ່າເປັນສິ່ງສຳຄັນໃນການຮຽນການສອນ, ໃນການຄົ້ນຄວ້າວິໄຈ, ແຕ່ລະບົບໄອທີໃນ ມຊ ຖ້າທຽບໃສ່ກັບບ່ອນອື່ນເຫັນວ່າຍັງຕໍ່າທີ່ສຸດ; ມີລະບົບໄອທີຂຶ້ນມາໃນ ມຊ ແຕ່ຂາດການພັດທະນາ ແລະ ຫາຄໍາຕອບຍາກໃນການພັດທະນາໄອທີ ມຊ. ນີ້ແມ່ນຂອດທີ່ອ່ອນທີ່ຄ້າງທີ່ສຸດໃນການພັດທະນາ ມຊ. ມຊ ໜ້າຈະມີການພັດທະນາມີການເອົາໃຈໃສປັນຫາດັ່ງກ່າວນີ້ໃຫ້ໄດ້.

8. ຄວາມຄາດຫວັງໃນການພັດທະນາ ມຊ ສິ່ງທີ່ຈະປະຕິບັດ ແລະ ດໍາເນີນໃຫ້ໄດ້ຕາມແຜນພັດທະນາ ມຊ, ມຊ ຈະຕ້ອງໄດ້ສູ້ຊົນໃຫ້ມີລະບົບຕິດຕໍ່ສື່ສານໃນການຄົ້ນຄວ້າຮໍ່າຮຽນ-ວິໄຈ. ອີງໃສ່ອຸປະກອນ, ປຶ້ມ, ເອກະສານກໍບໍ່ພຽງພໍຢູ່ແລ້ວ, ສະນັ້ນ ມັນມີຄວາມຈໍາເປັນທີເຮົາຈະຕ້ອງພັດທະນາລະບົບໄອທີໃຫ້ສາມາດເຂົ້າເຖິງຂໍ້ມູນຈາກພາຍນອກໃຫ້ຫຼາຍຂຶ້ນ ໂດຍຜ່ານອິນເຕີເນັດ.

LMUA36-67

1. ການປ່ຽນແປງທີ່ສັງເກດເຫັນໄດ້ໃນການພັດທະນາວິຊາການແມ່ນການປັບປຸງຫຼັກສູດໃຫ້ຍັບເຂົ້າສູ່ລະບົບສາກົນຈາກ 1+4 ມາເປັນ 0+4 ໝາຍຄວາມວ່າ ໄລຍະຮຽນວິຊາສະເພາະທັງໝົດແມ່ນ 4 ປີ. ສໍາລັບການພັດທະນາວິຊາການໃນໄລຍະຜ່ານມາເຫັນວ່າບໍ່ໄດ້ເນັ້ນທາງດ້ານຄຸນນະພາບ ເຮັດໃຫ້ມີການປະຕິຮູບການສຶກສາຄືນໃໝ່ໃນປີຜ່ານມາ ໂດຍຍົກເລີກລະບົບນະໂຍບາຍລະບົບຝາກຮຽນ ຫຼຸດຜ່ອນປະລິມານນັກສຶກສາລົງ.

2. ໜ້າທີ່ພະແນກວິຊາການຂອງຄະນະເຮົາແມ່ນໄດ້ມີການແບ່ງໜ້າທີ່ໃນການເຮັດວຽກ ເຊິ່ງມີຫົວໜ້າ ແລະ ຮອງຫົວໜ້າ 2 ຄົນໃນການເຮັດວຽກວິຊາກການໃນຄະນະນິຕິສາດ ແລະ ລັດຕະສາດ ເຊິ່ງໜ້າທີ່ລວມມີພັດທະນາຫຼັກສູດ, ວາງແຜນ, ເກັບກໍາສະຖິຕິ, ກວດກາປະເມີນຜົນ, ແລະ ລົງທະບຽນສະຖິຕິ, ຈັດນັກສຶກສາເຂົ້າຫ້ອງຮຽນ.

3. ຂອບເຂດຄວາມຮັບຜິດຊອບໃນການຕັດສິນວຽກງານວິຊາການໃນວຽກງານລົງທະບຽນສອບເສັງກໍານົດວັນເດືອນປີເປີດ ແລະ ປິດສົກຮຽນແມ່ນຫົວໜ້າຝ່າຍວິຊາການສາມາດດໍາເນີນການເອງໄດ້ ແລ້ວສະເໜີຄະນະບໍດີ ເພື່ອອະນຸມັດ ແລະ ຄໍາຄິດເຫັນ. ຖ້າເປັນວຽກລວມແລ້ວ ເຊັ່ນ: ການເຝິກງານພາກວິຊາ ຄະນະບໍດີ ແລະ ພະແນກວິຊາການຕ້ອງສັນຫາງົບປະມານ ແລະ ຕົກລົງກັບຈະກໍານົດເອົາມື້ໃດ ໄລຍະໃດ, ຖ້າວຽກການສອບເສັງການຮຽນການສອນຈົບມື້ໃດ ເສັງມື້ໃດ ແມ່ນຝ່າຍວິຊາການຕັດສິນໄດ້.

5. ສໍາລັບນັກວິຊາການແມ່ນສາມາດເຮັດວຽກຕາມໜ້າທີ່ຂອງເຂົາເຈົ້າ ໃນການຕັດສິນແມ່ນຍັງອີງໃສ່ການຊີ້ນໍາຈາກພະແນກວິຊາການຂອງຄະນະ ແຕ່ຄະນະວິຊາກໍໄດ້ພະຍາຍາມສົ່ງເສີມໃຫ້ນັກວິຊາການໃຫ້ຕັດສິນດ້ວຍຕົນເອງກ່ຽວກັບວຽກງານທີ່ຄິດວ່າມີຜົນປະໂຫຍດຕໍ່ສ່ວນລວມ ສາມາດປະຕິບັດໄດ້ຮັບຄຸນນະພາບ.

6. ການສະໜັບສະໜູນວິຊາການໃນໄລຍະຜ່ານມາ ນັບແຕ່ມີການເປີດການຮຽນການສອນລະບົບພິເສດ ເຫັນວ່າວິຖີຊີວິດ ແລະ ຄຸນນະພາບຂອງຄູອາຈານ ແລະ ພະນັກງານວິຊາການແມ່ນດີຂຶ້ນ ເພາະມີລາຍຮັບເພີ່ມຂຶ້ນຈາກເງິນລ່ວງເວລາ ແລະ ເງິນໃນໜ້າທີ່ວຽກງານເຊັ່ນ: ການສອບເສັງພາກ I ແລະ ພາກ II, ນັກສຶກສາແກ້ F, ແລະ ເງິນຍາມຕອນແລງ, ຍາມວັນເສົາວັນທິດ, ນີ້ເຮັດໃຫ້ມີລາຍໄດ້ເພີ່ມ.

ການຮັບລັດຖະກອນໃໝ່: ໃນໄລຍະຜ່ານມາເຫັນວ່າໃນປັດຈຸບັນໂຄຕ້ານ້ອຍລົງ ແລະ ມີເງື່ອນໄຂເຂັ້ມງວດກວ່າເກົ່າ ແລະ ມີການສອບເສັງເອົາ, ກ່ອນໜ້ານີ້ຍ້ອນຄວາມຮຽກຮ້ອງຕ້ອງການສູງ ຍ້ອນຂາດຄູອາຈານເຮັດໃຫ້ການຮັບພະນັກງານຄູບໍ່ມີເງື່ອນໄຂຫຼາຍປານໃດ ແລະ ເຫັນວ່ານັກສຶກສາຮຽນຈົບຜູ້ໃດຢາກເປັນຄູ ຄະນະກໍຮັບເອົາ ແລະ ຜູ້ທີ່ຖືກເປັນຄູສ່ວນຫຼາຍກໍແມ່ນລູກຫຼານ ຫຼື ຄົນຮັກແພງຂອງຄູອາຈານໃນຄະນະເຮັດໃຫ້ຜູ້ມີຄວາມສາມາດ ມີຄວາມຮູ້ຂາດໂອກາດໃນການເປັນຄູ. ແຕ່ກ່ອນແມ່ນມີການຮັບງວດດຽວ 10 ຄົນ ມາປັດຈຸບັນ ຮັບໄດ້ພຽງ 1 ແລະ 2 ຄົນຕໍ່ປີ.

7. ທັດສະນະລວມຕໍ່ການພັດທະນາ ມຊ ໃນໄລຍະຜ່ານມາເຫັນວ່າຂອດປະສານງານຍັງບໍ່ທັນໄດ້ຮັບຂໍ້ມູນທີ່ຊັດເຈນ ຂາດເທັກນິກໃນການຕິດຕໍ່ສື່ສານ ເຮັດໃຫ້ເອກະສານມີການຕົກເຮ່ຍເສຍຫາຍ ແລະ ບໍ່ທ່ວງທັນເວລາປານໃດ ແລະ ໜ່ວຍງານທີ່ຮັບຜິດຊອບຍັງກໍາໜ້າທີ່ຕົນເອງບໍ່ໄດ້ດີປານໃດ ເຮັດໃຫ້ມີຫຼາຍຂັ້ນຕອນໃນການດໍາເນີນວຽກໃນການປະສານງານຕ່າງໆ. ຂອດປະສານງານຂອງກົມສຶກສາຊັ້ນສູງ ແລະ ມຊ ເຮັດໃຫ້ມີບັນຫາໃນປີຜ່ານໆມາ ໃນການລົງທະບຽນນັກຮຽນບໍ່ໄດ້ຮຽນຕາມວິຊາທີ່ມັກ ແລະ ນັກຮຽນບໍ່ມາລົງທະບຽນ ເຮັດໃຫ້ການອະນຸມັດຊັກຊ້າ. ...ອໍານາດບໍລິຫານເຫັນວ່າຍັງຂຶ້ນກັບກົມສຶກສາຊັ້ນສູງໃນການຮັບເອົານັກສຶກສາ ການຄັດເລືອກນັກສຶກສາເຮັດໃຫ້ມີປັນຫາໃນປີຜ່ານໆມາ. ແຕ່ຖ້າ ມຊ ມີ ຄວາມເປັນເອກະລາດໃນການບໍລິຫານ ແລະ ຄຸ້ມຄອງຕົນເອງ ຫຼື ກາຍເປັນທະບວງການສຶກສາກໍອາດມີທັງຈຸດດີ ແລະ ຈຸດອ່ອນຄືກັນ, ຄວາມເປັນອິດສະຫຼະອາດເຮັດໃຫ້ເກີດມີການໃຊ້ສິດໃຊ້ອໍານາດເກີນຂອບເຂດ, ຖ້າເປັນທະບວງແລ້ວລັດຖະບານເອົາໃຈໃສຄວບຄຸມກໍດີ ຖ້າຂາດການເອົາໃຈໃສ່ກໍອາດເກີດມີການເຮັດວຽກ ແລະ ການຕັດສິນໃຈຂອງຄະນະນໍາບາງຄົນອາດມີແນວຄິດການຕັດສິນໃຈແບບໃນຕົວກໍເປັນໄດ້. ນັກວິຊາການ

ແມ່ນຍັງເຮັດວຽກຢ່າງອື່ນອີກ ເຊັ່ນວຽກບໍລິຫານເປັນສ່ວນໃຫຍ່ ທັງເຮັດວຽກ ແລະ ສອນເຮັດໃຫມີປັນຫາໃນວຽກວິຊາການ, ເງິນເດືອນຍັງບໍ່ພຽງພໍ.

8. ຄວາມຄາດຫວັງໃນອະນາຄົດ ຖ້າອີງໃສ່ແຜນພັດທະນາ ມຊ ເຊິ່ງມີການສົ່ງການຄົ້ນ ຄວ້າວິໄຈ ຢາກໃຫ້ຄູອາຈານມີບົດວິໄຈເພີ່ມຂຶ້ນ, ສົ່ງເສີມຄູອາຈານໃຫ້ມີລະດັບການສຶກສາສູງຂຶ້ນກວ່າເກົ່າ ແຕ່ແບບວິທີເຮັດວຽກບໍ່ໄດ້ຮັບການພັດທະນາ ນັກວິຊາການຍັງເຮັດວຽກບໍລິຫານບໍ່ມີເວລາເຮັດວິຊາສະເພາະ ເຫັນວ່າເປັນປັນຫາຍາກທີ່ຈະບັນລຸເປົ້າໝາຍ. ສະນັ້ນ, ມັນຈໍາ ເປັນຕ້ອງໄດ້ເອົາໃຈໃສ່ບັນຫາເສດຖະກິດຄູອາຈານເພີ່ມເງິນເດືອນຄູອາຈານ ແລະ ຄູອາຈານເອງຕ້ອງໄດ້ຕັດສິນໃຈໃນການພັດທະນາຕົນເອງ.

P37. Faculty of Letters, Head of Academic Affairs

1. 15 ປີຜ່ານມາ ຄະນະອັກສອນສາດກໍໄດ້ມີການປ່ຽນແປງການຈັດຈັ້ງ ມີການມອບໜ້າ ທີ່ໃຫ້ສ່ວນບຸກຄົນໃນດ້ານວິຊາການ.

2. ພາລະໜ້າທີ່ຕົ້ນຕໍຂອງຄະນະວິຊາແມ່ນຮັບເອົານະໂຍບາຍຈາກ ມຊ ແລະ ແຜນປະຈໍາປີມາປະຕິບັດ ໂດຍສະເພາະວຽກງານວິຊາການການພັດທະນານັກວິຊາການດ້ານພາສາສາດ. ພາກວິຊາແມ່ນຫົວໜ່ວຍປະຕິບັດນະໂຍບາຍ ແລະ ແຜນງານປະຈໍາປີ. ພາຍຫຼັງຄະນະວິຊາຮັບນັກສຶກສາແລ້ວ ພາກວິຊາກໍຈະຈັດຕັ້ງການສອນ ສ້າງນັກວິຊາການໃນຫຼັກສູດຕ່າງໆ. ນອກຈາກນັ້ນຍັງຄະນະ ແລະ ພາກວິຊາຍັງໄດ້ສິດສອນ ສົ່ງເສີມດ້ານວັດທະນາທໍາສັງຄົມ ແລະ ການເຄື່ອນໄຫວກິດຈະກໍາຕ່າງໆ ໂດຍອີງໃສ່ 5 ຫຼັກມູນການສຶກສາ 3 ຄຸນລັກສະນະ: ຄຸນສົມບັດສຶກສາ, ປັນຍາສຶກສາ, ສິລະປະສຶກສາ, ພາລະສຶກສາ, ແລະ ແຮງງານສຶກສາ. 3 ຄຸນລັກສະນະ: ລັກສະນະຊາດ, ລັກສະນະມະຫາຊົນ, ແລະ ລັກສະນະວິທະຍາສາດ.

3. 4. ແບບວິທີການເຮັດວຽກ ການຕັດສິນໃຈໃນສາຍງານວິຊາການແມ່ນຕ້ອງໄດ້ຜ່ານຄໍາເຫັນຈາກຄະນະບໍດີ ພະແນກວິຊາການມີໜ້າທີ່ຮັບເລື່ອງຈາກພາຍນອກ ຈາກຄະນະພາກວິຊາ ຈາກພະແນກຕ່າງໆ ແລະ ນັກສຶກສາພາຍໃນຄະນະ ແລ້ວນໍາສະເໜີຄະນະບໍດີ ເຊິ່ງມີຂັ້ນຕອນພົວພັນວຽກລະອຽດ, ແຕ່ກໍມີບາງວຽກງານທີ່ໄດ້ຖືກໃຫ້ສິດໃນການເຮັດວຽກ ເຊັ່ນ: ການໂອນຄະແນນແມ່ນພະແນກວິຊາການສາມາດດໍາເນີນການໄດ້.

5. ຄວາມເປັນຈິງແລ້ວງົບປະມານວິຊາການແມ່ນໄດ້ຈາກງົບປະມານລັດ ແລະ ຈາກລາຍຮັບວິຊາການການລົງທະບຽນນັກສຶກສາລະບົບພິເສດ ເຊິ່ງໄດ້ມີການແບ່ງປັນແລ້ວ, ເມື່ອຕີລາຄາແລ້ວງົບປະມານທາງດ້ານວິຊາການແມ່ນບໍ່ພຽງພໍກັບຄວາມຕ້ອງການ.

6. ທັດສະນະຄະຕິຕໍ່ກັບການພັດທະນາ ມຊ ໃນ 15 ປີຜ່ານມາເຫັນວ່າ ໃນການບໍລິຫານ ແລະ ຄຸ້ມຄອງ ມຊ ແມ່ນມີແຜນການພັດທະທະນາດີ, ມີກົດລະບຽບ, ແລະ ມີນິຕິກຳຕ່າງໆແຕ່ຍັງຂາດການຈັດຕັ້ງປະຕິບັດບໍ່ທັນໄດ້ດີ ແລະ ມີຫຼາຍໆປັດໃຈເຮັດໃຫ້ການຈັດຕັ້ງປະຕິບັດບໍ່ໄດ້ດີ ຕົວຢ່າງ: ເຮົາມີລະບຽບໃນການຕິດຕາມວິຊາການໃນການເຄື່ອນໄຫວບໍລິການວິຊາການໃຫ້ກັບພາກສ່ວນພາຍນອກ ແມ່ນບໍ່ໄດ້ຮັບການຕິດຕາມວ່າມີການບໍລິການຫຍັງແນ່ ແລະ ຕ້ອງໄດ້ເສຍພັນທະບໍ ເຮົາບໍສາມາດຈັດຕັ້ງປະຕິບັດໄດ້. ສະນັ້ນ, ຂັ້ນເທິງຄວນເນັ້ນການກວດກາ ຈັດຕັ້ງປະຕິບັດໃຫ້ໄດ້ຮັບຜົນໃນວຽກງານບໍລິການ ແລະ ວິຊາການ.

7. ໃນອະນາຄົດ ການພັດທະນາ ມຊ ຄວນເນັ້ນທາງດ້ານຄຸນນະພາບ ໄປພ້ອມໆກັບ ປະລິມານ ແລະ ປະຕິບັດແຜນການໃຫ້ມີປະສິດຕິຜົນ ໃຫ້ມີການກວດກາປະເມີນ ຖ້າຂາດການ ປະເມີນການພັດທະນາ ກໍຈະບໍ່ປ່ຽນແປງໄປຈາກຜ່ານໆມາ.

LMUA38-67

1. ການປ່ຽນແປງທາງດ້ານການບໍລິຫານການຄຸ້ມຄອງການເງິນໃນໄລຍະຜ່ານມາເຫັນວ່າມີຄວາມເປັນລະບົບລະບຽບກ່ອນເກົ່າ ການສັ່ງຈ່າຍແມ່ນແມ່ນມີລະບຽບ ແລະ ໂປ່ງໃສກ່ອນໄລຍະທຳອິດຂອງການສ້າງຕັ້ງ ມຊ, ລະບົບລາຍງານການເງິນພາຍໃນຄະນະນຳເອັງກໍຂາດການປະສານງານ ແລະຍັງບໍ່ເປັນລະບົບ ເຮັດໃຫ້ຄະນະນຳບາງຄົນ ແລະ ມະຫາຊົນບໍ່ສາມາດຮັບຮູ້ລາຍລະອຽດການໃຊ້ຈ່າຍງົບປະມານໃນແຕ່ລະປີ. ປັດຈຸບັນ ສາມາດເວົ້າໄດ້ວ່າ ການປະຕິບັດງົບປະມານຕ່າງໆສາມາດກວດກາໄດ້.

2. ໜ້າທີ່ຫົວໜ່ວຍການເງິນຄະນະແມ່ນຂື້ນແຜນງົບປະມານຄະນະ ກວດກາ ແລະ ລາຍງານການປະຕິບັດງົບປະມານ ນອກຈາກນີ້ແມ່ນຮັບຈ່າຍເບ້ຍລ້ຽງຕ່າງໆ.

3.4. ການຕັດສິນທາງດ້ານການເງິນແມ່ນຄະນະບໍດີເປັນຜູ້ຕັດສິນຊີ້ຂາດສຸດທ້າຍ ແຕ່ກໍ່ໄດ້ຜ່ານການກວດກາ ແລະ ເຊັນຈາກພະແນກການເງິນ ຫຼັງຈາກມີການສະເໜີມາຈາກພາກ ແລະ ພະແນກຕ່າງໆຂອງຄະນະ. ໃນໄລຍະຕົ້ນໆ ຍັງມີປັນຫາໃນຂອດການປະສານງານ ເພາະວ່າບາງວຽກບໍ່ໄດ້ຜ່ານພະແນກການເງິນແລ້ວຂໍຄຳເຫັນ ແລະ ລາຍເຊັນນຳຄະນະບໍດີເລີຍ ເຮັດໃຫ້ວຽກງານການເງິນບໍ່ເປັນລະບົບ ບໍ່ໄດ້ຮັບການກວດກາກ່ອນຂໍອະນຸມັດ ແລະ ລາຍເຊັນ ຈາກຄະນະບໍດີ.

6. ການຕອບສະໜອງງົບປະມານດ້ານວິຊາການເຫັນວ່າດີ. ວຽກງານການຮັບພະນັກງານເຫັນວ່າໃນແຕ່ລະປີແມ່ນມີການອະນຸມັດໂຄຕ້ານ້ອຍ ແລະ ເຮັດໃຫ້ມີການຂາດແຄນພະນັກງານການເງິນ ແລະ ບຸກຄະລາກອນ ຍັງບໍ່ມີພະນັກງານສະເພາະ ເພາະພະນັກງານເຮັດວຽກບໍລິຫານສ່ວນຫຼາຍກໍເຮັດວຽກວິຊາສະເພາະໃນການສອນໄປພ້ອມໆກັນ.

ການຮັບພະນັກງານໃນໄລຍະກ່ອນແມ່ນດ້ວຍວິທີເຝິກງານ ຫຼື ອາສາສະໝັກ ແລະ ຜ່ານການຕຶກລົງພາຍໃນສະພາຄະນະ ດ້ວຍການຮັບເອົາຜູ້ທີ່ມາເປັນສັນຍາຈ້າງກ່ອນ ຈຶ່ງໄດ້ຮັບໂຄຕ້າພະນັກງານສົມບູນ ເມື່ອໄດ້ຮັບໂຄຕ້າ ແບ່ງປັນຈາກກະຊວງສຶກສາທິການ ແລະ ກິລາ. ປັດຈຸບັນ ແມ່ນບໍ່ມີການຮັບພະນັກງານສັນຍາຈ້າງ.

7. ການບໍລິຫານ ແລະ ຄຸ້ມຄອງ ມຊ ໂດຍລວມ ເຫັນວ່າມີການປະຕິບັດຕາມນະໂຍບາຍ ແລະ ແນວທາງຂອງພັກລັດ. ສຳລັບການບໍລິຫານ ແລະ ຄຸ້ມຄອງພາຍໃນຄະນະກໍໄດ້ມີການປ່ຽນແປງຈັດຕັ້ງໂຄງຮ່າງການຈັດຕັ້ງຄືນໃໝ່, ໂດຍຜ່ານການສ່ອງແສງຈາກຄະນະພັກ ມຊ ແລ້ວ ເຫັນວ່າ ຄະນະເຮົາຍັງຂາດຄວາມສາມັກຄີ ແຕ່ຄວາມເປັນຈິງທຸກຄົນພາຍໃນຄະນະກໍມີຄວາມສາມັກຄີດີ ເຮັດໃຫ້ມີຄຳຖາມວ່າ ເອົາສິ່ງໃດມາເປັນຕົວວັດໃນຄວາມສາມັກຄີ.

ໃນໄລຍະ 15 ປີຜ່ານມາ ສຳລັບການບໍລິຫານ ແລະ ການຄຸ້ມຄອງ ມຊ ແລ້ວ ເຫັນວ່າ ໃນລະດັບດີແຕ່ການໃຊ້ຈ່າຍງົບປະມານແລ້ວແມ່ນພາຍໃຕ້ລະບຽບກົດໝາຍຂອງກະຊວງການເງິນ, ສະນັ້ນ ສິ່ງທີ່ຈຳເປັນຕ້ອງເບິ່ງລະບຽບຄືນໃໝ່.

8. ຄວາມຄາດຫວັງຕາມທັດສະນະການອະນຸມັດການເງິນຄວນອະນຸມັດຕາມການສະເໜີງົບປະມານໃນແຕ່ລະປີ ຄວນມີເອກະລາດໃນການຈ່າຍ ແລະ ເພີ່ມງົບປະມານໂດຍໃຫ້ມີການຈ່າຍປະມານ 60 ຫາ 70 ເປີເຊັນຂອງວົງເງິນທີ່ຫາມາໄດ້.

LMUA39-67

1. ການປ່ຽນແປງທາງດ້ານການເງິນລະດັບຄະນະວິຊາແມ່ນໄດ້ມີການປ່ຽນແປງດ້ວຍການຂະ ຫຍາຍໂຄງຮ່າງການບໍລິຫານ ແຕ່ກ່ອນການເງິນແມ່ນໜ່ວຍງານທີ່ຂຶ້ນກັບພະແນກສັງລວມ. ປັດຈຸບັນ ແມ່ນໄດ້ແຍກເປັນພະແນກເງິນ ແລະ ຊັບສິນ ຕັ້ງແຕ່ເດືອນ 4 ປີ 2010 ເປັນຕົ້ນມາ.

2. ໜ້າທີ່ການເງິນແມ່ນປະຕິບັດຕາມພາຍໃຕ້ການຊີ້ນຳນຳພາຂອງການນຳຄະນະວິຊາ, ການບໍລິຫານ ແລະ ຄຸ້ມຄອງການເງິນແມ່ນອີງໃສ່ລະບຽບການເງິນຂອງ ມຊ ແລະ ກະຊວງການເງິນໃນການປະຕິບັດລາຍຮັບລາຍຈ່າຍ, ປະເພດລາຍຮັບແມ່ນຈະປະກອບມີງົບປະມານລັດ ແລະ ລາຍຮັບຈາກເກັບຄ່າຮຽນນັກສຶກສາ ຄ່າທຳນຽມ ແລະ ອື່ນໆ.

3. ການຕັດສິນບັນຫາແມ່ນຂຶ້ນກັບຄະນະນຳຂອງຄະນະວິຊາ ຫົວໜ້າພະແນກບໍ່ສາມາດຕັດສິນດ້ວຍຕົນເອງ ແຕ່ກໍມີຄວາມເປັນເອກະລາດໃນລະດັບໜຶ່ງ ເພາະວຽກງານການເງິນບໍ່ຈຳເປັນຕ້ອງຜ່ານພະແນກບໍລິຫານສັງລວມຄືແຕ່ກ່ອນ, ເອກະສານທຸກຢ່າງແມ່ນຈະຜ່ານຄຳເຫັນຈາກຄະນະບໍດີເລີຍ.

4. ການຕັດສິນໃຈໃນວຽກງານການເງິນຂອງຄະນະສາມາດຕັດສິນກ່ຽວກັບເງິນບໍລິຫານ ສາມາດອະທິບາຍຄວາມຈຳເປັນນ້ອຍຫຼາຍໃນການໃຊ້ຈ່າຍ ໂດຍສົມທຽບກັບພາກສ່ວນອື່ນ. ແຜນທີ່ຂຶ້ນໄວ້ ແລະ ງົບປະມານທີ່ມີຢູ່ແຕ່ກ່ອນບໍ່ມີລະບຽບການຈ່າຍທີ່ແນ່ນອນ ເຮັດໃຫ້ມີການໃຊ້ຈ່າຍເງິນນອກແຜນບໍ່ເປັນລະບົບ ເຊິ່ງເປັນປະເດັນທີ່ນຳມາເວົ້າ ແລະ ແກ້ໄຂບໍ່ຕົກຈັກເທື່ອ ຍ້ອນເຫດຜົນພາກສ່ວນອື່ນບໍ່ເຂົ້າໃຈລະບຽບການເງິນ ແລ້ວມີການໃຊ້ຈ່າຍບໍ່ເປັນລະບົບ. ທີ່ຜ່ານມາຫຼາຍພາກສ່ວນກໍເຂົ້າໃຈວ່າ ເຮົາມີເງິນເປັນຫຍັງບໍ່ຈ່າຍ ແຕ່ຄວາມຈິງແລ້ວເຮົາຕ້ອງໄດ້ຈ່າຍໄປຕາມແຜນງົບປະມານ.

6. ງົບປະມານຈາກພາກລັດໃນການພັດທະນາຍົກລະດັບວິຊາສະເພາະຜ່ານມາໄດ້ຮັບລຸ້ນດຽວໃນການຍົກລະດັບປະລິນຍາໂທໂດຍທຶນຮ່ວມ 70 ເປີເຊັນແມ່ນຈາກລັດຖະບານ, ງົບປະມານສະເພາະພັດທະນາວິຊາການສັງເກດເຫັນມີນ້ອຍຫຼາຍ.

7. ໃນໄລຍະຜ່ານມາ ຄວາມເປັນເອກະລາດທາງດ້ານການບໍລິຫານເຫັນວ່າຍັງມີປັນຫາ ມີການໃຊ້ຫຼັກການເກີນໄປ ເຮັດໃຫ້ການເຄື່ອນໄຫວວຽກງານຕ່າງໆຊັກຊ້າເສຍເວລາ. ການປະຕິບັດວຽກງານໃດໆ ແມ່ນໄດ້ຜ່ານຂໍຄຳເຫັນຈາກຄະນະບໍດີ ແລະ ບໍ່ໄດ້ຕັດສິນໃຈດ້ວຍຕົນເອງ ການປະຕິບັດວຽກຕ່າງໆ ແມ່ນບົນພື້ນຖານລະບຽບຂອງ ມຊ.

ຈຸດດີ ແລະ ຈຸດອ່ອນ ຖ້າເຮົາຈະເປັນເອກະລາດໃນການບໍລິຫານ ແລະ ຄຸ້ມຄອງການເງິນ ສາມາດຕີລາຄາໄດ້ວ່າ ການເປັນເອກະລາດກໍເຮັດໃຫ້ເຮົາສາມາດເຮັດວຽກດ້ວຍຕົນເອງໄດ້ດີຂຶ້ນ ທີ່ຜ່ານມາຍັງຂຶ້ນກັບພາກສ່ວນອື່ນຢູ່ ແລະ ເຫັນວ່າມີຄວາມຫຍຸ້ງຍາກຫຼາຍ ເພາະຜູ້ເຮັດວຽກຕົວຈິງບາງຄົນບໍ່ມີຄວາມຮູ້ດ້ານການເງິນ ແລະ ບໍ່ເຂົ້າໃຈວຽກງານການເງິນ. ຈຸດອ່ອນອີກກໍຖືກຕຳນິຈາກຄະນະນຳຂອງຄະນະວິຊາ ແລະ ພາກສ່ວນຕ່າງໆ ໃນການປະຕິບັດວຽກງານການເງິນ ທີ່ບາງຄັ້ງບໍ່ສາມາດຕອບສະໜອງ ແລະ ອະນຸມັດຕາມຂໍ້ສະເໜີຈາກພາກສ່ວນຕ່າງໆ ແຕ່ຄວາມຈິງແລ້ວພະແນກການເງິນແມ່ນປະຕິບັດຕາມລະບຽບການເງິນທຸກຢ່າງ. ຈຸດດີ: ຖ້າມີຄວາມເປັນເອກະລາດໃນວຽກງານການເງິນແລ້ວຈະເຮັດໃຫ້ສາມາດຕັດສິນໃຈງ່າຍຂຶ້ນໂດຍອີງໃສ່ລະບຽບ ມຊ ແລະ ລະບຽບການເງິນກະຊວງການເງິນເລີຍ. ທັດສະນະຕໍ່ການບໍລິຫານ ມຊ ໂດຍລວມດ້ານວິຊາການເຫັນວ່າບໍ່ມີພະນັກງານວິຊາການຜູ້ມີຄວາມສາມາດສະເພາະດ້ານທີ່ເກັ່ງ ໃນການກວດກາເອກະສານວິຊາການ ແລະ ໃຫ້ຄວາມເຫັນຕ່າງໆກ່ຽວກັບວຽກວິຊາການທີ່ສະເໜີຂຶ້ນໄປຫາ ມຊ. ຕົວຢ່າງ: ສະເໜີຂໍຮຽບຮຽງເອກະສານຜ່ານມາ ສັງເກດເຫັນວ່າຍັງຂາດນັກວິຊາການໃນການກວດກາ ແລະ ໃຫ້ຄຳເຫັນກ່ຽວກັບວິຊາສະເພາະດ້ານ. ສະນັ້ນ ຖ້າບໍ່ມີກໍຄວນຄັດເອົານັກວິຊາການຈາກຄະນະຕ່າງໆ ໄປໂຮມກັນໄດ້ ແຕ່ເປັນຫຍັງທີ່ຜ່ານມາຂາດການເອົາໃຈໃສ່ໃນລັກສະນະນີ້; ມຊ ຄວນມີຄະນະກຳມະການວິຊາ ການທີ່

ເກ່ງ. ເຖິງແມ່ນວ່າຈະໃຫ້ອຳນາດວິຊາການໃນຂັ້ນພື້ນຖານ ຂັ້ນເທິງກໍຄວນມີຄະນະກຳມະການທີ່ສາມາດກວດກາ ແລະ ໃຫ້ຄຳເຫັນວຽກງານວິຊາການໄດ້ເພື່ອໃຫ້ເປັນລະບົບ ແລະ ບໍ່ໃຫ້ຂັ້ນລຸ່ມເຮັດວຽກໄປໂດຍລຳພັງ ແນ່ໃສ່ເຮັດການພັດທະນາວິຊາການມີຄວາມສົມບູນຂຶ້ນກ່ອນເກົ່າ. ສະນັ້ນ ເຮົາຕ້ອງໄດ້ມີການປັບປຸງດ້ານນີ້, ນອກຈາກນີ້ ຍັງສັງເກດເຫັນວ່າ ຄວາມບໍ່ເປັນເອກະພາບທາງດ້ານການປະຕິບັດຫຼັກສູດໃນບັນຫາໜ່ວຍກິດ ວິຊາເລືອກເສລີເຮັດໃຫ້ມີການເກັບເງິນນັກຮຽນບໍ່ເປັນລະບົບ. ສະນັ້ນ, ວິຊາການດ້ານນີ້ຄວນມີລະບົບຊັດເຈນ ແລະ ວາງລະບຽບນັກຮຽນໃຫ້ຊັດເຈນຂຶ້ນ. ຈຸດອ່ອນ: ດ້ານການເງິນໃນໄລຍະຜ່ານມາກ່ອນມີການປ່ຽນແປງ ເຫັນວ່າເຮັດວຽກມີຫຼາຍຂັ້ນຕອນ ແລະ ໃຊ້ເວລາຫຼາຍເກີນໄປໃນການພິຈາລະນາ ພ້ອມດຽວກັນຜູ້ບໍລິການກໍຍັງບໍ່ມີຄວາມຮູ້ດ້ານການເງິນດີ ບໍ່ມີວິຊາສະເພາະເກ່ງໃນລະດັບບໍລິຫານ.

8. ຄວາມຄາດຫວັງຕໍ່ການພັດທະນາ ມຊ ໃນອະນາຄົດ, ມຊ ຄວນສົ່ງເສີມສ້າງພະນັກງານສືບທອດທີ່ເກ່ງ ມີຄວາມສາມາດ ໂດຍສະເພາະທາງດ້ານພາສາອັງກິດ ແລະ ເທັກໂນໂລຢີຕ້ອງໄດ້ປັບປຸງເຄືອຂ່າຍການເຮັດວຽກໃຫ້ດີ ນັບແຕ່ເທິງລົງລຸ່ມ ແທນທີ່ຈະມີລະບົບເຊື່ອມຕໍ່ກັນຈາກທຸກພາກສ່ວນ ແຕ່ບໍ່ສາມາດພັດທະນາໄດ້ໃນໄລຍະຜ່ານມາ, ສະນັ້ນ ເຮົາຕ້ອງມີການພັດທະນາດ້ານນີ້ໃຫ້ສາມາດເຊື່ອມຕໍ່ກັນໄດ້ທຸກພາກສ່ວນຄົນລຸ້ນໃໝ່ຕ້ອງມີການພັດທະນາ. ດ້ານການເງິນ ກົດລະບຽບ ຫຼື ການລາຍງານຕ້ອງເປັນລະບົບດຽວ ໂດຍມີການລາຍງານ ແລະ ແຈ້ງການຜ່ານລະບົບເທັກໂນໂລຢີ.

LMUA40-67

1. ການປ່ຽນແປງທາງດ້ານການເງິນສຳລັບຄະນະແລ້ວ ທຳອິດແມ່ນຂຶ້ນກັບການເງິນຂັ້ນ I ຕໍ່ມາ ໄດ້ມີການແຍກເປັນການເງິນຂັ້ນ II ເຊິ່ງມີການບໍລິຫານກ່ຽວກັບລາຍຮັບວິຊາການທີ່ໄດ້ຈາກການເກັບຄ່າຮຽນຈາກນັກສຶກສາ. ການແຍກຕົວອອກຈາກການເງິນຂັ້ນ I ແມ່ນເພື່ອ ເຮັດໃຫ້ວຽກງານການເງິນມີການຄ່ອງຂຶ້ນແຕ່ກ່ອນຂຶ້ນກັບ ມຊ ເລີຍແມ່ນຊ້າ ແຕ່ການແບ່ງວຽກບໍລິຫານທາງດ້ານການເງິນນັ້ນກໍຍັງຂຶ້ນກັບການຊີ້ນຳນຳພາຈາກຄະນະບໍດີ ແລະ ອະທິການບໍດີໃນການປະຕິບັດການຈ່າຍ ການອະນຸມັດ ໂດຍປະຕິບັດຕາມລະບຽບກະຊວງການເງິນ. ແຕ່ກ່ອນແມ່ນຮັບຄຳສັ່ງຈາກອະທິການບໍດີ ຫຼັງຈາກເປັນຫົວໜ່ວຍການເງິນຂັ້ນ II ການສັ່ງການແມ່ນຂຶ້ນກັບຄະນະບໍດີ ເຮັດໃຫ້ບໍລິຫານ ແລະ ການບໍລິການວິຊາການໄວຂຶ້ນກ່ອນເກົ່າ.

2. ໜ້າທີ່ຕົ້ນຕໍຫົວໜ່ວຍການເງິນຂັ້ນ I ແມ່ນມີໜ້າທີ່ບໍລິຫານການຈັດການການນຳໃຊ້ເງິນ ງົບປະມານໃຫ້ຖືກຕ້ອງຕາມລະບຽບຂອງກະຊວງການເງິນ ໃຫ້ມີການໃຊ້ຈ່າຍໃຫ້ຖືກເປົ້າໝາຍແນ່ນອນທີ່ສຸດ ບໍ່ໃຫ້ມີຊ່ອງວ່າງ ແລະ ໃກ້ຄຽງຄວາມເປັນຈິງທີ່ສຸດ.

3. ໃນການຕັດສິນວຽກງານການເງິນ ເຫັນວ່ານິຕິກຳເຮົາຍັງບໍ່ເຫັນ ອີງໃສ່ການປະຕິບັດຜ່ານມາ ແມ່ນສາມາດດຳເນີນການອະນຸມັດໄດ້ໃນວົງເງິນຕ່ຳກວ່າໜຶ່ງລ້ານກີບລົງມາ ເຊັ່ນ: ວຽກງານທີ່ຮີບດ່ວນ, ເງິນນ້ຳມັນແມ່ນສາມາດຈ່າຍກ່ອນໄດ້ ນີ້ແມ່ນສິ່ງທີ່ເຄີຍປະຕິບັດມາ.

4. ການຕັດສິນໃຈຂອງນັກວິຊາການເຮົາໃນລະດັບຄະນະວິຊາເຫັນວ່າເຮັດໄດ້ດີ ໃນການພັດທະນາຫຼັກສູດປະລິນຍາໂທ ແລະ ມີແຜນຂະຫຍາຍຫຼັກສູດ.

5. ງົບປະມານສະໜັບສະໜູນວິຊາການໃນໄລຍະຜ່ານມາ ແຕ່ກ່ອນເລື່ອງງົບປະມານສ່ວນຫຼາຍແມ່ນມີງົບປະມານຮັບໃຊ້ວິຊາການ ແຕ່ກໍມີງົບປະມານລັດອີກສ່ວນໜຶ່ງອີກ. ໃນມໍ່ໆນີ້ກໍ່ເລີ່ມເຫັນເງິນຊ່ວຍເຫຼືອຂອງລັດຖະບານ ແຕ່ໃນໄລຍະຜ່ານມາເຫັນວ່າຍັງມີການສະໜັບສະໜູນນ້ອຍຫຼາຍ ເງິນທີ່ຫາມາໄດ້ເອົາເປັນລາຍຈ່າຍວິຊາການກໍຍັງບໍ່ພຽງພໍການພັດທະນາບຸກຄະລາກອນ ແລະ ວຽກງານວິຊາການ.

6. ການພັດທະນາ ມຊ ໃນໄລຍະ 15 ປີຜ່ານມາ ເຫັນວ່າມີດ້ານດີຂຶ້ນຫຼາຍອັນ ທາງດ້ານການພັດທະນາຊັບພະຍາກອນມະນຸດກໍໄດ້ມີຍົກຂຶ້ນມາເວົ້າເລື້ອຍໆ.

7. ຄວາມຄາດຫວັງຕໍ່ການພັດທະນາ ມຊ ໃນອະນາຄົດ: 1. ການນຳຕ້ອງເຂັ້ມແຂງ ພະຍາຍາມ ເປັນຈຸດຢືນ ເປັນແບບເປັນຢ່າງ ໃຫ້ຄວາມສະເໝີພາບໃນການໃຫ້ທຶນການສຶກສາ ແລະ ໃຫ້ເບິ່ງຄວາມເໝາະສົມບໍ່ໃຫ້ຢູ່ໃນຂອບເຂດພັກພວກຫຼາຍເກີນໄປສຳລັບຜູ້ນຳສຳຄັນ 2. ຈາກນັ້ນບຸກຄະລາກ່ອນເອງກໍຄວນໄດ້ຮັບມີການສຶກສາອົບຮົມຄືກັນ

LMUA41-67

1. ການປ່ຽນແປງໃນໄລຍະຜ່ານມາໃນຄະນະວິທະຍາສາດທຳມະຊາດເຫັນວ່າມີການປ່ຽນແປງຫຼາຍຢ່າງ ໂດຍສະເພາະການພັດທະນາວຽກງານວິຊາການແມ່ນດີຂຶ້ນ ມີອຸປະກອນການນຳໃຊ້ເພີ່ມຂຶ້ນ ມີການຄົ້ນຄວ້າເຮັດວິໄຈຫຼາຍຂຶ້ນ ການການພັດທະນາຊັບພະຍາກອນບັນລຸເປົ້າໝາຍຕາມເປົ້າໝາຍຕາມອັດຕາສ່ວນຈາກ 136 ສາມາດເປັນໄດ້ 137, ໂຄງຮ່າງການຈັດຕັ້ງກໍໄດ້ ມີການປ່ຽນແປງທຸກໆ 5 ປີ.

ສຳລັບວຽກງານການເງິນແລ້ວ ລາຍຮັບລາຍຈ່າຍແມ່ນເພີ່ມຂຶ້ນຍ້ອນມີລາຍຮັບຕົ້ນຕໍມາຈາກການລົງທະບຽນຂອງນັກສຶກສາ ແຕ່ກໍມີລາຍຈ່າຍເພີ່ມຂຶ້ນຫຼາຍຄືກັນຍ້ອນການບໍລິຫານທີ່ມີຈຳນວນພົນຫຼາຍກໍ່ຈະມີການໃຊ້ຈ່າຍຫຼາຍ ມີການບຳລຸງຮັກສາຫ້ອງຮຽນຫ້ອງສອນ ແລະ ຊື້ອຸປະກອນການຮຽນການສອນເພີ່ມຂຶ້ນ. ການເພີ່ມລາຍລາຍຮັບລາຍຈ່າຍນັ້ນແມ່ນສາມາດເຮັດໃຫ້ພະນັກງານເຮົາ ອົງກອນຂອງເຮົາມີການພັດທະນາຂຶ້ນ ເພາະມັນໝາຍເຖິງການລົງທຶນໃສ່ການພັດທະນາ ໂດຍສະເພາະຄູອາຈານສາມາດເຮັດບົດຄົ້ນຄວ້າ ແລະ ວິໄຈຫຼາຍຂຶ້ນ ເພາະເປັນຄະນະວິທະນາສາດ ເປົ້າໝາຍຄະນະກໍ່ແມ່ນເລັ່ງໃສ່ການວິໄຈ.

2. ໜ້າທີ່ຕົ້ນຕໍຂອງຄະນະພາກວິຊາວິທະຍາສາດທຳມະຊາດ ແມ່ນໃຈກາງໃນການເຜີຍແຜ່ ແລະ ສ້າງນັກວິຊາການວິທະຍາສາດ ເປັນຕົ້ນແມ່ນຄະນິສາດ ຟີຊິກ ເຄມີ ຊີວະ.

3. ການຕັດສິນໃຈໃນໜ້າທີ່ວຽກງານແມ່ນຈະກຳນົດດ້ວຍສິດ ແລະ ໜ້າທີ່ຂອງໃຜລາວ ເຊັ່ນ: ຄະນະບໍດີກໍມີຮ່າງກຳນົດສິດ ແລະ ໜ້າທີ່, ຫືວໜ້າພະແນກການເງິນກໍມີສິດ ແລະ ໜ້າ ທີ່ກຳນົດໄວ້.

4. ຄວາມເປັນເອກະລາດຂອງນັກວິຊາການພາຍໃນຄະນະແມ່ນສາມາດຄົ້ນຄວ້າ ແລະ ວິໄຈຕາມນັກວິຊາການຕ້ອງການ ແຕ່ສຳຄັນຕ້ອງໄດ້ມີການຂຽນບົດສະເໜີໂຄງການເພື່ອຂໍທຶນຖ້າໄດ້ຮັບອະນຸມັດກໍສາມາດດຳເນີນການໄດ້. ນັກວິຊາການມີສິດວາງແຜນການວິໄຈບົດຄົ້ນຄວ້າ ແລະ ມີສິດພັດທະນາຕົນເອງຍົກລະດັບຄວາມຮູ້ຄວາມສາມາດ, ເຖິງວ່າທາງຄະນະອາດຈະມີບຸລິມະສິດໃຫ້ກັບສ່ວນບຸກຄົນໃນແຕ່ລະກໍລະນີກໍຕາມ ຫາກແຕ່ວ່າຖ້າຜູ້ໃດສາມາດຊອກທຶນໄດ້ເອງທາງຄະນະກໍອະນຸຍາດໃນການພັດທະນາຕົນເອງໄດ້.

5. ຮູບແບບການສະໜັບສະໜູນງົບປະມານຂອງຄະນະຂອງ ມຊ ແມ່ນການຫາເງິນເພື່ອກຸ້ມຕົນເອງຈະບໍ່ແມ່ນສະໜັບສະໜູນ ມຊ ຈະເປັນພຽງຜູ້ຄວບຄຸມເບິ່ງແຍງ. ສ່ວນຄະນະແມ່ນຈະຕ້ອງຫາລາຍຮັບຈາກການເກັບຄ່າທະບຽນນັກສຶກສາ ຫຼັງຈາກເກັບກຳລາຍຮັບແລ້ວ ລາຍຮັບທັງໝົດແມ່ນຈະຖືກໂອນເຂົ້າລາຍຮັບຂອງລັດຖະບານ ຕ່າງແຕ່ວ່າຄະນະສາມາດໃຊ້ຈ່າຍໄດ້ໃນຮ່ວງທີ່ຫາມາໄດ້ຕາມແຜນການປະຈຳປີ ແລະແຜນຈ່າຍປະຈຳປີທີ່ຂຶ້ນໄວ້ຕາມລະດັບໃຫຍ່ນ້ອຍຂອງແຜນການ. ນອກຈາກນັ້ນ, ເຮົາກໍ່ສາມາດຂໍເງິນຈາກຮ່ວງລັດຖະບານໄດ້ຄືກັນ ໂດຍການຂຶ້ນແຜນສະເໜີລະອຽດຄວາມຈຳເປັນໃນການໃຊ້ຈ່າຍ, ຖ້າມີການອະນຸມັດເຮົາຈິ່ງສາມາດນຳໃຊ້ງົບປະມານລັດຖະບານໄດ້.

6. ການພັດທະນາໃນໄລຍະຜ່ານມາຂອງ ມຊ ນັບແຕ່ປີ 1996 ເຫັນວ່າມີການປ່ຽນແປງ ແລະ ມີຜົນສຳເລັດຫຼາຍ ມີຕຶກໃໝ່ຂຶ້ນມາໃນແຕ່ລະຄະນະ ນັກວິຊາການໃນແຕ່ລະຄະນະມີການພັດທະນາ ແລະຍົກລະດັບຫຼາຍຂຶ້ນ ເຫັນວ່າມີຫຼາຍຈຸດດີ. ສຳລັບຈຸດອອ່ນແມ່ນມີຫຼາຍ ເຊັ່ນ: ການບຸກລຸກທີ່ດິນ ເຊິ່ງ ມຊເຮົາຍັງບໍ່ສາມາດແກ້ໄຂໄດ້ດີຍ້ອນບໍ່ມີຂໍ້ກຳນົດລະອຽດໃນການຄຸ້ມຄອງທີ່ດິນ. ນອກຈາກນີ້ ຄຸນນະພາບການສຶກສາແມ່ນບໍ່ທັນໄດ້ດີ ການປະຕິບັດລະບຽບວິໄນຂອງນັກສຶກສາແມ່ນປະຕິບັດບໍ່ໄດ້ດີຄືກັນ ນັກສຶກສາຊາຍໃສ່ຕຸ້ມຫູ, ການປັບປຸງໂຄງຮ່າງພື້ນຖານກໍ່ບໍ່ທັນໄດ້ດີ ລະບົບໄຟຟ້າບໍ່ທັນສະໄໝ ການປັບປຸງຫ້ອງຮຽນກໍ່ຍັງບໍ່ໄດ້ດີ ຫ້ອງຮຽນບໍ່ໄດ້ຮັບການເອົາໃຈໃສ່ປັງປຸງ ແລະ ອຸປະກອນການຮຽນການສອນແມ່ນຂາດແຄນ, ສະນັ້ນມຊ ເຮົາຄວນມີການລົງທຶນໃສ່ບັນຫາດັ່ງກ່າວນີ້ໃຫ້ດີຂຶ້ນ ແລະ ເໝາະສົມ. ຄວາມຈິງແລ້ວ ມຊ ກໍເປັນຈຸດ

ໃຈກາງໃນການສ້າງນັກວິຊາການໃນດ້ານຕ່າງໆເພື່ອປະເທດຊາດ, ສະນັ້ນ ຖ້າບໍ່ລົງທຶນໃສ່ການປັບປຸງ ແລະ ການກໍ່ສ້າງໂຄງຮ່າງພື້ນຖານໃຫ້ໄດ້ດີຂຶ້ນ ການກໍ່ສ້າງນັກວິຊາການໃຫ້ໄດ້ມາດຕະຖານກໍເປັນເລື່ອງຍາກ.

7. ຄວາມຄາດຫວັງໃນການພັດທະນາ ມຊ ໃນອະນາຄົດ ມຊ ຈະເປັນສູນກາງສ້າງນັກວິຊາການຕອບສະໜອງໃຫ້ແກ່ການພັດທະນາປະເທດຊາດ, ສະນັ້ນ ທຸກຄົນທີ່ຈະຈົບອອກໄປຕ້ອງ ເປັນນັກວິຊາການທີ່ດີ ແລະ ມີຄຸນນະພາບ ມີຄວາມສາມາດຊ່ວຍການພັດທະນາປະເທດຊາດເຮົາໃຫ້ເທົ່າທຽມກັບປະເທດອື່ນໆ. ແນ່ນອນ ຄູອາຈານເຮົາກໍຕ້ອງກາຍເປັນນັກວິໄຈ ເປັນຜູ້ຕອບສະໜອງຂໍ້ມູນຂ່າວສານໃຫ້ແກ່ລັດຖະບານໃນການພັດທະນາ ແລະ ລັດຖະບານກໍຕ້ອງໄດ້ອາໃສຄູອາຈານໃນ ມຊ ເພື່ອຄົ້ນຄວ້າວິໄຈ ເພື່ອຫາຊ່ອງທາງໃນການພັດທະນາວ່າຈະມີຄວາມເປັນໄປໄດ້ຫຼາຍປານໃດ.

LMUA42-67

1. ການປ່ຽນແປງໃນໄລຍະຜ່ານມາໃນວຽກງານການເງິນຄະນະນິຕິສາດ ລັດຖະສາດ ເຫັນວ່າໄດ້ມີການປ່ຽນແປງທາງດ້ານໂຄງຮ່າງການຈັດຕັ້ງພາຍໃຕ້ການຊີ້ນຳນຳພາເດັດຂາດຈາກຄະນະບໍດີໃນການຮັບການຈ່າຍ.

2. ໜ້າທີ່ຕົ້ນຕໍພະແນກການເງິນແມ່ນສ້າງແຜນງົບປະມານປະຈຳປີ ທັງລາຍຮັບ ແລະ ລາຍຈ່າຍ ເຊິ່ງລາຍຮັບຈະມີ 2 ປະເພດ ຄື: ລາຍຮັບວິຊາການ ແລະ ລາຍຮັບຈາກງົບປະມານລັດ ເຊິ່ງອະນຸມັດໃຫ້ມີພຽງແຕ່ເງິນເດືອນ ແລະ ເບ້ຍລ້ຽງ ການເບີກຈ່າຍແມ່ນໃຊ້ລະບົບທະນາຄານ ໂດຍຜ່ານບັດເອທີເອັມ ບໍ່ແມ່ນເງິນສົດຄືເມື່ອກ່ອນ, ເຫຼືອນັ້ນ ລັດຖະບານຕັດໝົດທຸກຢ່າງ. ການໃຊ້ຈ່າຍບໍລິຫານນັ້ນ ແມ່ນຂຶ້ນກັບລັດຖະບານອະນຸມັດການໃຊ້ຈ່າຍຕາມແຜນທີ່ຄະນະຂຶ້ນໄປ ໂດຍສາມາດນຳໃຊ້ເງິນຈາກລາຍຮັບວິຊາການເຊັ່ນ: ເງິນຄະນະຫາເອງໄດ້ຈາກການເກັບຄ່າຮຽນ ລົງທະບຽນ ແລະ ອື່ນໆ. ...ຜ່ານມາ ການກໍມີບັນຫາໃນການຂຶ້ນແຜນທີ່ບໍ່ເປັນເອກະພາບກັນໃນແຕ່ລະຄະນະ ບາງຄະນະຂຶ້ນ ແຜນນ້ອຍລາຍຮັບຫຼາຍຈ່າຍບໍ່ໄດ້, ສະນັ້ນຂັ້ນເທິງຈຶ່ງໄດ້ມີການກວດກາເລື້ອຍໆ. ...ການຈ່າຍສ່ວນຫຼາຍແມ່ນມີອຸປະສັກເງິນບໍ່ພໍ ເພາະການຈ່າຍຕົວຈິງເຫັນວ່າມີການຈ່າຍນອກແຜນຫຼາຍ ເພາະແຜນຄາດຄະເນແມ່ນເອົາຕາມຕົວເລກທີ່ອະນຸມັດຕົວຈິງ ແຕ່ພັດມາຈ່າຍຕົວຈິງແລ້ວພັດເກີນແຜນເຊິ່ງເຮົາເອີ້ນວ່າລາຍຈ່າຍນອກແຜນເຊິ່ງບັນຫານີ້ເກີດຂຶ້ນກັບເກືອບທຸກໆຄະນະວິຊາ ການຈ່າຍເກີນ ຫຼື ຈ່າຍນອກແຜນນັ້ນລັດຖະບານຈະບໍ່ຮັບຮູ້ຫຍັງ ເວລາພາກສ່ວນກ່ຽວຂ້ອງມາກວດເຫັນການຈ່າຍເກີນແຜນ ພາກສ່ວນກ່ຽວຂ້ອງຈະໄດ້ສະເໜີຂຶ້ນຫາ ມຊ ແລະ ມຊ ຈະໄດ້ດຳເອົາບັນຫານີ້ຂຶ້ນຫາພາກສ່ວນກ່ຽວຂ້ອງ ກະຊວງການເງິນ ກະຊວງສຶກສາ ແລະ ກິລາ ແລະ ສະພາເພື່ອດັດແກ້ ບາງກໍລະນີກໍຜ່ານ.

ຕາມຈິດໃຈແລ້ວ ເງິນທີ່ຫາມາໄດ້ກໍຄວນໄດ້ສິດໃນການໃຊ້ຈ່າຍຕາມວຽກຕົວຈິງ ແຕ່ຄວາມຈິງແລ້ວ ເງິນທີ່ຫາມາໄດ້ ລັດຈະເປີດບັນຊີໃຫ້ ໂດຍການຄຸ້ມຄອງຂອງກົມງົບປະມານບັນຊີ ບໍ່ສາມາດເປີດບ່ອນອື່ນ ຖ້າຕ້ອງການໃຊ້ແລ້ວຄະນະຈຶ່ງສາມາດຂຶ້ນແຜນການໃຊ້ຈ່າຍໃຫ້ ມຊ ແລ້ວ ມຊ ຈະອະນຸມັດໃຫ້. ຕາມຈິດໃຈ ຖ້າຂັ້ນເທິງອະນຸຍາດຫົວໜ່ວຍການເງິນຂັ້ນ 2 ເປັນ ເອກະລາດກໍດີ ໂດຍການກຳນົດອາກອນຕ້ອງຖອກເທົ່າໃດ ແລະໃຫ້ລັດຕາມອັດຕາສ່ວນທີ່ກຳນົດໄວ້ ໃຫ້ຄືກັບລະບົບເອກະຊົນ ໂດຍຖອກໃຫ້ລັດ ຕາມເປີເຊັນທີ່ກຳນົດໄວ້ ເຫຼືອນັ້ນແມ່ນພາກສ່ວນກ່ຽວຂ້ອງສາມາດບໍລິຫານໃຊ້ຈ່າຍເອງ ແລ້ວທຸກໆທ້າຍປີ ພາກສ່ວນກ່ຽວຂ້ອງ ຫຼື ຄະນະກວດກາກໍສາມາດກວດສອບ ສະຫຼຸບໄດ້ ແລະ ລາຍງານ ຕາມຄວາມເປັນຈິງ ຖ້າວ່າຈ່າຍບໍ່ໝົດກໍສາມາດຂຶ້ນແຜນວ່າຄວນຖອກເຂົ້າງົບປະມານແຫ່ງຊາດຫຼື ບໍ່ ຫຼື ຂຶ້ນແຜນຈ່າຍຕໍ່. ໃນໄລຍະຜ່ານມາກໍໄດ້ມີການສະເໜີໃນລັກສະນະນີ້ ແຕ່ບໍ່ໄດ້ຖືກອະນຸມັດ. ຈຸດດີ: 1. ຖ້າເປັນເອກະລາດໄດ້ຈະສາມາດຕອບສະໜອງໄດ້ຄວາມຮຽນຮ້ອງຕ້ອງການວຽກງານພາຍໃນ. 2. ຈະເປັນການກະຕຸກຊຸກຍູ້ໃຫ້ຄູອາຈານທີ່ເຮັດວຽກຕົວຈິງມີກຳລັງໃຈຂຶ້ນ. 3. ລັດກໍຈະໄດ້ອາກອນລາຍຮັບປະຈຳປີຈາກຄະນະ ແລະ ຄູອາຈານກໍ່ຈະມີລາຍຮັບເພີ່ມຂຶ້ນ.

7. ການບໍລິຫານ ແລະ ຄຸ້ມຄອງໃນໄລຍະຜ່ານມາຂອງ ມຊ ເຫັນວ່າ ຈຸດດີ: ແມ່ນມີຄວາມເປັນເອກະພາບກັນ ເຮັດໃຫ້ ມຊ ສາມາດປ້ອງກັນເອົາແຕ່ລະຄະນະໄດ້ ເມື່ອມີບັນຫາ. ສຳລັບຈຸດອ່ອນແລ້ວ ເຫັນວ່າການບໍລິຫານ ການຕອບສະໜອງໃຫ້ແຕ່ລະຄະນະໃນການປະກອບເອກະສານຂຶ້ນໄປແມ່ນຊ້າທີ່ສຸດຍ້ອນມີຫຼາຍຂອດຫຼາຍຂັ້ນຕອນ.

8. ຄວາມຄາດຫວັງໃນການພັດທະນາ ມຊ ຖ້າ ມຊ ປັບຕາມແຜນພັດທະນາ 5 ປີ ຂອງ ມຊ ທັງລະບົບຂອດບໍລິຫານ ແລະ ຂອດຄຸ້ມຄອງ ການນຳ ແລະ ຄະນະນຳ ມຊ ຄວນ ເບິ່ງໃຫ້ທົ່ວເຖິງ ໃຫ້ຄວາມສຳຄັນ ແລະ ສະໜັບສະໜູນແຕ່ລະຄະນະຢ່າງເຕັມຈິງຈັງ. ຜ່ານມານັ້ນສັງເກດເຫັນວ່າ ວິທະຍາເຂດທີ່ຮ່າງໄກສຳນັກງານອະທິການບໍດີ ແມ່ນບໍ່ໄດ້ຮັບການເອົາໃຈໃສ່ ແລະ ໃຫ້ຄວາມສຳຄັນເທົ່າທີ່ຄວນ ການປະສານງານ ແລະ ບໍລິການຍັງບໍ່ໄດ້ຮັບການເອົາໃຈໃສ່ໄດ້ດີລະຫວ່າງວິທະນາເຂດທີ່ຫ່າງຈາກສຳນັກງານອະທິການບໍດີ.

LMUA43-67

1. ການບໍລິຫານ ແລະ ການຄຸ້ມຄອງຄະນະອັກສອນສາດແມ່ນປະກອບມີສາຍຕັ້ງ ແລະ ສາຍຂວາງ, ໃນນັ້ນ ສຳລັບສາຍຕັ້ງມີຄະນະບໍດີເປັນຜູ້ຊີ້ນຳລວມທຸກໆ ບັນຫາຂອງຄະນະ, ພາກວິຊາ ແລະ ພະແນກຕ່າງໆ. ສຳລັບສາຍຂວາງ ແມ່ນເລຂາພັກຄະນະພັກຮາກຖານເປັນຜູ້ຊີ້ນຳນຳພາ ແລະ ເປັນຜູ້ສັງເກດການ

ການປະຕິບັດງານຂອງສາຍຕັ້ງ ໂດຍມີການປຶກສາຫາລືຄຽງຄູ່ກັນໄປລະຫວ່າງສາຍຕັ້ງ ແລະ ສາຍຂວາງ. ຄະນະພັກຮາກຖານຈະລົງເລິກວຽກງານນະໂຍບາຍກໍ່ສ້າງ ແລະ ສົ່ງເສີມບຸກຄະລາກອນໃນການເລື່ອນຕຳແໜ່ງພະນັກງານຂັ້ນຄະນະບໍດີຮອງຄະນະບໍດີ ແລະ ຂັ້ນຕ່າງໆ ພາຍໃນຄະນະແມ່ນຈະມີການປະຕິບັດໂດຍຜ່ານການຢັ່ງຫາງສຽງຈາກມະຫາຊົນ ແລະ ບຸກຄະລາກອນພາຍໃນຄະນະ ບໍ່ແມ່ນການບົ່ງໂຕຈາກຂັ້ນເທິງແຕ່ໄດ້ຈາກຄຳຄິດຄຳເຫັນ ແລະ ການປ່ອນບັດຄັດເລືອກຈາກສະມາຊິກພາຍໃນຄະນະ.

ສຳລັບການພັດທະນາ ມຊ ໂດຍລວມແລ້ວ ໃນໄລຍະ 15 ປີຜ່ານມາ ເຫັນວ່າ ມີການພັດທະນາໄດ້ໄວ ແລະ ພັດທະນາໄດ້ດີຫຼາຍ ຖ້າສົມທຽບກ່ອນສ້າງຕັ້ງ ມຊ ໂດຍສະເພາະການກໍ່ສ້າງໂຄງຮ່າງແມ່ນມີການຂະຫຍາຍຕົວຫຼາຍ, ການພັດທະນາຄົນຂອງແຕ່ລະຄະນະແມ່ນມີຈຳນວນເພີ່ມຂຶ້ນ ແຕ່ຄຸນນະພາບຍັງມີປັນຫາ ເພາະວ່ານັກສຶກສາທີ່ຈົບອອກໄປແມ່ນຖືກຕຳນິ. ສຳລັບການຄົ້ນຄວ້າ ກໍ່ມີຄວາມກ້າວໜ້າ ມີຫຼັກສູດປະລິນຍາໂທເພີ່ມຂຶ້ນ. ສຳລັບວຽກງານການເງິນໃນ ສີ່ຫ້າປີຜ່ານມາ ຫົວໜ່ວຍການເງິນ ມຊ ໄດ້ຖືກກຳນົດໃຫ້ເປັນຫົວໜ່ວຍການເງິນຂັ້ນໜຶ່ງທີ່ຂຶ້ນກັບກະຊວງການເງິນ ເຊິ່ງ ມຊ ມີສິດຄຸ້ມຄອງງົບປະມານໂດຍຕົວເລກຕ້ອງຜ່ານສະພາແຫ່ງຊາດເປັນຜູ້ອະນຸມັດ. ການເງິນຄະນະແມ່ນຖືກກຳນົດໃຫ້ເປັນຫົວໜ່ວຍການ ເງິນຂັ້ນ ສອງລະບົບບັນຊີເງິນເດືອນຕອ້ງຜ່ານອະທິການບໍດີ, ໜ້າທີ່ການເງິນຂັ້ນສອງແມ່ນມີໜ້າທີ່ເກັບລາຍຮັບວິຊາການ, ເກັບຄ່າໜ່ວຍກິດ, ຄ່າທຳນຽມຕ່າງໆ ຕາມຂໍ້ກຳນົດຂອງສະພາແຫ່ງຊາດ. ...ສຳລັບລາຍຮັບປະຈຳວັນແມ່ນມີໃບບິນຈາກກະຊວງການເງິນແລ້ວຂຽນລາຍການໃຊ້ຈ່າຍ ແລະ ລາຍຮັບເຂົ້າໃບບິນ ຈາກນັ້ນມີການສະຫຼຸບປະຈຳເດືອນ ງວດ ແລະ ປີ ແລ້ວລາຍງານຕາມສາຍຕັ້ງ. ...ນະໂຍບາຍໃນການບໍລິຫານຕາມທິດທາງຂັ້ນເທິງແລ້ວ ລາຍຮັບທັງໝົດຕ້ອງເອົາໄປຖອກທີ່ຄັງເງິນແຫ່ງຊາດ ແຕ່ຂັ້ນເທິງສາມາດອະນຸຍາດໃຫ້ໃຊ້ຈ່າຍກ່ອນໄດ້ແລ້ວປິດໜີ້ຕາມຫຼັງ.

2. ໜ້າທີ່ສຳລັບຄະນະເຮົາແມ່ນເປັນເສນາທິການໃຫ້ອະທິການບໍດີ ເຮັດວຽກເບິ່ງແຍງຄຸ້ມຄອງພະນັກງານ ຊັບສິນບັດ ແລະ ທຸກໆປັນຫາແມ່ນໄດ້ມີການປະສານງານກັນກັບຂັ້ນເທິງ ເຮັດວຽກບໍລິຫານຕາມຂອບເຂດທີ່ກຳນົດໄວ້ ເຊັ່ນ: ການນຳໃຊ້ງົບປະມານໃນການສອ້ມແປງ. ໃນໄລຍະຜ່ານມາເຮົາມີເງິນລາຍຮັບວິຊາການແຕ່ເປັນເງິນລັດຖະບານ, ສະນັ້ນ ເຮົາຕອ້ງໄດ້ສະເໜີຜ່ານອະທິການບໍດີ ແລ້ວອະທິການບໍດີປະສານງານກັບໜ່ວຍງານທີ່ຮັບຜິດຊອບເພື່ອຄິດໄລ່ແລ້ວຊອກຫາບໍລິສັດປະມູນໃນການສອ້ມແປງ ແຕ່ຖ້າມີມູນຄ່າຫຼາຍກ່ອນກຳນົດກໍ່ບໍ່ສາມາດດຳເນີນການໄດ້ ໂດຍສະເພາະຂໍ້ກຳນົດຂອງອະທິການບໍດີປະມານ 20 ລ້ານຂຶ້ນໄປແມ່ນຈະຕ້ອງໄດ້ຜ່ານຄຳເຫັນອະທິການບໍດີ. ໃນການຈັດຊື້ວັດຖຸຮັບໃຊ້ລົດພາຫະນະແມ່ນອີງໃສ່ມູນຄ່າໃນຂອບເຂດອະນຸມັດໂດຍຜ່ານກະຊວງການເງິນ ແລະ ກະຊວງສຶກສາທິການ ແລະ ກິລາ.

3. ພະນັກງານວິຊາການສາມາດປະຕິບັດຫຼັກສູດໄປຕາມປະຕິທິນການສຶກສາ ແລະ ສາມາດຕັດສິນວຽກໃນຂອບເຂດການຮຽນການສອນ.

6. ໃນໄລຍະຜ່ານມາການສະໜັບສະໜູນການກໍ່ສ້າງບຸກຄະລາກອນແມ່ນບໍ່ທັນໄດ້ດີປານໃດ ຍອ້ນວ່າ ເຮົາມີທຶນຮອນບໍ່ພຽງພໍ ແລະ ແຜນງົບປະມານ ກໍ່ສ້າງບຸກຄະລາກອນ ໃນໄລ ຍະຜ່ານມາກໍບໍ່ມີຍ້ອນວ່າລັດຖະບານບໍມີງົບປະມານພຽງພໍ ມີແຕ່ແຜນພັດທະນາອຸປະກອນການສຶກສາ ແລະ ແຜນສຳມະນາ ຫຼື ມີນະໂຍບາຍໃຫ້ຢືມພຽງເດັກນອ້ຍເທົ່ານັ້ນ. ຜ່ານມາ ສັງເກດເຫັນໄດ້ວ່າ ບາງວຽກທີ່ຈຳເປັນໃນການໃຊ້ຈ່າຍຫຼາຍແມ່ນຖືກອະນຸມັດໃນອັດຕານ້ອຍ ເຊັ່ນ: ວຽກຮັບໃຊ້ບໍລິຫານງົບປະມານອະນຸມັດແມ່ນນ້ອຍ ແຕ່ສັງເກດເຫັນວ່າ ມີການໃຊ້ຈ່າຍເກີນເກືອບທຸກໆປີ, ໃນນັ້ນ ມີວຽກສອ້ມແປງກຳນົດໃຫ້ປີລະ 10 ລ້ານ ກີບ ຫຼື ວຽກອື່ນໆ ເຊັ່ນ: ເງິນແຮໄປຕ່າງປະເທດ ລາຍຈ່າຍການຮັບແຂກ ແລະ ອື່ນໆ. ແຕ່ຕົວຈິງ ແມ່ນຈ່າຍເກີນ. ສະນັ້ນ ທຸກໆວຽກບໍລິຫານທີ່ນຳໃຊ້ເງິນໃນທຸກໆປີແມ່ນເກີນ. ສຳລັບເງິນວິຊາການແລ້ວ ແລະ ເງິນພາກສ່ວນອື່ນໆເຫັນວ່າໄດ້ຕາມແຜນ.

7. ການພັດທະນາ ມຊ ເຫັນວ່າ ລະບົບການເງິນແມ່ນດີຂຶ້ນ ເບີກຈ່າຍບັນຊີເງິນເດືອນປັດຈຸບັນແມ່ນໃຊ້ລະບົບບັດເອທີເອັມ ເຊິ່ງດຳເນີນວຽກງານດ້ວຍຫົວໜ່ວຍການເງິນຂັ້ນສອງ ແຕ່ຕ້ອງຜ່ານກະຊວງການເງິນກອ່ນອະນຸມັດໃຫ້ໂອນເຂົ້າບັດເອທີເອັມ ນີ້ຖືວ່າມີຄວາມສະດວກ ເຮັດໃຫ້ເງິນເດືອນໄດ້ໄວ ແຕ່ກໍຍັງຊັກຊ້າໃນຕົ້ນງວດ. ແຕ່ບັນຫາໃໝ່ແມ່ນຕ້ອງໄດ້ໄປຜ່ານເອກະສານໃຫ້ກະຊວງພາຍໃນ ກົມລັດຖະກອນເພື່ອຂໍອະນຸມັດງົບປະມານ. ຕ້ອງມີບັນຊີ ມີຈຳນວນພົນແນ່ນອນຖ້າເຫັນດີແລ້ວ ຈຶ່ງໄດ້ອະນຸມັດເບີກຈ່າຍ ເຫັນວ່າມີຫຼາຍຂອດເພີ່ມຂຶ້ນ. ສຳລັບການເງິນຂັ້ນສອງແມ່ນຄຸ້ມຄອງດ້ວຍຄະນະບົນພື້ນຖານຫຼັກການ ແລະ ຂໍ້ກຳນົດຂອງລະບົບການເງິນ ເຮັດໃຫ້ມີຄວາມສະດວກໄວຂຶ້ນ ໃນການສະໜອງອຸປະກອນການຮັບໃຊ້ ແຕ່ກ່ອນແມ່ນຕ້ອງຜ່ານຫຼາຍຂັ້ນຕອນເພື່ອຂໍຄຳເຫັນ, ປັດຈຸບັນ ອຳນາດການເງິນຂັ້ນສອງແມ່ນມີສິດເພີ່ມຂຶ້ນໃນການນຳໃຊ້ງົບປະ ມານປະຈຳປີ ແລະ ການໃຊ້ຈ່າຍກໍໄດ້ມີການກວດສອບຈາກອົງການກວດສອ້ມແຫ່ງລັດຫຼັງການຈ່າຍວ່າມີການຈ່າຍຖືກຕາມຫຼັກການບໍ່ ໃນທຸກໆ ປີ ວັນທີ 30 ເດືອນກັນຍາ.

8. ຄວາມຄາດຫວັງໃນອະນາຄົດແມ່ນຄວນມີການຈັດຕັ້ງການສິດສອນໃຫ້ມີຄຸນນະພາບຕື່ມ ໂດຍສະເພາະ ຄວາມໃກ້ຊິດຕິດແທດລະຫວ່າງອາຈານ ແລະ ນັກສຶກສາ.

LMUA44-67

1. ການປ່ຽນແປງໃນໄລຍະຜ່ານມາຂອງຄະນະເສດຖະສາດ ແລະ ບໍລິຫານທຸລະກິດເຫັນວ່າ ມີການພັດທະນາເທື່ອລະຂັ້ນ ໄລຍະທຳອິດເຫັນວ່າຍັງຂາດແຄນອາຈານສອນ ແຕ່ມາຮອດປັດຈຸບັນຈຳນວນອາຈານ

ສອນກໍ່ເພີ່ມຂຶ້ນ. ສຳລັບວຽກງານວິຊາການບໍ່ເຫັນມີການປ່ຽນແປງປານໃດຍັງຄືເກົ່າ ສັງເກດໂດຍສະເພາະການພັດທະນາໂປຣ໌ແກຣມການລົງຄະແນນ ແຕ່ກ່ອນມາຮອດປັດຈຸບັນກໍຍັງບໍ່ໄດ້ຮັບການປັບປຸງ ວຽກວິຊາການແມ່ນຍັງມີຄວາມຫຍຸ້ງຍາກຢູ່ ເຖິງແມ່ນວ່າມີການປ່ຽນຫົວໜ້າວິຊາການໃໝ່ກໍບໍ່ໄດ້ເຮັດໃຫ້ດີຂຶ້ນປານໃດ. ...ວຽກງານການເງິນເຫັນວ່າຍັງມີປັນຫາ ແລະ ພົບຄວາມຫຍຸ້ງຍາກຢູ່ ໂດຍສະເພາະມີການຈ່າຍເກີນເຮັດໃຫ້ງົບປະມານຕິດລົບ.

2. ໜ້າທີ່ຕົ້ນຕໍ່ຂອງພະແນກຈັດຕັ້ງສັງລວມແມ່ນຮັບຜິດຊອບວຽກລວມອາຄານສະຖານທີ່ ແລະ ຄຸ້ມຄອງພະນັກງານຈັດຕັ້ງ ໃຫ້ນະໂຍບາຍເລື່ອນຊັ້ນ ແລະ ຂັ້ນພະນັກງານ.

3. ການຕັດສິນປັນຫາສຳລັບຫົວໜ້າຮັກສາການແລ້ວແມ່ນບໍ່ສິດເດັດຂາດໃນການຕັດສິນບັນຫາ.

4. ສຳລັບນັກວິຊາການແລ້ວກໍສາມາດຕັດສິນໃນການໃຫ້ຄະແນນ ແລະ ວຽກງານການຮຽນການສອນ.

6. ງົບປະມານສະໜັບສະໜູນວິຊາການໃນໄລຍະຜ່ານມາເຫັນວ່າ ໃຊ້ງົບຫຼາຍເກີນໄປ ໂດຍສະເພາະໃຊ້ເຈ້ຍພິມເອກະສານມີການໃຊ້ຫຼາຍ ແຕ່ບໍ່ເຫັນເອກະສານທີ່ພິມອອກມາ. ງົບປະມານດ້ານວິຊາການນັ້ນແມ່ນໄດ້ມາຈາກສ່ວນແບ່ງຈາກ ມຊ ທີ່ໄດ້ມາຈາກລາຍຮັບວິຊາການ.

7. ທັດສະນະລວມຕໍ່ການບໍລິຫານ ແລະ ການຄຸ້ມຄອງໃນໄລຍະຜ່ານມາເຫັນວ່າດີຫຼາຍຢ່າງໃນແຕ່ລະໄລຍະ ສິ່ງທີ່ພົ້ນເດັ່ນແມ່ນໄລຍະທີ 2 ຂອງການຈັດຕັ້ງ ມຊ ເຫັນວ່າ ການນຳແມ່ນມີການເຮັດວຽກໄວຕັດສິນໃຈເດັດຂາດ ມີຄວາມຮັບຜິດຊອບສູງ ບາງທ່ານຍັງຂາດການຮັບຜິດຊອບໃນໄລຍະຜ່ານມາ.

ຈຸດອອ່ນ: ສັງເກດເຫັນວ່າການສື່ສານລະບົບເອກະສານມີການຊັກຊ້າ ຕົວຢ່າງ: ການແຈ້ງທຶນຈະຮອດວັນໝົດກຳນົດເອກະສານຈິງມາຮອດ ຫຼື ແຈ້ງການປະຊຸມ ແລະ ອື່ນໆຍັງຊັກຊ້າ ເວລາບໍ່ເປັນເວລາ. ການບໍລິຫານ ແລະ ຄຸ້ມຄອງຍັງມີລະບົບເຈົ້ານ້ອຍເຈ້ຍໃຫຍ່ ເຮັດໃຫ້ຄຸນນະພາບການສຶກສາບໍ່ໄດ້ດີໃນໄລຍະຜ່ານມາ. ວຽກງານຄຸ້ມຄອງລັດຖະກອນໃນໄລຍະຜ່ານມາຂອງ ມຊ ສ່ວນຫຼາຍແມ່ນຍັງອີງໃສ່ຍາດຕິພີ່ນ້ອງເປັນສ່ວນຫຼາຍການຈັດຕັ້ງໃນໄລຍະຜ່ານມາແມ່ນເອົາເຂົ້າໄວ້ແບບອາສາສະໝັກ ລໍຖ້າມີໂຄຕ້າລັດຖະກອນແລະ ການຕັດສິນຕ່າງໆແມ່ນຍັງຂາດການມີສ່ວນຮ່ວມ ສັງເກດໄດ້ທີ່ຂ້າພະເຈົ້າໄດ້ຮັບຜິດຊອບວຽກຈັດຕັ້ງມາແຕ່ປີ 2003 ຈົນມາຮອດປີກາຍ 2011 ແລະ ປີນີ້ ໄດ້ມີສ່ວນຮ່ວມ ຜ່ານມາບໍ່ໄດ້ມີສ່ວນຮ່ວມວ່າຈະເອົາຜູ້ໃດເປັນລັດຖະກອນມີແຕ່ຄະນະບໍດີຮອງຄະນະບໍດີ ແລະ ພາກສ່ວນອື່ນໆຕັດສິນປັນຫາຕ່າງໆເລີຍ ແລະປີກາຍນີ້ກໍ່ໄດ້ມີການຈັດຕັ້ງສອບເສັງເອົາ ແລະ ອີງໃສ່ຜູ້ມີຄະແນນສູງ ແລະ ຜົນການຮຽນດີໃນຜ່ານໆມາ.

8. ທັດສະນະຕໍ່ຄວາມເປັນເອກະລາດຂອງ ມຊ ເຮົາຄວນຜ່ານກະຊວງສຶກສາ ແລະ ກິລາ ກົມສຶກສາຊັ້ນສູງ ແຕ່ວ່າການລົງທະບຽນ ຫຼື ຄັດເລືອກຄວນຜ່ານລະບົບ ມຊ ກ່ອນ. ແຕ່ການດຳເນີນວຽກງານຕ່າງໆຂອງ ມຊ ຄວນຖືກລາຍງານໃຫ້ຂັ້ນເທິງເປັນລະບົບຄືກັນ ຕົວຢ່າງ: ການຈັດຕັ້ງສອບເສັງຄັດເລືອກເອົານັກຮຽນ ປີໜ້ານີ້ຄວນລົງທະບຽບ ແລະ ຈັດຕັ້ງໂດຍ ມຊ ເອງ ຫຼັງຈາກສຳເລັດການຈັດຕັ້ງລົງທະບຽນແລ້ວຈຶ່ງສະເໜີຜ່ານຂັ້ນເທິງ. ໃນໄລຍະຜ່ານມາ ກົມສຶກສາຊັ້ນສູງແມ່ນມີການຈັດຕັ້ງສອບເສັງເອງເຮັດໃຫ້ ມຊ ບໍ່ຮັບຮູ້ຂັ້ນຕອນຕ່າງໆໃນການຮັບນັກສຶກສາ.

ຄວາມຄາດຫວັງຕໍ່ການພັດທະນາ ມຊ ຄະນະນຳ ມຊ ຄວນເບິ່ງຕື່ມວ່າຜູ້ໃດທີ່ຈະເປັນຄະນະນຳສືບຕໍ່ຕ້ອງເປັນຜູ້ທີ່ມີວິໄສທັດເຫັນກ້ວາງມອງໄກ ບາງທ່ານຍັງບໍ່ມີວິໄສທັດທີ່ກ້ວາງຂວາງ ເຫັນແຕ່ຜົນປະໂຫຍດສ່ວນຕົວເປັນຫຼັກ ບາງທ່ານກະເຮັດວຽກໄປແບບຜ່ານໄປເປັນມື້ໆ, ສະນັ້ນ ຄະນະນຳຄວນເບິ່ງຄືນຄວນມີການເພີ່ມງົບປະມານສ້າງອາຄານ, ສະໜອງໂຕະຕັ່ງ ແລະ ອື່ນໆ. ນັກສຶກສາທີ່ຈະມາຮຽນ ມຊ ຕ້ອງຜ່ານແມ່ນ ມຊ ຈັດຕັ້ງເສງເອງ.

ຄວາມຄາດຫວັງໜຶ່ງກໍຄືຜູ້ທີ່ບໍ່ຜ່ານວິທີການສອນຕັ້ງໄດ້ຜ່ານວິຊາຄູ ມີການເຝິກອົບຮົມຄືນວິຊາຄູແລະ ອື່ນໆ.

LMUA45-67

1. ການປ່ຽນແປງໃນວຽກງານການຈັດຕັ້ງຂອງຄະນະວິທະຍາສາດສັງຄົມ ໂດຍສະເພາະວຽກງານການບໍລິຫານ ແລະ ການຈັດຕັ້ງສັງລວມ ໃນອະດີດແມ່ນເປັນຫ້ອງການຈັດຕັ້ງສັງລວມ ເຊິ່ງມີໜ່ວຍງານການເງິນນຳຢູ່ນຳ ຕໍ່ມາຈຶ່ງໄດ້ມີການແຍກອອກ ລວມມີ 5 ພະແນກ, ຈາກແຕ່ກ່ອນມີ 4 ພະແນກ. ສຳລັບວຽກງານຈັດຕັ້ງຫຼັງຈາກສ້າງຕັ້ງ ມຊ ກໍເປັນວຽກງານໜຶ່ງທີ່ມີການພັດທະນາຂຶ້ນ ເຮັດໃຫ້ມີການແບ່ງວຽກງານໃຫ້ມີຄວາມສອດຄ່ອງກັບຄວາມເປັນຈິງໃນແຕ່ລະພະແນກ. ໃນການປັບປຸງການຈັດຕັ້ງ ມຊ ໃນໄລຍະຜ່ານມາໄດ້ພົບເຫັນວ່າ ໜ່ວຍງານຢູ່ໃນແຕ່ລະຄະນະວິຊາ ຫຼື ພະແນກຕົນເອງນັ້ນບໍ່ມີຄວາມເປັນເອກະພາບກັນ ແລະ ມີຄວາມແຕກຕ່າງກັນຫຼາຍໃນດ້ານ ໂຄງສ້າງການຈັດຕັ້ງ. ປັດຈຸບັນ ຈຶ່ງໄດ້ມີການປະ ຊຸມ ແລະ ຕົກລົງກັນເຮັດໃຫ້ລະບົບການຈັດຕັ້ງໃນແຕ່ລະຄະນະວິຊາ ແລະ ພະແນກເປັນເອກະພາບກັນ ທົ່ວໆ ມຊ. ສຳລັບວຽກງານການເງິນກໍໄດ້ແຍກອອກຈາກຫ້ອງການຈັດຕັ້ງ ແລະ ສັງລວມໃນຄະນະວິຊາ ແຕ່ກ່ອນແມ່ນເປັນຫົວການເງິນຂັ້ນ 2 ທີ່ຂຶ້ນກັບ ມຊ ໂດຍກົງ ຕໍ່ມາ ພະແນກການເງິນໃນແຕ່ລະຄະນະໄດ້ຂະ ຫຍາຍ ແລະ ກາຍເປັນຫົວໜ່ວຍການເງິນຂັ້ນ 2 ເຮັດໃຫ້ວຽກງານການເງິນມີຄວາມເປັນອິດສະຫຼະຫຼາຍຂຶ້ນ ໂດຍສະເພາະທາງດ້ານການບໍລິຫານການຈັດການການເງິນເຮັດໃຫ້ຄະນະສາມາດກຸ້ມຕົນເອງເປັນສ່ວນໃຫຍ່ ແຕ່

ລັດຖະບານກໍປະກອບສ່ວນ ສ່ວນໜຶ່ງຄືກັນ ແຕ່ກໍຍັງມີບັນຫາໃນວຽກງານການເງິນເພາະລາຍຈ່າຍຫຼາຍກ່ອນລາຍຮັບໃນແຕ່ລະປີ. ແຕ່ອີກໃນຮູບລັກສະນະໜຶ່ງກໍຄືເຮັດໃຫ້ການບໍລິຫານຈັດການການເງິນມີຄວາມຟູມເຟືອຍໃນກໍລະນີທີ່ວ່າ: ຫາກຄະນະໃດຈ່າຍເງິນບໍ່ໝົດຕາມງົບທີ່ຂຶ້ນໄວ້ກໍຈະຖືກຖອນຄືນໝົດ. ສະນັ້ນ, ມັນເປັນການບັງຄັບໃນຕົວເຮັດໃຫ້ແຕ່ລະຄະນະຕ້ອງຈ່າຍເງິນໃຫ້ໝົດ ຖ້າໃຊ້ໝົດກໍເປັນການບໍ່ປະ ຢັດເລີຍ.

ທາງດ້ານວິຊາການໃນໄລຍະຜ່ານມາຕັ້ງແຕ່ສ້າງຕັ້ງ ມຊ ກໍເຫັນວ່າ ມີການປ່ຽນແປງຫຼາຍໃນແຕ່ລະໄລຍະແຕ່ກໍຍັງມີຈຸດອ່ອນ ເຊັ່ນ: ການຮຽນການສອນການບັນທຶກຊົ່ວໂມງສອນອາຈານ ກໍບໍ່ລະອຽດເທື່ອ ເມື່ອມີການສະຫຼຸບກໍສາມາດພົບເຫັນຂໍ້ຜິດພາດ, ການລົງທະບຽນຂອງນັກສຶກທີ່ບໍ່ລົງຕາມກຳນົດທີ່ວາງໄວ້ຍ້ອນບັນຫາການເງິນ ຈົນໝົດປີຮຽນຈິ່ງຄ່ອຍມາຈ່າຍ ເຊິ່ງເປັນບັນຫາໜັກໃຫ້ແກ່ຄະນະເຮົາ ແລະ ຄະນະອື່ນໆກໍອາດເປັນຄືກັນ. ສະນັ້ນ, ຂັ້ນເທິງຈິ່ງມີນະໂຍບາຍໃນການຄິດເປັນເປີເຊັນໃນການປັບໃໝຜູ້ລົງທະບຽນຊ້າ.

ການຮ່ວມມືກໍມີໜ່ວຍງານການຮ່ວມມືກັບຕ່າງປະເທດກໍໄດ້ມີການພົວພັນ ກັບພະແນກຄົ້ນຄວ້າ ແລະ ຫຼັງປະລິນຍາຕີ ມີການດຳເນີນການເຄື່ອນໄຫວເປັນປົກກະຕິ ໂດຍມີການປະສານສົມທົບກັບຫ້ອງການສຳພັນການຕ່າງປະເທດ ມຊ ແລະ ໄດ້ຮັບເອົາຊ່ຽວຊານ ອາສາ ສະໝັກ ນັກຄົ້ນຄວ້າປະລິນຍາເອກຈາກຕ່າງປະເທດມາປະຈຳໃນຄະນະຂອງເຮົາ. ມີການຮ່ວມມືກັນ ແລະ ປະສານງານພາຍໃນຄະນະ ມີການເຊັນສັນຍາຮ່ວມມືກັບພາກສ່ວນຕ່າງໆ.

2. ໜ້າທີ່ຕົ້ນຕໍຂອງພະແນກບໍລິຫານສັງລວມແມ່ນເປັນເສນາທິການໃຫ້ແກ່ຄະນະບໍດີ ແລະ ຮອງຄະນະບໍດີໃນວຽກງານຈັດຕັ້ງພະນັກງານ ແລະ ການບໍລິຫານສັງລວມ. ແຕ່ກ່ອນແມ່ນ ມີ 4 ໜ່ວຍງານ ແຕ່ມາປັດຈຸບັນ ໂດຍມະຕິກອງປະຊຸມ ມຊ ເຫັນດີໃຫ້ມີໜ່ວຍງານເພີ່ມຂຶ້ນອີກ ລວມເປັນ 7 ໜ່ວຍງານ ເຊັ່ນ: ເລຂານຸການ ຈັດຕັ້ງ ແລະ ຄຸ້ມຄອງພະນັກງານ ວາງແຜນ ແລະ ຮ່ວມມືກັບຕ່າງປະເທດ ບໍລິຫານສັງລວມ, ໜ່ວຍງາມເພີ່ມມີ: ສະຖິຕິດ ປ້ອງກັນ ແລະ ປະຊາສຳພັນ. ຄວາມຈິງແລ້ວ ຜູ້ເຮັດວຽກແມ່ນບໍ່ພໍ ແຕ່ບາງວຽກກໍຈັດຕັ້ງຂຶ້ນເພື່ອເຮັດວຽກຕ່າງໆ; ເວົ້າລວມແລ້ວໜ້າທີ່ວຽກແທ້ໆແມ່ນຈັດຕັ້ງບໍລິຫານສັງລວມ.

3. ການຕັດສິນໃນວຽກງານແມ່ນສາມາດຕັດສິນໄດ້ບາງເລື່ອງ ໂດຍສະເພາະແມ່ນວຽກທີ່ບໍ່ເໜືອຄວາມຮັບຜິດຊອບ ຄວາມຈິງແລ້ວບໍ່ສາມາດຕັດສິນບັນຫາໄດ້ທຸກຢ່າງ ການຕັດສິນບັນຫາແມ່ນອີງໃສ່ພາລະໜ້າທີ່ຕາມຂອບເຂດສິດ ແລະ ພາລະບົດບາດຂອງເຮົາ.

4. ການຕັດສິນດ້ານວິຊາການແມ່ນເກີນຂອບເຂດສິດຂອງພະແນກຈັດຕັ້ງ ແລະ ບໍລິຫານສັງລວມ ພະແນກວິຊາການຈະຮັບຜິດຊອບບົດບາດນີ້ ໂດຍລວມແລ້ວ ແມ່ນບໍ່ໄດ້ກ້າວກ່າຍວຽກພາກສ່ວນອື່ນໆ.

5. ການສົ່ງເສີມວຽກງານວິຊາການແມ່ນເລັງໃສ່ການພັດທະນາຊັບພະຍາກອນມະນຸດ ແຕ່ມາເບິ່ງທຶນຮອນຕົວຈິງໃນການພັດທະນາແລ້ວເຫັນວ່າໄດ້ຮັບການສະໜັບສະໜູນຈາກລັດຖະບານ ແລະ ພາກສ່ວນ ມຊ ຍັງໜ້ອຍ ມີນະໂຍບາຍພັດທະນາບຸກຄະລາກອນວ່າທຸກຄົນຕ້ອງຈົບໂທ ຈຶ່ງຈະສອນຢູ່ທີ່ລະດັບມະຫາວິທະຍາໄລໄດ້, ສະນັ້ນ ຜ່ານມາກໍມີພະນັກງານຕື່ນຕົວໄປຮຽນດ້ວຍການໃຊ້ທຶນຕົນເອງ ກັບການຊ່ວຍເຫຼືອເລັກນ້ອຍ. ດ້ານທັດສະນະ ຕິດຕາມການຝຶກງານນັກສຶກສາກໍມີທຶນຈຳກັດ ເຮັດໃຫ້ເຮັດບໍ່ໄດ້ດີບໍ່ສາມາດໄປໄກໄດ້.

6. ໃນໄລຍະຜ່ານມາວຽກງານການບໍລິຫານ ແລະ ຄຸ້ມຄອງ ມຊ ເຫັນວ່າທາງດ້ານວິຊາການແມ່ນມີການຂະຫຍາຍຕົວໄວທາງດ້ານປະລິມານ, ສາຂາວິຊາ ຫຼັກສູດມີການຂະຫຍາຍຕົວທາງ ປ. ຕີ, ປ. ໂທ, ແລະ ປ. ເອກ. ຄູອາຈານ ແລະ ນັກສຶກສາກໍ່ເພີ່ມຂຶ້ນ, ແຕ່ສຳລັບຄຸນນະພາບແລ້ວກໍ່ມີທາງສຽງຈາກສັງຄົມຄືກັນ. ຈຸດອ່ອນແມ່ນມາຈາກການຄັດເລືອກເອົານັກສຶກສາເຂົ້າຮຽນ ແລະ ການມີການຮັບເອົານັກສຶກສາລະບົບນະໂຍບາຍ ແລະ ນະໂຍບາຍພິເສດ, ສະນັ້ນ ເຮັດໃຫ້ການສຶກສາອ່ອນຫຼາຍ. ບັນຫາຄຸນນະພາບການສຶກສາເຮົາຈະເວົ້າໃນ ມຊ ກະບໍ່ໄດ້ ເຮົາຕ້ອງໄດ້ເບິ່ງຄືນອີກບັນຫາການສຶກສາຂັ້ນພື້ນຖານ ເສັງໄດ້ຈິງໃຫ້ຜ່ານເສັງບໍ່ໄດ້ກໍໃຫ້ຮຽນຊັ້ນເກົ່າ. ...ນະໂຍບາຍຕ່າງໆຍັງປະຕິບັດໃຫ້ໄດ້ສົມບູນແບບແມ່ນຍາກເພາະວ່າການປະຕິບັດຍັງອີງໃສ່ກົນໄກເກົ່າ ຕົວຢ່າງ: ຄົນເພິ່ນຄົນໂຕ. ຄວາມຈິງແລ້ວ ແມ່ນຍັງບໍ່ເດັດຂາດເທື່ອ ແລະ ເຮັດແທ້ໆ ຍັງບໍ່ໄດ້ ຕົວຢ່າງ: ການຮັບເອົານັກສຶກສາເຂົ້າມາຮຽນຈະເອົາຄະແນນຕົວຈິງຍັງບໍ່ໄດ້, ຈະຕ້ອງມີເຈ້ຍນ້ອຍເຈ້ຍໃຫຍ່ເຂົ້າມາຊອດແຊກ ແລະ ມີຄົນເພິ່ນຄົນໂຕຢູ່, ສະນັ້ນ ເວົ້າລວມແລ້ວການປະຕິບັດນະໂຍບາຍຍັງບໍ່ໄດ້ດີ. ...ສຳລັບສິ່ງທີ່ພົ້ນເດັ່ນໃນ ມຊ ໃນໄລຍະຜ່ານມາແມ່ນຍັງບໍ່ສາມາດເຫັນອັນໃດທີ່ພົ້ນເດັ່ນ ແລະ ຊັດເຈນ ເຖິງຈະມີການສະຫຼອງຄົບຮອບ 15 ປີ ມຊ ກໍຍັງບໍ່ສາມາດເຫັນອັນໃດພົ້ນເດັ່ນ ເພາະຍັງມີບັນຫາບໍ່ສອດຄ່ອງ.

ການເຮັດວຽກຮ່ວມກັນກັບກະຊວງແມ່ນໄດ້ຮ່ວມມືກັນໃນການສ້າງຫຼັກສູດ ແຕ່ໂດຍທົ່ວໄປແລ້ວກະຊວງບໍ່ໄດ້ມີຕົວແບບໃນການພັດທະນາຫຼັກສູດ ຕົວຢ່າງ: ນະໂຍບາຍການປ່ຽນຫຼັກສູດ ຈາກ 5 ປີ ມາເປັນ 4 ປີ ແຕ່ກະຊວງກໍໃຫ້ຄຳຊີ້ນຳຈິງໄດ້ມີການຈັດຕັ້ງປະຕິບັດໄປກ່ອນ ສຸດທ້າຍກະຊວງກໍໄດ້ມາເບິ່ງ ແລະ ເອົາຕົວແບບຈາກຄະນະເຮົາໄປດັດແກ້ເປັນແນວທາງຂອງການສ້າງຫຼັກສູດໃນລະດັບກະຊວງ ການສ້າງຫຼັກສູດກໍໄດ້ເຊີນເຈົ້າໜ້າທີ່ຈາກກະຊວງຄືກັນ ຫຼັງຈາກສຳເລັດແລ້ວກໍໄດ້ມີການສະເໜີຜ່ານ ມຊ ແລ້ວ ສະເໜີຕໍ່ກະຊວງ, ເຮັດໃຫ້ມີການອະນຸມັດຊັກຊ້າ ບາງຫຼັກສູດກໍໄດ້ປະຕິບັດໄປກ່ອນ ເຊິ່ງເລີ່ມຕົ້ນແຕ່ທ້າຍປີ 2009 ເຖິງບໍ່ໄດ້ຮັບການອະນຸມັດກໍຕາມແຕ່ຈຳເປັນຕ້ອງໄດ້ປະຕິບັດ. ...ຄວາມເປັນຈິງແລ້ວ ໂຮງຮຽນພາກລັດ

ແລະ ເອກະຊົນ ແມ່ນພາຍໃຕ້ການຊີ້ນຳນຳພາຈາກກະຊວງສຶກສາທິການ ແລະ ກິລາ ໃນການພັດທະນາ ຫຼັກສູດ, ສະນັ້ນ ທາງກະຊວງກໍຄວນມີຕົວແບບ ວ່າມາດຕະ ຖານໃນການສ້າງຫຼັກສູດໃນລະດັບ ປ. ຕີ, ປ. ໂທ, ປ. ເອກ ແມ່ນມີຄືແນວໃດ. ກະຊວງຄວນວາງແນວ ທາງ ກຳນົດຂອບເຂດຫຼັກສູດຂອງຕົນເອງວ່າຈະ ເອົາໄປແນວທາງໃດ.

7. ເພື່ອກຽມຕົວເຂົ້າສະມາຄົມອາຊຽນ ກະຊວງເຮົາກໍເລີ່ມສ້າງຕັ້ງກົມປະກັນຄຸນນະພາບການສຶກສາ ກ່ອນໜ້ານີ້ບໍ່ມີ ຖ້າເຮັດໄດ້ແມ່ນຈະເປັນການດີທີ່ຈະເຮັດໃຫ້ການສຶກສາເຮົາສາມາດເຂົ້າໃກ້ກັບຄຸນນະພາບ ການສຶກສາພາກພື້ນ ແລະ ສາກົນ. ຕໍ່ໜ້າຖ້າຫາກ ມຊ ເຮົາບໍ່ຂຶ້ນກັບກະຊວງກໍ່ຈະມີຈຸດດີ ແລະ ຈຸດອ່ອນ ຄື: ຖ້າບໍ່ຂຶ້ນ ມຊ ກໍສາມາດໃຊ້ກອບແນວຄວາມຄິດຕົນເອງຢ່າງເປັນອິດສະຫຼະ ໂດຍສະເພາະແມ່ນອີງໃສ ຈຸດ ພິເສດຂອງແຕ່ລະທ້ອງ ຖິ່ນ ຕົວຢ່າງ: ມຊ ໃນການສ້າງຫຼັກສູດກໍຈະສ້າງໄປໃນລັກສະນະສະເພາະໃນຕົວ ເມືອງ, ຫຼວງພະບາງ ຈຳປາກສັກກໍສ້າງຫຼັກໄປອີກໃນຮູບແບບໜຶ່ງ ໂດຍອີງໃສ່ຄວາມເປັນຈິງຂອງໂຊງເຂດ. ຈຸດອອ່ນ: ຄວາມເປັນເອກະພາບໃນທົ່ວປະເທດໃນນາມຂອງລັດທີ່ເຮົາມີລັດດຽວມັນຈຳເປັນບໍທີ່ຈະແຍກ ການຂຶ້ນກັບທີ່ແຕກຕ່າງກັນ ຫຼື ຕ່າງຄົນຕ່າງເຮັດ.

8. ຄວາມຄາດຫວັງຢາກໃຫ້ ມຊ ສ້າງເງື່ອນໄຂ ແລະ ສະພາບຕົວເອງໃຫ້ເຂົ້າກັບສະພາບ ແລະ ເງື່ອນ ໄຂຂອງພາຍນອກ ເພາະສະພາບການຂອງໂລກກຳລັງບີບບັງຄັບພວກເຮົາ ເພາະໂລກປັດຈຸບັນບໍ່ອະນຸຍາດໃຫ້ ຜູ້ໃດຢູ່ຢ່າງໂດດດ່ຽວໄດ້ ມັນຈະຕ້ອງມີການຮ່ວມກຸ່ມ, ສະນັ້ນ ການທີ່ຈະຮ່ວມກຸ່ມກັບພາກສ່ວນອື່ນໄດ້ນັ້ນ ເຮົາຈະຕ້ອງມີການພັດທະນາ ແລະ ສ້າງເງື່ອນ ໄຂຂອງຕົນເອງໃຫ້ມັນເທົ່າທຽມກັບປະເທດອື່ນ. ຖ້າເປັນ ແນວນັ້ນ ຖ້າພວກເຮົາຍັງຈະຍຶດທິດສະດີ ຫຼື ແນວຄິດອັນເກົ່າ ອັນນັ້ນເຮົາກໍ່ຈະໄປບໍ່ລອດຄືກັນ. ...ສ້າງ ນະໂຍບາຍສ້າງໄດ້ ແຕ່ການປະຕິບັດຕົວຈິງແມ່ນຍາກ, ສະນັ້ນ ມຊ ເຮົາຢາກສ້າງໃຫ້ມີຄຸນນະ ພາບນັ້ນຄື ຄວາມຄາດຫວັງໃນຕໍ່ໜ້າ.

LMUA46-67

1. ການປ່ຽນແປງທາງດ້ານໂຄງຮ່າງການຈັດຕັ້ງພາຍໃນຄະນະແມ່ນມີການຂະຫຍາຍຕົວ ມີພະ ແນກ ບໍລິຫານເພີ່ມຂຶ້ນ ແລະ ມີພາກວິຊາເພີ່ມຂຶ້ນ ເຊິ່ງມີ 7 ພາກ 6 ພະແນກ ໃນປັດຈຸບັນ.

2. ໜ້າທີ່ພະແນກບໍລິຫານສັງລວມ ແມ່ນມີ 4 ໜ່ວຍງານ ຄື: ການເງິນ ແລະ ຊັບສິນ ບໍລິຫານ ຈັດ ຕັ້ງເລຂານຸການ ແລະ ສຳພັນຕ່າງປະເທດ. ຕໍ່ມາ ການເງິນ ແລະ ຊັບສິນ ໄດ້ແຍກຕົວອອກເປັນພະແນກ ຕ່າງຫາກ. ວຽກຕົ້ນຕໍຄື ເຄຫາ ບໍລິການ ບຸກຄະລາກອນ ສະຖິຕິ.

3. ການຕັດສິນແມ່ນບໍ່ໄດ້ມີການແຊກແຊງສິດ ແລະ ໜ້າທີກັນ ແລະ ກັນ.

4. ການສະໜັບສະໜູນການພັດທະນາຊັບພະຍາກອນມະນຸດ ການສະໜັບສະໜູນພາຍໃນ ແມ່ນບໍ່ມີ ແຕ່ມີການເປີດຫຼັກສູດປະລິນຍາໂທ ບໍລິຫານການສຶກສາ ຮຽນໃນວັນທ້າຍອາທິດ ແລະ ຄູອາຈານພາຍໃນເຮົາກໍໄດ້ຮັບສິດທິພິເສດໃນການຮຽນໂດຍບໍ່ໄດ້ເສຍຄ່າຮຽນເຕັມ.

5. ວຽກງານການຄຸ້ມຄອງ ເຊັ່ນການຮັບພະນັກງານຄູ ຫຼື ພະນັກງານບໍລິຫານ ແມ່ນຍັງມີລັກສະນະເຄືອຍາດ ຕ້ອງໄດ້ເບິ່ງແຍງກັນ. ແຕ່ໄລຍະຫຼັງມາ ແມ່ນປິດການຮັບສັນຍາຈ້າງການ ຮັບລັດຖະກອນໃໝ່ແມ່ນມີການສອບເສັງເອົານັບແຕ່ປີ 2009 ມາ.

6. ການບໍລິຫານ ແລະ ຄຸ້ມຄອງໃນໄລຍະຜ່ານມາເຫັນວ່າ ມີການພັດທະນາທີ່ດີ ຖ້າທຽບໃສ່ການສ້າງຕັ້ງມາບໍ່ດົນນານປານໃດ ແຕ່ກະຍັງມີບາງຢ່າງທີ່ມີການຜ່ອນສັ້ນຜ່ອນຍາວກັນ ແຕ່ໂດຍລວມແລ້ວແມ່ນດີ.

ຈຸດເດັ່ນຄະນະນຳແຕ່ລະຊຸດແມ່ນມີຈຸດພິເສດຕ່າງກັນ ບາງອັນເດັ່ນ ບາງອັນກໍເດັ່ນໆຄືນລະຢ່າງ.

7. ຖ້າບໍ່ມີນະໂຍບາຍເຮັດແນວໃດຜູ້ທຸກຈະໄດ້ຮຽນ ຄົນເຂດນອກເຮັດແນວໃດຈະໄດ້ພັດທະນາ ໃຫ້ແຕ່ຄົນໃນເມືອງມາພັດທະນາເຂດນອກກໍຍາກ ແຕ່ຄົນເຂດນອກເອງມາຮຽນໃນເມືອງແລ້ວຍັງບໍ່ຄິດຈະກັບໄປພັດທະນາບ້ານເກີດ. ແຕ່ກໍດີ ຖ້າມີນະໂຍບາຍແລ້ວເຮົາກໍ່ສາມາດຖອດຖອນບົດຮຽນຈາກນະໂຍບາຍໄດ້.

ການເຮັດວຽກຮ່ວມກັນກັບກົມສຶກສາຊັ້ນສູງ ຄວາມເປັນຈິງແລ້ວ ມຊ ເຮົາກໍມີວິຊາການລະດັບຊາດແລ້ວເປັນຫຍັງເຮົາຕ້ອງຜ່ານກົມສຶກສາຊັ້ນສູງ ຫຼື ຊ່ຽວຊານຕ່າງປະເທດ. ສະພາວິຊາການ ມຊ ເຮົາກໍມີຢູ່ແລ້ວ ຄວາມເປັນຈິງແລ້ວ ບໍ່ຮູ້ວ່າຂັ້ນກົມຈະສາມາດຮູ້ເລິກວຽກງານຫຼັກສູດເທົ່າກັບວິຊາການ ມຊ ເຮົາບໍ່? ນີ້ຍັງເປັນປັນຫາການເຮັດວຽກຮ່ວມກັນ ການເຮັດວຽກຮ່ວມກັນ ເຫັນວ່າຍັງມີຫຼາຍຂອດຢູ່.

8. ຄວາມຄາດຫວັງໃນອະນາຄົດ ມຊ ເຮົາຄົງຈະມີຄຸນນະບຸດດີກ່ອນ ແລະ ຄົງອາດທຽບທັນ ປະເທດອື່ນໆຢູ່. ...ການພັດທະນາ ແລະ ການຊຸກຍູ້ທາງອອ້ມກໍຄວນມີຄືການຮັບພະນັກງານ ຫຼື ວິຊາຊີບຕ້ອງເນັ້ນວິຊາສະເພາະແທ້ໆ ຖ້າຫາກບໍ່ມີໃບຢັ້ງຢືນ ຫຼື ໃບປະກາດຈົບວິຊາສະເພາະ ການພິຈາລະນາການເຮັດວຽກກໍຄວນເອົາໃຈໃສ່ດ້ານນີ້ຄືກັນ.

LMUA47-67

1. ການບໍລິຫານ ແລະ ການຄຸ້ມຄອງ ມຊ ແມ່ນມີການປ່ຽນແປງຫຼາຍເກືອບທຸກໆດ້ານ: ດ້ານວິຊາການ ດ້ານບໍລິຫານ ແລະ ຄຸ້ມຄອງ. ການຄົ້ນຄວ້າວິໄຈ ແຕ່ລະປີແມ່ນມີຫົວບົດຄົ້ນຄວ້າອີງໃສ່ທຶນທີ່ມີ. ນອກຈາກນີ້ ຍັງມີການຮ່ວມມືໃນການຄົ້ນຄວ້າທາງດ້ານວິທະຍາສາດ ເຮັດໃຫ້ມີທຶນຈາກພາຍນອກເພີ່ມຂຶ້ນ ແລະ ເຮັດໃຫ້ວຽກຄົ້ນຄວ້າພົ້ນເດັ່ນຂຶ້ນ. ສຳລັບວຽກງານການເງິນ ກໍເປັນລະບົບຂຶ້ນ ໂດຍອີງຕາມລະບຽບປະຕິບັດຈາກກະຊວງການເງິນ. ...ສຳລັບວຽກງານການຮ່ວມມືແມ່ນເຫັນວ່າຍັງມີບັນຫາ ເຊັ່ນ: ໄດ້ມີການ

ເຊັ່ນສັນຍາຮ່ວມມືກັນກັບ ຫຼາຍໆສະຖາບັນ ແຕ່ທາງເທິງບໍ່ດຳເນີນການຕໍ່ໄປ ບໍ່ປະສານລົງມາ ໃນເວລາມີການສະເໜີຈາກພາຍນອກຈຶ່ງເຮັດໃຫ້ກິດຈະກຳຫຼາຍໆຢ່າງບໍ່ໄດ້ຮັບການປະຕິບັດ ແລ້ວການຮ່ວມມືກໍໄດ້ຖືກຍົກເລີກໄປ. ແນວໃດກໍດີທາງຄະນະເຮົາໄດ້ພະຍາຍາມດຶງເອົາການຮ່ວມມືໂດຍກົງກັບສະຖາບັນອື່ນໆສຳລັບໂຄງການທີ່ຄະນະສາ ມາດດຳເນີນໄດ້.

2. ໜ້າທີ່ຄະນະເຮົາແມ່ນຈັດຕັ້ງການຮຽນການສອນ, ນອກຈາກນີ້ ຍັງເຮັດວຽກບໍລິການສັງຄົມ, ໂຄງການຮ່ວມ ເປັນທີ່ປຶກສາ ສອນໃຫ້ພາກສ່ວນອອ້ມຂ້າງ ແລະ ເຮັດການຄົ້ນຄວ້າວິໄຈ.

3. ການຕັດສິນບັນຫາຕ່າງໆແມ່ນອີງໃສ່ຂອບເຂດ ແລະ ສິດຂອງ ມຊ ວາງອອກ ທີ່ໄດ້ກຳນົດໄວ້ແລ້ວ. ສຳລັບນັກວິຊາການແລ້ວກໍຈະມີຫົວໜ່ວຍວິຊາໃນການຕັດສິນບັນຫາ ເຊິ່ງມີການຈັດຕັ້ງໄວ້ແລ້ວເປັນຂັ້ນໆຂຶ້ນມາຕາມໜ່ວຍງານຕ່າງໆ.

4. ໃນການພັດທະນາບຸກຄະລາກອນ ແລະ ງົບປະມານສະໜັບສະໜູນສ່ວນຫຼາຍແມ່ນ ອີງໃສ່ທຶນຊ່ວຍເຫຼືອຈາກຕ່າງປະເທດ. ຖ້າລັດຖະບານມີງົບປະມານລັດຖະບານ ເພື່ອການພັດທະນາບຸກຄະລາກອນແມ່ນຈະດີຫຼາຍ ເຊັ່ນ: ມີການລະບຸວ່າແຕ່ລະຄະນະສາມາດໄດ້ຮັບຈາກທຶນໃນການສຶກສາ ປ. ໂທ ຫຼື ການເຮັດບົດວິໄຈ, ຖ້າພາກສ່ວນພາຍນອກ ບໍ່ມີເງິນສະໜັບສະໜູນກໍຄວນມີງົບພາຍໃນເຮົາເອງໃນການວິໄຈ. ແຕ່ໃນໄລຍະຜ່ານມານັກວິຊາການເຮົາແມ່ນ ໄດ້ວິ້ງເຕັ້ນໃນການຊອກທຶນຮຽນເອງ ເພື່ອຕອບສະໜອງນະໂຍບາຍ 3:6:1.

5. ພາບລວມໆ ໃນການພັດທະນາ ມຊ ແມ່ນດີ ແລະ ເຫັນວ່າ ດ້ານດີ ມີການຈັດສັນການເຮັດວຽກໄດ້ດີ ແຕ່ບາງວຽກງານຍັງມີການໃຊ້ຄົນບໍ່ຖືກວຽກ ມີລະບົບນະໂຍບາຍຕ່າງໆຫຼາຍໂພດ ເຮັດໃຫ້ມີຄຸນນະພາບຕໍ່າ ສະມັດຕະພາບການເຮັດວຽກຕໍ່າ ແລະ ມີການຍຸຍານໄປເລື້ອຍໆເຮັດໃຫ້ເກີດຄວາມສັບສົນ ມີນັກຮຽນອອ່ນຮຽນບໍ່ໄດ້ ຜູ້ສອນຖືກຕຳນິ, ສະນັ້ນ ເຮົາຄວນຕັດອອກທຶນນະໂຍບາຍຕ່າງໆ ເພື່ອເນັ້ນຄຸນນະພາບໃຫ້ດີຂຶ້ນ. ການສັງເກດອີກຢ່າງໜຶ່ງເຫັນວ່າ ການສິດສອນແຕ່ລະຄະນະຍັງບໍ່ເປັນເອກະພາບ ແຕ່ລະຄະນະກໍມີລາຍຮັບຫຼາຍ ບາງຄະນະກໍມີລາຍຮັບນ້ອຍ ເຮັດໃຫ້ລາຍຮັບໂຕນກັນໃນການແບ່ງປັນ ແລ້ວເຮັດໃຫ້ເກີດປັນຫາ ບາງຄະນະອອ່ນແອລົງ. ຖ້າເຮົາເຮັດເປັນລະບົບ ຄຸມກັນທັງໝົດແລ້ວ ຄິດວ່າແຕ່ລະພາກສ່ວນຈະໄດ້ເຮັດວຽກຢ່າງເຕັມທີ່ຕາມຄວາມຮູ້ທີ່ມີ ແລະ ຄົງບໍ່ເລືອກວຽກເຮັດ.

6. ຄວາມເປັນເອກະລາດຂອງ ມຊ ຈະມີ 2 ດ້ານ ຄື: ຖ້າເຮົາມີຄວາມພ້ອມດ້ວຍບຸກຄະລາກອນຄວາມເປັນເອກະລາດແມ່ນດີ ຖ້າເຮົາພັດທະນາບຸກຄະລາກອນບໍ່ທັນໄດ້ ການແຍກຕົວອອກໄປຈາກການດູແລຂອງລັດແມ່ນອາດມີປັນຫາ.

7. ປັນຫາທີ່ຄວນແກ້ ຄື: ຊີວິດການເປັນຢູ່ຄູອາຈານ ຖ້າລາຍຮັບຍັງນ້ອຍຈະເຮັດໃຫ້ຄູອາຈານເຮົາຊອກຊ່ອງທາງໃໝ່ໃນການສ້າງລາຍໄດ້. ...ຄວາມຄາດຫວັງໃນອະນາຄົດສໍາລັບວຽກງານບໍລິຫານແລ້ວບໍ່ຄວນເອົາຜູ້ຮຽນຈົບສູງໆ ມາ ເຮັດວຽກບໍລິຫານ ແຕ່ສໍາລັບວຽກວິຊາການແລ້ວ ແມ່ນມີຄວາມຈໍາເປັນ, ສ່ວນຫຼາຍແລ້ວແມ່ນເອົາ ນັກວິຊາການທີ່ມີຄວາມຮູ້ມາເຮັດວຽກບໍລິຫານ ແທນທີ່ຈະແມ່ນຜູ້ຈະເຮັດວຽກຝ່າຍບໍລິຫານເລີຍ ດ້ານວິຊາການກໍ່ເປັນວຽກຂອງວິຊາການ.

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1. ພະແນກຈັດຕັ້ງສັງລວມຈະມີ 3 ໜ່ວຍງານ: ພິທີການ ຈັດຕັ້ງ ແລະ ພົວພັນສາກົນ, ໃນນັ້ນ ແຕ່ລະໜ່ວຍຈະມີວຽກສະເພາະ. ນອກຈາກນັ້ນ ຫ້ອງການຈັດຕັ້ງສັງລວມແມ່ນເຮັດວຽກດ້ານນະໂຍບາຍ ສະຫວັດດີການ ການເລື່ອນຊັ້ນ ແລະ ຂັ້ນ ວຽກປະກັນສັງຄົມ ສະຖິຕິ ຕົວເລກຄຸ້ມຄອງພະນັກງານລັດຖະກອນ.

2. ການຕັດສິນວຽກງານແມ່ນຢູ່ໃນຂອບເຂດສິດ ແລະ ໜ້າທີ່ໃນການຕັດສິນ ແຕ່ຖ້າເປັນວຽກທີ່ສໍາຄັນແມ່ນຈະຜ່ານຄະນະບໍດີເພື່ອຂໍຄໍາເຫັນ. ...ອໍານາດຕັດສິນນັກວິຊາການກໍມີສິດ ແລະ ໜ້າທີ່ຂອງໃຜລາວ ແຕ່ຖ້າວຽກໃດທີ່ບໍ່ຄັກກໍ່ຈະຜ່ານການປຶກສາຫາລື, ໃນການແກ້ໄຂປັນຫາກໍຍັງມີການສ່ອງແສງປະຈໍາເດືອນ.

5. ກ່ຽວກັບງົບປະມານຕໍ່ກັບວຽກງານວິຊາການຈະບໍ່ໄດ້ຕາມຄວາມຕ້ອງການສະເໜີໄປ ສ່ວນຫຼາຍແມ່ນອີງໃສ່ຄວາມເໝາະສົມ

6. ການຮັບລັດຖະກອນໃນໄລຍະຜ່ານມາ ເມື່ອກ່ອນມີສັນຍາຈ້າງ ສັງເກດເຫັນວ່າຫຼາຍ ແລະ ເຫຼືອບໍ່ພໍ ການອະນຸມັດຈາກຂັ້ນເທິງແມ່ນຈໍາກັດ ແຕ່ຄວາມຕ້ອງການກໍມີ ແຕ່ທັງໝົດກໍພາຍໃຕ້ການຊີ້ນໍາງພາຈາກຂັ້ນເທິງ.

7. ການພັດທະນາ ມຊ ໃນໄລຍະຜ່ານມາເຫັນວ່າ ໄດ້ເອົາໃຈໃສ່ແຕ່ລະໜ້າວຽກ, ມຊ ເຮົາກໍມີການພັດທະນາໄປໄກ ແລະ ເປັນບາດກ້າວອັນໃໝ່ຂອງປະເທດເຮົາໃຫ້ສາມາດທຽບກັບປະເທດຕ່າງໆໃນໂລກນີ້ໄດ້, ນີ້ແມ່ນຈຸດເດັ່ນ. ສໍາລັບວິຊາການກໍມີການຂະຫຍາຍຕົວໄວທາງດ້ານຫຼັກສູດປະລິນຍາໂທ ປະລິນຍາເອກຂຶ້ນ ນີ້ກໍເປັນບາດກ້າວອັນໃໝ່ຂອງແຕ່ລະຄະນະຈະໄດ້ເອົາໃຈໃສ່ ເພື່ອໃຫ້ ມຊ ເຮົາມີຊື່ສຽງໃນການສ້າງນັກສໍາມະນາກອນ ແລະ ຜູ້ທີ່ມີຄວາມຮູ້ຄວາມສາມາດໃນແຕ່ລະໂຂງເຂດ. ນອກຈາກນັ້ນ, ທາງຄະນະນໍາ ມຊ ກໍ່ໄດ້ສູ້ຊົນໃນການເຂົ້າເປັນຄະນະກໍາມະການສູນກາງ. ຄຽງຄູ່ກັບຈຸດເດັ່ນ ກໍຍັງມີຈຸດອ່ອນຄື: ການນໍາຍັງຂາດການລົງໃກ້ຊິດຕິດແທດໃນແຕ່ລະຄະນະ ເຮັດໃຫ້ບໍ່ສາມາດກໍາສະພາບໃນແຕ່ລະຄະນະໄດ້ຢ່າງ

ຊັດເຈນ. ສະນັ້ນ, ການນຳຄວນມີເວລາໃຫ້ຄວາມສຳຄັນລົງໃກ້ຊິດຕິດແທດຕື່ມເພື່ອຈະຮັບຮູ້ຈິດໃຈພະນັກງານພື້ນຖານເຮົາໂດຍແທ້.

8. ໃນອະນາຄົດ ຖ້າການນຳໃຫ້ການໃກ້ຊິດຕິດແທດກໍຄົງຈະດີ ເພາະຈະໄດ້ຮັບຮູ້ວຽກງານພື້ນຖານຂອງຂັ້ນລຸ່ມວ່າເຮົາຄວນມີການປັບປຸງ ແລະ ພັດທະນາແນວໃດແນວໃດ ເພື່ອໃຫ້ທຽບເທົ່າສາກົນໄດ້ ໂດຍສະເພາະວຽກງານການສ້າງຜົນງານການຄົ້ນຄວ້າວິໄຈ ທີ່ເປັນວຽກສຳຄັນ ທີ່ຕ້ອງຕິດພັນກັບວຽກງານວິຊາ ທີ່ຜ່ານມາເຫັນວ່າຍັງຂາດການເອົາໃຈໃສ່ດ້ານນີ້ ແລະ ເຫັນວ່າ ເນັ້ນໃສ່ວຽກບໍລິຫານຫຼາຍກວ່າ, ສະນັ້ນ ສິ່ງທີ່ຄວນເອົາໃຈໃສ່ຄືເອົາໃຈໃສ່ວຽກງານວິຊາການ ການຄົ້ນຄວ້າ ແລະ ວິໄຈ ຂອງນັກວິຊາການ ແນ່ໃສ່ເພື່ອໃຫ້ເຮັດໃຫ້ນັກວິຊາການເຮົາມີການຄົ້ນຄວ້າວິໄຈ ມີບົດ ແລະ ຜົນງານດ້ານວິໄຈເພີ່ມຂຶ້ນເພື່ອໃຫ້ ມຊ ເຮົາກ້າວສູ່ລະດັບພາກພື້ນ ແລະ ສາກົນໄດ້ ນີ້ຄືສິ່ງທີ່ເຮົາຈະຕ້ອງເບິ່ງຄືນຄວາມເໝາະສົມ. ...ວຽກງານການຄົ້ນຄວ້າວິໄຈຈະຕ້ອງໄດ້ເຮັດໄປພ້ອມໆກັນ ຢ່າງເປັນຂະບວນ ຮຽນຮູ້ ແລະ ປະຕິບັດໃຫ້ເປັນລະບົບ. ຄວາມຄາດຫວັງຄະນະພວກເຮົາຄວນມີການພັດທະນາວິຊາການ ແລະ ໃຫ້ມີສາຂາຍົກລະດັບການສຶກສາປະລິນຍາໂທປະລິນຍາເອກຂຶ້ນ ນັກວິຊາການ ເຮົາຄວນໄດ້ຮັບໂອກາດການພັດທະນາ ແລະ ຝຶກອົບຮົມພາຍໃນ ແລະຕ່າງປະເທດ. ທາງ ມຊ ເຮົາຄວນສ້າງບົດບາດໃນເວທີສາກົນໃຫ້ສູງຂຶ້ນ ແລະ ທຽບເທົ່າສາກົນ.

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1. ການປ່ຽນແປງທາງດ້ານໂຄງຮ່າງການຈັດຕັ້ງຂອງຄະນະອັກສອນສາດເຮົາແມ່ນມີການປ່ຽນແປງໃຫຍ່ໃນປີ 2000 ກ່ອນໜ້ານັ້ນແມ່ນເປັນຄະນະມະນຸດສາດ. ຫຼັງຈາກກາຍມາເປັນຄະນະອັກສອນສາດແລ້ວກໍ່ໄດ້ມີການປັບປຸງລະບົບການຈັດຕັ້ງເລື້ອຍໆມາ ຄະນະນຳຄະນະບໍດີ ແມ່ນມີພຽງ 3 ຄົນ ຫຼັງຈາກນັ້ນຄະນະນຳບາງທ່ານກໍໄດ້ໄປຮຽນຕໍ່ ແລະ ເຮັດໜ້າທີ່ຢູ່ຕ່າງປະເທດຕໍ່ມາຈຶ່ງໄດ້ມີການແຕ່ງຕັ້ງຜູ້ບໍລິຫານເພີ່ມຂຶ້ນຕາມລຳດັບນັບແຕ່ປີ 2003 ຫາ 2004 ແລະ ປີ 2007 ຫາ 2008 ກໍຍັງມີການປ່ຽນແປງ, ນັບແຕ່ປີ 2008 ຈົນຮອດປັດຈຸບັນ ຈຶ່ງໄດ້ມີການປັບປຸງການຈັດຕັ້ງສຳເລັດໃນແຕ່ລະລະດັບ ແຕ່ເທິງລົງລຸ່ມໃນທ້າຍປີ 2012. ...ສຳລັບໂຄງຮ່າງການຈັດຕັ້ງຂອງຄະນະອັກສອນສາດກໍ່ມີການປ່ຽນແປງຖ້າທຽບໃສ່ໄລຍະການສ້າງຕັ້ງ ໃໝ່ ມີພາກວິຊາເພີ່ມຂຶ້ນ ແລະ ສູນ, ພະນັກງານຄູອາຈານກໍເພີ່ມຂຶ້ນ. ...ສຳລັບວຽກວິຊາການກໍເຫັນມີການປ່ຽນແປງ 3 ຄັ້ງ ໂດຍອີງໃສ່ຫຼັກສູດການຮຽນທີ່ມີການ ຮຽນການສອນແມ່ນຫຼັກສູດ 2+3 ຮອດປີ 2004 ຫາ 3005 ຕໍ່ມາແມ່ນຫຼັກສູດ 1+4 ແລະ ຈະສິ້ນສຸດໃນ 3 ປີຕໍ່ໜ້າ, ຕໍ່ໄປແມ່ນເລີ່ມ 0+4 ເຊິ່ງມີການເລີ່ມຕົ້ນແຕປີນີ້ໄປ. ...ຫຼັກສູດການຮຽນການສອນແມ່ນອີງໃສ່ຫຼັກສູດແຫ່ງຊາດ ໂດຍມີວິຊາບັງຄັບແມ່ນປະມານ 30 ໜ່ວຍກິດ ເຫຼືອນັ້ນແມ່ນວິຊາສະເພາະ. ສຳລັບວຽກງານການເງິນ ເບື້ອງຕົ້ນແມ່ນ

ຂຶ້ນກັບພະແນກສໍາງລວມ ຈົນມາຮອດປີ ເດືອນ 6 ປີ 2010 ຈຶ່ງໄດ້ມີການປັບປຸງການຈັດຕັ້ງ ແລະ ສ້າງ ພະແນກການເງິນ ແລະ ຊັບສິນຂຶ້ນ. ວິທີການເຮັດວຽກແມ່ນມີການປະຕິບັດແຜນງົບປະມານເຊິ່ງຂັ້ນເທິງໄດ້ ກໍານົດຕົວເລກໃຫ້ມະຫາວິທະຍາໄລແຫ່ງຊາດ ແລ້ວມະຫາວິ ທະຍາໄລແຫ່ງຊາດຈຶ່ງໄດ້ແບ່ງຕົວເລກໃຫ້ ຄະນະວິຊາ ແລ້ວຄະນະວິຊາຈຶ່ງໄດ້ມອບໃຫ້ພະແນກການເງິນ ແລະ ຊັບສິນ ສ້າງແຜນງົບປະມານ ສ້າງແຜນ ລາຍຮັບ. ໃນການສ້າງແຜນງົບປະມານ ສ້າງລາຍຮັບໃນປີຜ່ານ ມາເຫັນວ່າມີການຫຼຸດລົງ ສາຍເຫດຫຼັກໆ ແມ່ນຍ້ອນວ່າມີການຮັບນັກສຶກສາຫຼຸດລົງ ເຮັດໃຫ້ວຽກງານການເງິນມີບັນຫາຂຶ້ນ ການແບ່ງປັນຕົວເລກ ງົບປະມານບໍ່ພຽງພໍ.

3. ການຕັດສິນວຽກງານຕ່າງໆພາຍໃນຄະນະວິຊາແມ່ນຖືກກໍານົດດ້ວຍສິດ ແຕ່ພະນັກງານລະດັບ ກາງຈະບໍ່ມີສິດຕັດສິນ ແຕ່ມີສິດໃນການນໍາສະເໜີຄໍາເຫັນສໍາລັບລະບົບຄະນະຜູ້ຕັດສິນແມ່ນຜູ້ມີອໍານາດ ເໜືອກວ່າບັນຫານັ້ນ ຜູ້ບໍລິຫານລະດັບກາງແມ່ນຄົ້ນຄວ້າປັນຫາສະໜອງຂໍ້ມູນ ແລະ ຊອກຊ່ອງທາງເພື່ອ ສະເໜີຂັ້ນເທິງຕາມຄວາມເປັນໄປໄດ້.

6. ສໍາລັບການສະໜັບສະໜູນການເງິນດ້ານວິຊາການໃນໄລຍະຜ່ານແມ່ນໄດ້ຮັບການສະໜັບສະໜູນ ຈາກທະນາຄານພັດທະນາເອເຊຍໃນການພັດທະນາຊັບພະຍາກອນມະນຸດ ເຝິກອົບຮົມ. ສໍາລັບການຊ່ວຍ ເຫຼືອຈາກພາກລັດກໍມີຢູ່ ແຕ່ກໍຍັງມີນ້ອຍ ຖ້າທຽບໃສ່ຄວາມຕ້ອງການ ໂດຍສະເພາະສໍາລັບຄະນະອັກສອນ ສາດ ບໍ່ມີຫຼັກຖານໃຫ້ເຫັນວ່າ ນີ້ແມ່ນບ່ວງເງິນມອບໃຫ້ອາຈານ. ກ ອາຈານ. ຂ ໄປຮຽນທຶນຄະນະອັກສອນ ສາດ ຜ່ານມາ 10 ກວ່າປີ ປາກົດວ່າບໍ່ເຫັນງົບປະມານແບບນີ້ໃນການກໍ່ສ້າງຊັບພະຍາກອນມະນຸດ, ສ່ວນ ຫຼາຍແມ່ນທຶນເປີດກ້ວາງ ທຶນໄດ້ຮັບການຊ່ວຍເຫຼືອຈາກຕ່າງປະເທດ ແລະ ການຮ່ວມມື 2 ຝ່າຍ. ໃນໄລຍະ ຜ່ານມາໃນການຮຽນຕໍ່ພາຍໃນ ຄູອາຈານແມ່ນຮັບຜິດຊອບເອງ ທາງການຈັດຕັ້ງແມ່ນອໍານວຍຄວາມສະ ດວກ.

7. ທັດສະນະຄະຕິຂອງທ່ານຕໍ່ການພັດທະນາ ມຊ ໃນໄລຍະ 15 ປີຜ່ານມາເຫັນວ່າ ໃນໄລຍະຜ່ານ ມາຍັງຂາດການປະເມີນແຜນການໃນການກວດກາຄືນແຜນການທີ່ເຮັດໄດ້ ແລະ ເຮັດບໍ່ໄດ້ ເຊິ່ງເອີ້ນວ່າ: ແຜນລ້າ ແລະ ມີການລາຍງານແບບດອກໄມ້ຍັງມີຫຼາຍ ເຊັ່ນ: ແຜນກໍ່ສ້າງຊັບພະຍາກອນມະນຸດມັນກໍເປັນ ພຽງແຕ່ທິດສະດີ ແລະ ບໍ່ຮູ້ວ່າຈະມີການເລີ່ມຕົ້ນແນວໃດ ເພາະບໍ່ມີແຜນງົບປະມານບໍ່ມີເງິນສະເພາະມີແຕ່ ນະໂຍບາຍທີ່ມາຈາກສາຍພັກທີ່ໄດ້ກໍານົດໄວ້ ແລະ ສາຍລັດກໍໄດ້ນໍາມາສະເໜີ. ...ການທີ່ຈະສ້າງແຜນກໍ່ສ້າງ ຊັບພະຍາກອນມະນຸດມັນຈໍາເປັນຕ້ອງສ້າງແຜນງົບປະມານເພື່ອຈະໄດ້ປະ ຕິບັດ. ສໍາລັບການປະຕິບັດ ແຜນການໃນໄລຍະຜ່ານມາເຫັນວ່າ ການປະເມີນແຜນການຍັງຂາດການເອົາໃຈ ໃສ່ບໍ່ຊັດເຈນ ບໍ່ຮູ້ວ່າວຽກ

ອັນໃດສຳເລັດ ແລະ ບໍ່ສຳເລັດຕາມແຜນໃນໄລຍະ 5 ປີ. ສ່ວນຫຼາຍແມ່ນເລັ່ງປະຕິບັດແຜນການໃນປີສຸດທ້າຍ ເຮັດໃຫ້ມີການປະຕິບັດບໍ່ມີປະສິດຕິພາບ ແລະ ເປັນລັກສະນະເຮັດເພື່ອເອົາໜ້າ ລັກສະນະແຜນລ້າ ແລະ ການລາຍງານດອກໄມ້. ...ສຳລັບສະພາບລວມຂອງຄະນະອັກສອນສາດເຫັນວ່າ 1 ວຽກງານຄົ້ນຄວ້າບໍ່ປະສົບຜົນສຳເລັດ, 2 ປະຕິບັດຫຼັກສູດ 1+6+3 ບໍ່ໄດ້.

8. ຄວາມຄາດຫວັງໃນການພັດທະນາ ມຊ ໃນອະນາຄົດສຳລັບຄະນະແລ້ວ ຜູ້ເກ່ງຕ້ອງໄດ້ດີ ຜູ້ຮຽນປານກາງຕ້ອງສູ້ຊົນ.

LMUA50-67

1. ການປ່ຽນແປງຂອງ ມຊ ເຫັນໄດ້ໃນວຽກງານການຄົ້ນຄວ້າວິໄຈ ແມ່ນມີກິດຈະກຳ ແລະ ການສະໜັບສະໜູນກໍເພີ່ມຂຶ້ນຫຼາຍຕັ້ງແຕ່ປີ 2003 ເປັນຕົ້ນມາ. ປັດຈຸບັນ ກໍເພີ່ມຂຶ້ນ ເພາະຊື່ສຽງຄະນະກໍດີຂຶ້ນ ແລະ ອາຈານກໍມີຫຼາຍຂຶ້ນ.

2. ໜ້າທີ່ຕົ້ນຕໍຂອງພະແນກຄົ້ນຄວ້າແມ່ນເຮັດໜ້າທີ່ຄົ້ນຄວ້າ ມີການຮ່ວມມືໃນການເຮັດຄົ້ນຄວ້າວິໄຈກັບສາກົນ ສ້າງຄວາມສາມາດໃຫ້ກັບບັນດາຄູອາຈານກ່ຽວກັບວຽກງານຄົ້ນຄວ້າ.

3.4. ໃນການຕັດສິນວຽກງານແມ່ນອີງໃສ່ສິດ ແລະ ໜ້າທີ່ທີ່ມີ ສຳລັບນັກວິຊາການແມ່ນມີອຳ ນາດໃນການຂຽນບົດ ແມ່ນມີສິດໃນການສຶກສາຄົ້ນຄວ້າແມ່ນເອກະລາດ ເຫັນວ່າບໍ່ມີຂອບເຂດຈຳກັດ ຂໍພຽງແຕ່ເຮົາມີຄວາມສາມາດພຽງພໍ.

5. ການສະໜັບສະໜູນ ຫຼື ງົບປະມານໃນວຽກງານວິຊາການການເຮັດຄົ້ນຄວ້າວິໄຈແມ່ນບໍ່ມີ ເຖິງມີກໍນ້ອຍ ທຶນພາຍໃນຄະນະກໍບໍ່ມີ, ຖ້າຢາກໄດ້ທຶນວິໄຈ ຈະຕ້ອງໄດ້ແຂ່ງຂັນຂຽນບົດສະເໜີເພື່ອຂໍທຶນຈາກອົງກອນສາກົນ.

6. ໃນໄລຍະຜ່ານມາການພັດທະນາ ມຊ ການຮັບພະນັກງານເຂົ້າກໍມີຫຼາຍຄົນຕ້ອງການຢາກເປັນອາຈານ ແລະ ຫຼາຍຄົນກໍບໍ່ຢາກເປັນ ແຕ່ປັນຫາສຳຄັນຄວນມີການຈັດຕັ້ງປະຕິບັດ ມີການປະຊາສຳພັນເພື່ອໃຫ້ຫຼາຍຄົນໄດ້ຮູ້ການຮັບພະນັກງານ.

ສິ່ງທີ່ບໍ່ມັກທີ່ສຸດຢູ່ໃນລະບົບກົນໄກຂອງລັດແມ່ນການຮັບພະນັກງານເຂົ້າເພື່ອການຝຶກງານ ແທນທີ່ຈະເປັນການຮັບເຂົ້າສົມບູນ ມີເງິນເດືອນກິນຄືກັບຫຼາຍປະເທດເຂົາປະຕິບັດ. ເຖິງຈະມີການເສັງເຂົ້າໃນໄລຍະຜ່ານມາກໍຍັງບໍ່ປອດໃສ ຖ້າມີການເສັງແລ້ວກໍຄວນມີການສຳພາດ ມີຄະນະກຳມະການ ເພາະເຮົາຢາກໄດ້ຜູ້ເກ່ງເຂົ້າມາເຮັດວຽກໃນ ມຊ ເຮົາ. ກ່ອນໜ້ານີ້ ເຮົາອາດບໍ່ມີລະບຽບຫຼັກການທີ່ແນ່ນອນ ເຮັດໃຫ້ມີການປະຕິບັດໃນລັກສະນະເສັ້ນສາຍ ແລະ ຄົນຮູ້ຈັກຮັກແພງ, ດັ່ງນັ້ນ ເຮົາຈຶ່ງບໍ່ເຫັນຄົນເກ່ງໃນ ມຊ. ເຮົາ

ຕ້ອງມີການເປີດກວ້າງດ້ວຍການປະຊາສຳພັນເພື່ອໃຫ້ຄົນທົ່ວໄປໄດ້ຮູ້ນຳ ແລະ ຄວນບໍ່ໃຫ້ມີລະບົບສັນຍາຈ້າງ ຖ້າຢາກໄດ້ຜູ້ເກ່ງເຮົາຕ້ອງມີຄະນະກຳມະການເພື່ອກວດສ້ອມຄວາມໂປ່ງໃສ.

ຄວາມເປັນເອກະລາດຂອງ ມຊ ໃນໄລຍະຜ່ານມາອາດບໍ່ມີປັນຫາຫຼາຍໃນການປະສານງານກັບກົມສຶກສາຊັ້ນສູງສຳລັບວຽກງານຄົ້ນຄວ້າ. ທັດສະນະລວມສຳລັບວຽກງານບໍລິຫານ ແລະ ຄຸ້ມຄອງໃນໄລຍະຜ່ານມາ ເຫັນວ່າຄວນມີການປະເມີນຜົນທີ່ຊັດເຈນ ມີເປົ້າໝາຍທີ່ແນ່ນອນ ຮູ້ໜ້າທີ່ຮັບຜິດຊອບ, ຜ່ານມາແມ່ນອີງຕາມຄວາມຮູ້ສຶກຂອງບຸກຄົນຂອງຜູ້ທີ່ເປັນຫົວໜ້າ. ຈຸດເດັ່ນ: ວຽກງານທົ່ວໄປຂອງຄະນະເສດຖະສາດເຫັນວ່າມີຈຸດເດັ່ນຫຼາຍ ມີຄວາມສາມາດ ມີບຸກຄະລາກອນທີ່ສູງ ມີອາຈານທີ່ມີຄວາມສາມາດໃນການເຮັດການຄົ້ນຄວ້າວິໄຈ. ຈຸດອອ່ນ: ເຮົາຕ້ອງເບິ່ງຄືນເປົ້າໝາຍ ໜ້າທີ່ ແລະ ມີການປະເມີນທີ່ແນ່ນອນ.

7. ຄວາມຄາດຫວັງຢາກໃຫ້ ມຊ ຕິດອັນດັບ 1 ໃນ 50 ຂອງ ມະຫາວິທະຍາໄລ ຢູ່ໃນລະດັບພາກພື້ນອາຊຽນ.

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1. ການປ່ຽນແປງໃນຄະນະວິທະຍາສາດສັງຄົມ ໄດ້ສ້າງຕັ້ງນັບແຕ່ປີ 2000 ແລະ ສັງເກດ ເຫັນວ່າມີການປັບປຸງຄຸນນະພາບການຮຽນການສອນ ໂດຍເລັງໃສ່ ການຄົ້ນຄວ້າວິໄຈ ເປັນຫຼັກ ເພື່ອໃນການພັດທະນາຫຼັກສູດ. ມີການຂໍທຶນ ແລະ ງົບປະມານ ເຂົ້າໃນວຽກງານການຄົ້ນຄວ້າວິໄຈ ແລະ ຂຽນໂຄງການ ໄດ້ມີການຝຶກອົບຮົມການເຮັດວິໄຈ ການຄົ້ນຄວ້າ.

5. ໃນໄລຍະຜ່ານມາ ງົບປະມານລົງທຶນເຂົ້າໃນວຽກວິຊາການແມ່ນໜ້ອຍຫຼາຍ ສຳລັບ ການຄົ້ນຄວ້າວິໄຈ ທີ່ຜ່ານມາອາດລົງທຶນໃສ່ສະຖາບັນວິທະຍາສາດ ແລະ ການຄົ້ນຄວ້າແຫ່ງຊາດຫຼາຍກວ່າ ແຕ່ສະຖາບັນຍັງຂາດນັກຄົ້ນຄວ້າ ແລະ ນັກວິໄຈ, ສ່ວນຫຼາຍແມ່ນຂໍທຶນຈາກຕ່າງປະເທດ.

6. ຄວາມເປັນເອກະລາດຂອງ ມຊ ເຫັນວ່າ ກົມສຶກສາຊັ້ນສູງ ຍັງເຂົ້າມາມີບົດບາດໃນການສອບເສັງຄັດເລືອກນັກສຶກສາ ເຮັດໃຫ້ມີຫາງສຽງຄວາມບໍ່ໂປ່ງໃສ ຄວາມຈິງແລ້ວກົມສຶກສາ ຊັ້ນສູງຄວນຮັບຜິດຊອບລະດັບການສຶກສາໃດໜຶ່ງ ສ່ວນລະດັບມະຫາວິທະຍາໄລ ຄວນເປັນທະບວງທີ່ມີເອກະລາດຫຼາຍກວ່າ. ຖ້າ ມຊ ເຮົາມີຄວາມເປັນເອກະລາດເຮົາຈະສາມາດຕັດສິນປັນຫາໄດ້ຫຼາຍຢ່າງ ຕົວຢ່າງ: ນັກຄົ້ນຄວ້າ ຈາກຕ່າງປະເທດທີ່ຮ່ວມມືກັບ ມຊ ຄວນຜ່ານ ມຊ ແລະ ກະຊວງການຕ່າງປະເທດກໍພໍບໍ່ຈຳເປັນຕ້ອງຜ່ານກະຊວງສຶກສາ, ກະຊວງສຶກສາ ແລະ ກິລາ ຄວນຮັບຜິດຊອບວຽກມະຫາພາກ. ຖ້າເອກະສານຜ່ານກະຊວງສຶກສາ ແລະ ກິລາ ເພື່ອພິຈາລະນາອະນຸຍາດນັ້ນ ສັງເກດເຫັນວ່າ ເຮັດໃຫ້ມີການຊັກຊ້າເວລາໄປຕື່ມອີກ, ຄວາມເປັນຈິງຄວນມອບສິດ ແລະ ອຳນາດໃຫ້ແກ່ອະທິການບໍດີຝ່າຍວິຊາການຕັດສິນ ແລະ ອະນຸມັດເລີຍ.

ນອກຈາກນີ້ວຽກງານ ການຄົ້ນຄວ້າວິໄຈ ບາງອັນກໍ່ບໍ່ຄວນຖືກຈໍາກັດ ຄວນໃຫ້ສິດໃນການເວົ້າຄວາມເປັນຈິງ. ການປະສານງານເຫັນວ່າຍັງມີຫຼາຍຂອດຫຼາຍ.

7. ໃນໄລຍະ 15 ປີຜ່ານມາແມ່ນມີການຂະຫຍາຍ ຄະນະວິຊາປັບປຸງ ການຮຽນການສອນ ແລະ ອາຄານສະຖານທີ່ ແມ່ນເຮັດໄດ້ດີຫຼາຍ. ສໍາລັບລະລົບການບໍລິຫານຄວນໄດ້ເບິ່ງຄືນຄຸນນະພາບພະນັກງານ ການເຮັດວຽກ ການແລ່ນເອກະ ສານ ການເຮັດວຽກບໍເປັນລະບົບ ເຮັດໃຫ້ວຽກຄ້າງເຮັດໃຫ້ຊ້າ, ເລື່ອງລະບົບການຈັດການ ພະນັກງານເລຂາ ນຸການແມ່ນຍັງຂາດການຮຽນຮູ້ດ້ານເລຂານຸການ, ສະນັ້ນ ນັກບໍລິຫານຜູ້ບໍລິຫານ ຫຼື ພະນັກງານບໍລິຫານຍັງຂາດຄວາມຮູ້ດ້ານການບໍລິຫານ ເຮັດໃຫ້ປະສິດຕິພາບໃນການເຮັດວຽກບໍ່ໄດ້ດີ. ການສື່ສານ ແມ່ນຍັງບໍ່ໄດ້ດີຍ້ອນອິນເຕີເນັດຍັງບໍ່ໄດ້ຕອບສະໜອງຄວາມຕ້ອງການໃນການຊອກຫາຂໍ້ມູນ ຄວາມສະດວກທາງດ້ານອິນເຕີເນັດ ແມ່ນແກ້ໄຂບໍ່ທັນໄດ້ທົ່ວ ມຊ ເຮັດໃຫ້ການຄົ້ນຄວ້າວິໄຈ ມີປັນຫາຫຼາຍສົມຄວນ. ຂອດການເຮັດວຽກບໍ່ທັນຄ່ອງແຄ້ວ ເຮັດໃຫ້ພາກສ່ວນທີຮັບຜິດຊອບວຽກໃດໜຶ່ງບໍ່ຮູ້ລາຍລະອຽດວຽກ.

8. ຄວາມຄາດຫວັງໃນອະນາຄົດ ມຊ ຄວນເອົາໃຈໃສ່ປັບປຸງການຮຽນການສອນ ແລະ ປື້ມຕໍາລາສອນ ປັບປຸງວຽກງານຄົ້ນຄວ້າ ຊອກຫາແຫຼ່ງທຶນໃນການເຮັດຄົ້ນຄວ້າວິໄຈ ຜົນການຄົ້ນຄວ້າຕ້ອງໄດ້ພິ ມໂຄສະນາເຜີຍແຜ່ອອກສູ່ສາທາລະນະ ເພື່ອໃຫ້ຄົນທົ່ວໄປ ແລະ ຜູ້ອອກນະໂຍບາຍໄດ້ຮູ້ ເພື່ອສ້າງນະໂຍບາຍ. ພັດທະນານັກວິຊາການຕອບສະໜອງເອກະສານໃຫ້ແກ່ນັກສຶກສາໃຫ້ພຽງພໍໃຫ້ມີຫໍສະໝຸດ, ລະບົບໄອທີແມ່ນສໍາຄັນຄືກັນຄວນໄດ້ປັບປຸງລະບົບຂໍ້ມູນຂ່າວສານ, ວຽກງານຄຸ້ມຄອງບໍລິຫານກໍຄວນໄດ້ຮັບການປັບປຸງຄືກັນ.

LMUA52-67

1. ສໍາລັບວຽກງານຄົ້ນຄວ້າວິທະຍາສາດແມ່ນມີການປ່ຽນແປງ ເພາະວ່າກ່ອນໜ້ານີ້ແມ່ນບໍ່ທັນມີ ແລະ ຕໍ່ມາມີການຮັບຮູ້ເພີ່ມຂຶ້ນ ແຕ່ຍັງຂາດງົບປະມານໃນການດໍາເນີນການຄົ້ນຄວ້າໃນທ້ອງຖິ່ນຕ່າງໆ.

2. ໜ້າທີ່ຕົ້ນຕໍແມ່ນເຮັດວຽກຄົ້ນຄວ້າວິທະຍາສາດ ແລະ ຊອກແຫຼ່ງທຶນ ໂດຍການແຈ້ງການຫາຜ່ານແຕ່ລະພະແນກໃຫ້ສະເໜີຫົວຂໍ້ຄົ້ນຄວ້າຂຶ້ນມາ ແລ້ວແຈ້ງຜ່ານໃຫ້ຜູ້ຮັບຜິດຊອບ ຄະນະບໍດີຝ່າຍວິຊາການຫ້ອງການຄົ້ນຄວ້າວິທະຍາສາດຂອງ ມຊ.

3. ໃນການຕັດສິນໃຈເຮັດໄດ້ຕາມຂັ້ນພື້ນຖານ ໂດຍມີການກວດກາຫົວຂໍ້ ແລະ ໂຄງສ້າງຂອງບົດຫຼັງຈາກນັ້ນໃຫ້ມີການດັດແກ້ ແລ້ວສະເໜີຕໍ່ຂັ້ນເທິງຕາມລໍາດັບ. ຖ້າໃນກໍລະນີມີການກໍານົດຫົວຂໍ້ ກໍໄດ້ມີ

ການປົກສາຫາລືກັບ ຄະນະບໍດີໃນການໃຫ້ບູລິມະສິດນັກຄົ້ນຄວ້າຕາມຄວາມເໝາະສົມ ໂດຍການພິຈາລະນາ ແລະ ຕັດສິນໃຈຂັ້ນສຸດທ້າຍແມ່ນຂຶ້ນກັບຂັ້ນເທິງ ມຊ.

4. ສໍາລັບນັກວິຊາການ ໃນການຕັດສິນໃຈ ແມ່ນສາມາດດໍາເນີນການໄດ້ໃນການສິດສອນ ແຕ່ກໍຍັງຂຶ້ນກັບວິຊາການຂອງຄະນະ ພະແນກຄົ້ນຄວ້າບໍ່ໄດ້ມີສ່ວນຮ່ວມໃນວຽກງານວິຊາການປັບປຸງຫຼັກສູດ ສ່ວນຫຼາຍແມ່ນເຮັດວຽກຄົ້ນຄວ້າ ແລະ ສອນວິຊາທີ່ກ່ຽວຂ້ອງ.

5. ສໍາລັບທຶນໃນການຄົ້ນຄວ້າໃນໄລຍະຜ່ານມາແມ່ນຍັງນ້ອຍ ຂາດງົບປະມານ.

6. ກ່ຽວກັບວຽກງານບໍລິຫານ ແລະ ຄຸ້ມຄອງໃນໄລຍະຜ່ານມາ ຈຸດເດັ່ນ: ແມ່ນມີການພັດທະນາໄປໄດ້ໄກ. ຈຸດອ່ອນ: ແມ່ນປ່ຽນແປງໄປໄວບາງເທື່ອເຮັດໃຫ້ການເຮັດວຽກບໍ່ມີຄວາມສະເໝີພາບ. ບາງຄະນະພັດທະນາໄວ ບາງຄະນະກຸ້ມຕົນເອງດ້ວຍການເປີດສອນລະບົບພິເສດ ແລະ ຍັງຫຼາຍອັນຂາດເຂີນ. ການເອົາໃຈໃສການຄຸ້ມຄອງເຄຫາແມ່ນອ່ອນ ໂຕະຕັ່ງຂາດການເອົາໃຈໃສບົວລະບັດ ສອ້ມແຊມ ການບໍາລຸງຮັກສາບໍ່ໄດ້ດີ. ຂັ້ນນໍາຂາດການເອົາໃຈໃສ່ວຽກງານຄຸ້ມຄອງເຮັດໃຫ້ມີຫຼາຍປັນຫາ. ...ສໍາລັບວຽກງານການຮັບລັດຖະກອນແມ່ນຍັງບໍ່ເປັນລະບົບ ບໍ່ຖືກເປົ້າໝາຍ ຮັບພະນັກງານແບບສັນ ຍາຈ້າງບາງຄົນໄດ້ເຂົ້າລັດຖະກອນໄວ ບາງຄົນໄດ້ເຂົ້າຊ້າເຮັດໃຫ້ເສຍກໍາລັງໃຈ ແລ້ວກໍອອກຫາວຽກໃໝ່ ຫຼັງຈາກປີຜ່ານມາກໍເຮັດໃຫ້ມີການເປັນລະບົບຂຶ້ນ ໂດຍມີການສອບເສັງເອົາແຕ່ກໍຍັງບໍ່ໂປ່ງໃສ. ...ທັດສະນະຕໍ່ຄວາມເປັນເອກະລາດຂອງ ມຊ ເຫັນວ່າມີຫຼາຍຄະນະເຮັດໃຫ້ການປະສານຮ່ວມມືກັນເປັນເອກະລັກໃຜມັນ ບໍ່ມີແບບລວມສູນໃນການກວດກາ ບໍ່ເປັນລະບົບຄະນະໃຜ ຄະນະມັນ ຕົວຢ່າງ: ໂຄງສ້າງແບບ ຫຼື ຕົວແບບຂອງບົດວິທະຍານິພົນປະລິນຍາໂທຄວນມີໄວ້ເປັນຫຼັກໃຫ້ແຕ່ລະຄະນະປະຕິບັດຕາມ, ສີຄວນເປັນສີດຽວກັນ ຕ່າງແຕ່ເນື້ອໃນຂອງບົດ. ສິ່ງນີ້ເຮັດໃຫ້ເຫັນວ່າ ມຊ ເຮົາຍັງຂາດຄວາມເປັນເອກະພາບໃນການຄຸ້ມຄອງ. ...ການທີ່ຈະເປັນເອກະລາດບໍ່ຂຶ້ນກັບກົມສຶກສາຊັ້ນສູງ ອາດເປັນໄປບໍ່ໄດ້ ເພາະການບໍລິຫານສາຍຕັ້ງແມ່ນເປັນແບບນັ້ນ. ເຖິງເປັນເອກະລາດບໍ່ໄດ້ກໍຄວນໄດ້ຮັບຄົ້ນຄວ້າວິໄຈກ່ອນການປ່ຽນແປງ ເຊັ່ນ: ປ່ຽນ ແປງຫຼັກສູດໃນການບໍ່ໃຫ້ມີການສອນພາກຄໍ່າ (ເພື່ອໃຫ້ມີເວລາຄົ້ນຄ້ວາ) ເພາະວ່າເຖິງບໍ່ມີພາກຄໍ່າ ຄູອາຈານ ກໍອອກສອນໃຫ້ພາກສ່ວນພາຍນອກຄືກັນ. ...ໃນການປະສານງານລະຫວ່າງກົມສຶກສາຊັ້ນສູງ ແລະ ຄະນະສຶກສາສາດເຫັນວ່າ ມີການປະສານງານດ້ານວິຊາການການເປີດຫຼັກສູດການສອນກໍ່ບໍ່ທັນໄດ້ດີ ເພາະຫຼັກສູດທີ່ມີໄວ້ແລ້ວຈະນໍາໄປເປີດສອນໃນອີກສາຂາໜຶ່ງກໍໃຫ້ຂຶ້ນຫຼັກສູດໃໝ່ໃຫ້ກົມສຶກສາຊັ້ນສູງ ກ່ອນໄດ້ຮັບອະນຸມັດໃຫ້ເປີດເຮັດໃຫ້ຊັກຊ້າ.

7. ຄວາມຄາດຫວັງໃນອະນາຄົດໃນການພັດທະນາ ມຊ ແມ່ນຄວນເອົາໃຈໃສ່ໃຫ້ເປັນລະບົບເຄືອຂ່າຍເຊື່ອມຕໍ່ແຕ່ລະຄະນະ ໂດຍສະເພາະລະບົບໄອທີຄວນໄດ້ຮັບການເອົາໃຈໃສ່ເພື່ອໃຫ້ເຊື່ອມໂຍງກັບສາກົນ, ເຮົາຄວນໃຫ້ມີການເຊື່ອມໂຍງພາຍໃນດີກ່ອນເພື່ອເຮົາຈະສາມາດນຳເອົາຂໍ້ມູນຈາກສາກົນມາຊ່ວຍວຽກງານຄົ້ນຄວ້າວິໄຈ. ຖ້າພັດທະນາໄດ້ເຮົາກໍ່ຈະສາມາດໄດ້ຮັບຂໍ້ມູນດີກ່ອນເກົ່າ. ...ສຳລັບການພັດທະນາບຸກຄະລາກອນ ເຮົາກໍຕ້ອງມີການພັດທະນາຄູ ວຸດທິການສຶກສາຄວນໄດ້ເອົາ ໃຈໃສ່.

LMUA53-67

1. ການປ່ຽນແປງ ມຊ ໃນໄລຍະຜ່ານມາ 15 ປີ ເຫັນວ່າມີການປ່ຽນແປງໄປຕາມຊ່ວງເວລາປ່ຽນແປງຕາມຂໍ້ກຳນົດໄລຍະດຳລົງຕຳແໜ່ງຕ້ອງປ່ຽນຜູ້ບໍລິຫານ ມີບາງຊ່ວງທີ່ມີການຍ້າຍຕຳແໜ່ງ. ການພັດທະນາຫຼັກສູດ ກໍມີການພັດທະນາເພີ່ມຂຶ້ນ ຈາກບໍ່ມີຫຼັກສູດ ປ ໂທ ກໍມີເພີ່ມຂຶ້ນ. ການປ່ຽນແປງວຽກງານຄົ້ນຄວ້າກໍມີການປ່ຽນແປງມີຫົວຂໍ້ຄົ້ນຄວ້າໄດ້ຖືກພິມອອກໃນວາລະສານໃນສະຖາບັນຕ່າງໆ ແລະວາລະສານຂອງມະຫາວິທະຍາໄລເຮົາເພີ່ມຂຶ້ນ. ເມື່ອກ່ອນພະແນກຄົ້ນຄວ້າ ແມ່ນຂຶ້ນກັບພະແນກວິຊາການຕໍ່ມາໄດ້ມີການແຍກອອກເປັນພະແນກສະເພາະ ໂດຍມີຂໍ້ກຳນົດຕ່າງໆ.

2. ໜ້າທີ່ຕົ້ນຕໍຂອງຄະນະແມ່ນອີງໃສ່ 5 ໜ້າທີ່ຕົ້ນຕໍຂອງຂໍ້ກຳນົດ ມຊ.

3. ຄວາມເປັນເອກະລາດແມ່ນມີຄວາມເປັນເອກະລາດໃນການສະເໜີວຽກງານແນວຄວາມຄິດໃຫ້ຂັ້ນເທິງ, ດຳເນີນວຽກໃຫ້ຄະນະບໍດີ ແລະ ຮອງຄະນະບໍດີເປັນຜູ້ຕັດສິນ. ການປະສານງານກ່ຽວກັບວຽກທີ່ສະເໜີໄປເຫັນວ່າ ມີການພິຈາລະນາ ແລະ ອະນຸມັດຊັກຊ້າ ໃຊ້ເວລາຫຼາຍ.

4. ງົບປະມານໃນການສະໜັບສະໜູນວິຊາການເຫັນວ່າມີງົບປະມານຈຳນວນໜຶ່ງ ແຕ່ວ່າ ການນຳໃຊ້ແມ່ນໃຊ້ເວລາດຳເນີນເອກະສານກ່ອນ.

6. ໃນອະນາຄົດຖ້າ ມຊ ເຮົາເປັນເອກະລາດຄິດວ່າໃນແງ່ວິຊາການຖ້າເອົາຈາກຫຼາຍໆ ຂອດກໍຈະໄວຂຶ້ນ ຕົວຢ່າງ: ການອະນຸມັດສຸດທ້າຍແມ່ນກະຊວງສຶກສາ ແລະ ກິລາ. ຕາມລະບຽບການແມ່ນອະນຸມັດກ່ອນຈຶ່ງໄດ້ມີການປະຕິບັດໂຄງການຫຼັກສູດ ແຕ່ໄລຍະຜ່ານມາແມ່ນໃຊ້ເວລາຫຼາຍເກີນໄປໃນຂັ້ນກະຊວງຂອດດຳເນີນການມີຫຼາຍຂອດ ຖ້າມີກຳມະການຮັບຮອງ ຫຼື ອະນຸມັດໄວໆ ກໍຈະດີ. ສ່ວນນະໂຍບາຍອື່ນໆທີ່ກ່ຽວຂ້ອງກໍອາດຈະແຍກອອກຄືກັນ.

7. ຈຸດດີ ແລະ ຈຸດອ່ອນການບໍລິຫານ ມຊ ໃນໄລຍະຜ່ານມາໂດຍອີງໃສ່ເວລາແມ່ນຍັງນ້ອຍຢູ່ ເຫັນວ່າມີຈຸດດີທາງດ້ານການຮຽນການສອນ ການເຮັດຄົ້ນຄວ້າວິໄຈເພີ່ມຂຶ້ນ ມີຕຳແໜ່ງວິຊາການເພີ່ມຂຶ້ນ ພະນັກງານຄູອາຈານໄດ້ໄປຝຶກອົບຮົມຕ່າງປະເທດຫຼາຍຂຶ້ນ. ຈຸດອ່ອນ: ງົບປະມານຍັງບໍ່ພຽງພໍ.

8. ຄວາມຄາດຫວັງໃນອະນາຄົດ ຢາກໃຫ້ຄຸນນະພາບການສຶກສາດີຂຶ້ນ.

LMUA54-67

1. ການປ່ຽນແປງໃນວຽກງານຄົ້ນຄວ້າວິທະຍາສາດໃນທົ່ວ ມຊ ແມ່ນໄດ້ໃຫ້ຄວາມສໍາຄັນຕໍ່ວຽກງານການສິດສອນ, ຊ່ວງກ່ອນໜ້ານີ້ແມ່ນບໍ່ໄດ້ເອົາໃຈໃສ່ ຕໍ່ມາ ປີ 2006 ແມ່ນມີການຂະຫຍາຍຕົວ ຄູອາຈານເລີ່ມມີປະສົບການ ຍ້ອນມີການສົ່ງເສີມຈາກຄະນະໃຫ້ໄປຍົກລະດັບຈາກຕ່າງປະເທດ ໂດຍທຶນສະໜັບສະໜູນໂຄງການຂອງລັດ ໂດຍທຶນສະໜັບສະໜູນຂອງຊີດາ ເຮັດໃຫ້ວຽກງານຄົ້ນຄວ້າວິທະຍາສາດຂະຫຍາຍຕົວຂຶ້ນຢ່າງສະໝໍ່າສະເໝີ ເຮັດໃຫ້ສາມາດສໍາເລັດຄົ້ນຄວ້າໃນ 2 ຫົວຂໍ້. ຂະບວນການເຮັດການຄົ້ນຄວ້າວິທະຍາສາດ ໄດ້ມີການຂະຫຍາຍຕົວ ແຕ່ກ່ອນອາຈານບໍ່ມີເວລາ ຍ້ອນສອນຫຼາຍ, ຫຼັງຈາກປີຜ່ານມາ ເຮັດໃຫ້ອາຈານຫັນມາເອົາໃຈໃສ່ວຽກງານຄົ້ນຄວ້າເພີ່ມຂຶ້ນ ຫົວຂໍ້ຄົ້ນຄວ້າແມ່ນຈະສະເໜີຜ່ານ ມຊ; ຍ້ອນມີງົບປະມານບໍ່ພຽງພໍ ແລະ ມີຄວາມຈໍາເປັນຂອງຂອງຫົວຂໍ້ການດໍາເນີນການຂໍອະນຸມັດແມ່ນໄດ້ຈາກ ມຊ ສ່ວນທຶນຄົ້ນຄວ້າແມ່ນນໍາໃຊ້ທຶນໂຄງການຂອງຄະນະ, ສະນັ້ນ ຈິ່ງເຮັດໃຫ້ສາມາດດໍາເນີນການຄົ້ນຄວ້າໄດ້.

2. ໜ້າທີ່ຕົ້ນຕໍຂອງພະແນກແມ່ນເຮັດສອງໜ້າທີ່ຄື: ຄົ້ນຄວ້າວິທະນາສາດ ແລະ ຫຼັງປະລິນຍາຕີ, ເຮັດວຽກບໍລິການ ແລະ ຊອກແຫຼ່ງທຶນ

3. ຂອບເຂດການຕັດສິນໃຈແມ່ນໄດ້ຮັບການຊີ້ນໍາຈາກຄະນະບໍດີ ແລະ ຮອງຄະນະບໍດີ ແລະ ປົກສາຫາລືກັນ ເປີດກອງປະຊຸມເພື່ອພິຈາລະນາ ເພື່ອນໍາສະເໜີຕໍ່ ມຊ ແລະ ຫົວຂໍ້ຕ່າງໆ ຕ້ອງໄດ້ຜ່ານການຮັບຮອງຈາກ ມຊ ໃນການດໍາເນີນການຄົ້ນຄວ້າວິໄຈ.

6. ງົບປະມານການສະໜັບສະໜູນໃນການຄົ້ນຄວ້າວິທະຍາສາດແມ່ນໄດ້ຮັບການແຈ້ງການຈາກ ມຊ ແລະ ມີການນໍາສະເໜີຫົວຂໍ້ຄົ້ນຄວ້າ ແຕ່ສ່ວນຫຼາຍແມ່ນບໍ່ຜ່ານ.

7. ທັດສະນະຕໍ່ການບໍລິຫານຂອງຄະນະນໍາແມ່ນມີການເຮັດວຽກແບບລວມສູນປະຊາທິປະໄຕ ແຕ່ການຕັດສິນໃຈຍັງບໍ່ເດັດຂາດປານໃດໃນການພັດທະນາດ້ານໂຄງຮ່າງ ອາຄານ ສະຖານທີ່ ແລະ ສື່ການຮຽນການສອນ ແມ່ນຍັງຊັກຊ້າ ສ່ວນພັດທະນາບຸກຄະລາກອນກໍເຮັດໄດ້ດີມີທຶນສະໜັບສະໜູນ. ...ການຕັດສິນຊີ້ຂາດບໍ່ໄດ້ດີ ໃນການພັດທະນາແນວຄິດພັດທະນາຍັງບໍ່ໄດ້ດີ ຖ້າມີແນວຄິດພັດທະນາ ຄິດວ່າຄົງມີການພັດທະນາໄດ້ດີກ່ອນນີ້ ຂາດການລົງໃກ້ຊິດຕິດແທດ, ການຈັດການການບໍລິຫານບໍ່ເດັດດ່ຽວເດັດຂາດ ການຮັບພະນັກງານບໍໄດ້ຄຸນນະພາບ ເຮັດໃຫ້ຄຸນນະພາບນັກສຶກສາທີ່ຈົບບໍ່ໄດ້ດີ. ...ການປະສານງານລະຫວ່າງກະຊວງກັບມະຫາວິທະຍາໄລ ແລະ ລະຫວ່າງຂັ້ນເທິງ ແລະ ຂັ້ນຮ່າງ ເຫັນວ່າບໍ່ໄດ້ທົ່ວເຖິງ ຕົວຢ່າງ: ເຖິງຈະ

ໃຫ້ບູລິມະສິດໃນການພັດທະນາຫຼັກສູດ, ແຕ່ລະຄະນະໃນການສະເໜີ ພັດທະນາ ແລະ ປັບປຸງຫຼັກສູດແມ່ນຈະໄດ້ຜ່ານໄປຕາມຂັ້ນຕອນ ເຮັດໃຫ້ໃຊ້ເວລາສົມຄວນ. ໃນໄລຍະຜ່ານມາ ການຮັບລັດຖະກອນແມ່ນມີປັນຫາ ໃນການຮັບພະນັກງານໃໝ່ແມ່ນຮັບເປັນສັນ ຍາຈ້າງ ຕໍ່ມາມີການເປີດກວ້າງໃນການຮັບພະນັກງານໃໝ່ມາຮັບໃຊ້ວຽກອາຈານສອນ ຜູ້ຮັບໃຊ້ວຽກບໍລິ ຫານ ໃນການຮັບມີການເປີດກ້ວາງບໍ່ໄດ້ຄັດອອກ ເຮັດໃຫ້ການຮັບບໍ່ເໝາະສົມ ໃນໄລຍະຕໍ່ມາ ໃນການຮັບເປັນພະນັກງານສົມບູນ ແມ່ນອີງໃສ່ໂຄຕ້າທີ່ກຳນົດໃຫ້ຈາກຂັ້ນເທິງ ເຮັດໃຫ້ມີປັນຫາ. ຕໍ່ກັບປັນຫາການຮັບພີ່ຮັບນ້ອງເຂົ້າເຮັດວຽກເຫັນວ່າແມ່ນປະກົດການທົ່ວໄປບໍ່ໄດ້ເກີດແຕ່ພາຍໃນຄະນະຂອງພວກເຮົາ ເຊິ່ງມີການໃຊ້ອຳນາດທີ່ບໍ່ສາມາດປະຕິເສດໄດ້ ຕ້ອງໄດ້ຮັບດ້ວຍຄວາມຈຳເປັນ ໂດຍສະເພາະ ແມ່ນຄົນທີ່ມາຈາກການນຳ ເຖິງແມ່ນວ່າບຸກຄົນນັ້ນອາດບໍ່ໄດ້ຄຸນນະພາບປານໃດ. ເຖິງຢ່າງໃດກໍ່ຕາມທາງຄະນະຍັງມີທຶນສ່ວນໜຶ່ງສະໜັບສະໜູນ ແລະ ມີການຝຶກອົບຮົມ.

8. ສຳລັບຄວາມເປັນເອກະລາດຂອງ ມຊ ໃນອະນາຄົດເຫັນວ່າ ຄະນະແມ່ນຂຶ້ນກັບ ມຊ ແລະ ມຊ ແມ່ນຂຶ້ນກັບກະຊວງສຶກສາ ແລະ ກິລາ, ສະນັ້ນ ເລື່ອງວຽກຕ່າງໆ ເຊັ່ນ: ວຽກງານຫຼັກສູດ ແລະ ວຽກງານອື່ນໆຄືກັນ ກ່ອນໄດ້ຮັບການອະນຸມັດນັ້ນ ເຫັນວ່າໃຊ້ເວລາດົນ ເຮັດໃຫ້ບໍ່ທັນກັບສະພາບການ, ດ້ວຍເຫດນັ້ນ ມຊ ສົມຄວນອາດຈະເປັນທະບວງໜຶ່ງກໍ່ດີ. ໃນອະນາຄົດຄວນມີການເພີ່ມວຽກງານກວດກາ ຕ້ອງຝຶກອົບຮົມແນວຄິດ ບໍ່ຄວນປະປ່ອຍລະເລີຍ ເພາະຄູອາຈານມີຈຳນວນຫຼວງຫຼາຍ, ສະນັ້ນ ຕ້ອງໄດ້ເອົາໃຈໃສ່ເພື່ອປັບປຸງຄຸນນະພາບ. ຄວາມຄາດຫວັງໃນການພັດທະນາ ມຊ ໃນອະນາຄົດ ເຮັດໃຫ້ ມຊ ຮັບຮູ້ຈາກສາກົນເພີ່ມຂຶ້ນພັດທະ ນາບຸກຄະລາກອນ ຄະນະນຳເປັນແບບຢ່າງຕົ້ນຕໍ ເອົາໃຈໃສ່ແຕ່ລະຄະນະໃຫ້ທົ່ວເຖິງກັນ.

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1. ການປ່ຽນແປງໃນໄລຍະຜ່ານມາໃນຄະນະອັກສອນສາດ ໃນໄລຍະ 15 ປີ ພາບລວມໃຫຍ່ໆແມ່ນມີການປ່ຽນແປງທາງດ້ານໂຄງຮ່າງການຈັດຕັ້ງ, ການກໍ່ສ້າງໂຄງຮ່າງກໍ່ມີການຂະຫຍາຍຕົວ ມີອາຄານສະຖານທີ່ເພີ່ມຂຶ້ນ, ຄຸນນະວຸດທິຄູອາຈານກໍໄດ້ມີການພັດທະນາລະດັບການສຶກສາລະດັບສູງຂຶ້ນ.

2. ໜ້າທີ່ຕົ້ນຕໍຂອງຄະນະແມ່ນຊີ້ນຳລວມ ໃຫ້ຄຳແນະນຳ ແລະ ຕັດສິນ. ໜ້າທີ່ພາກວິຊາແມ່ນໃຫ້ການຮ່ວມມືປ້ອນຂໍ້ມູນ ແລະ ປະຕິບັດຕາມຄຳແນະນຳຂອງ ມຊ ແລະ ການຊີ້ນຳຂອງຄະນະ.

3. ການຕັດສິນປັນຫາ ໃນຄະນະເຮົາແມ່ນມີສິດຕັດສິນເກືອບທຸກດ້ານໂດຍສະເພາະວຽກງານວິຊາການການສິດສອນ ແລະ ໃນການຊີ້ນຳວຽກຕ່າງໆ ແຕ່ທຸກໆການຕັດສິນໃຈແມ່ນໄດ້ມີການປະຊຸມປຶກສາຫາລືເປັນຄະນະ ແລະ ມີການຊີ້ນຳໃຫ້ຄຳແນະນຳປຶກສາຫາລືຈາກຄະນະນຳ.

4. ສໍາລັບພະນັກງານວິຊາການສາມາດຕັດສິນບັນຫາໃດແນ່ ແມ່ນຄືກັນກັບຂໍ້ 3 ແມ່ນສາມາດຕັດສິນບັນຫາຕາມສິດ ແລະ ໜ້າທີ່ໂດຍຜ່ານການປຶກສາຫາລື ແລະ ພາຍໃຕ້ການຊີ້ນໍາຈາກຄະນະນໍາຄະນະບໍດີຮອງຄະນະບໍດີ ຕົວຢ່າງ: ຫົວໜ້າພະແນກຄົ້ນຄວ້າວິຊາການ ເມື່ອມີວຽກເຂົ້າມາຈະບໍ່ສາມາດຕັດສິນທັນທີໄດ້ ແຕ່ສາມາດໃຫ້ທັດສະນະໃນການໃຫ້ຄໍາຕັດສິນ ແຕ່ຜູ້ໃຫ້ຄໍາປຶກສາວ່າເໝາະສົມຫຼືບໍ່ນັ້ນແມ່ຄະນະນໍາຂອງພວກເຮົາ ບໍ່ໝາຍຄວາມວ່າເຮົາສາມາດຕັດສິນໄດ້ 100 ເປີເຊັນ ແຕ່ຢ່າງນ້ອຍເຮົາກໍໄດ້ສິດໃນການອອກຄໍາເຫັນກ່ອນການຕັດສິນໃຈ.

5. ງົບປະມານສະໜັບສະໜູນດ້ານວິຊາການ ແລະ ບຸກຄະລາກ່ອນ ມຊ ເຫັນວ່າເຮົາຍັງມີຂໍ້ຫຍຸ້ງຍາກຫຼາຍອັນ ເຮັດໃຫ້ງົບປະມານບໍ່ພຽງພໍຕໍ່ກັບວຽກງານວິຊາການ ແຕ່ກໍເຮັດວຽກດ້ວຍຄວາມເຕັມໃຈ ນີ້ກໍເປັນຈັນຍາບັນນັກວິຊາການ.

6. ທັດສະນະຄະຕິຕໍ່ການພັດທະນາ ມຊ ໃນໄລຍະຜ່ານມາເຫັນວ່າດີ ມີແຜນພັດທະນາທີ່ດີຕາມຕົວເລກ 1:6:3 ແລະ ປ່ຽນມາ ເປັນ 3:6:1 ເປັນແຜນທີ່ເດັ່ນ.

ບັນຫາທີ່ຜ່ານມາແມ່ນສັງເກດເຫັນແມ່ນການບໍລິຫານດ້ານເວລາ ການວາງແຜນການເຮັດວຽກ ຄູອາຈານບາງຄົນເຮັດວຽກຫຼາຍເກີນໄປ ບາງຄົນເຮັດວຽກໜ້ອຍ.

7. ຄວາມຄາດຫວັງໃນອະນາຄົດໃນການພັດທະນາ ມຊ ຄື: ສ້າງບຸກຄະລາກອນໃຫ້ມີນັກວິຊາການຈົບ ປ ເອກໃຫ້ຫຼາຍຂຶ້ນ, ໃຫ້ມີການພົວພັນກັບສາກົນຄວນມີຫຼາຍຂຶ້ນຕື່ມທາງດ້ານຂໍ້ມູນສື່ສານ ເພື່ອເຮັດໃຫ້ນັກສຶກສາສາມາດເຂົ້າ ແລະ ຊອກຫາຂໍ້ມູນໃນການຄົ້ນຄວ້າວິໄຈໃຫ້ສະດວກຂຶ້ນຕື່ມ.

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1. ນັບແຕ່ສ້າງຕັ້ງ ມຊ ມາ ໂຄຮ່າງການຈັດຕັ້ງ ພາກວິຊາພາສາຝລັ່ງ ແມ່ນມີຈໍານວນອາຈານອາວຸໂສຫຼາຍທີ່ມີຄວາມຊານານ ແລະ ລະດັບພາສາແນ່ນອນກວ່າ, ຕໍ່ມາອາຈານພວກດັ່ງກ່າວແມ່ນອອກກິນເບ້ຍບໍານານ ແລະ ມີອາຈານລຸ້ນໃໝ່ກະເທີນ. ໂຄງຮ່າງການຈັດຕັ້ງປ່ຽນແທ້ໆແມ່ນສອງປີກ່ອນ ໂດຍການປ່ຽນເອົາຄະນະນໍາຄົນໃໝ່ເຂົ້າມາ 2 ທ່ານ. ສໍາລັບຄວາມຮູ້ດ້ານວິຊາການລະດັບພາສາຂອງຄູອາຈານແມ່ນບໍ່ເທົ່າເມື່ອກ່ອນ ເພາະແຕ່ກ່ອນ ແມ່ນມີລະດັບພື້ນຖານດີກ່ອນ ແຕ່ປັດຈຸບັນກໍມີວິທີຮຽນຫຼາຍ ມີເທັກໂນໂລຢີ ແລະ ເຄື່ອງມືທັນສະໄໝ ໃນການຮຽນ ອິນເຕີເນັດ ຂ່າວສານ ແລະ ມີການເຝິກອົບຮົມຫຼາຍ. ການເງິນອຸປະກອນການສອນ ແມ່ນໄດ້ຮັບການສະໜັບສະໜູນຈາກສະຖານທູດຫຼາຍ ປັດຈຸບັນຖືກຕັດອອກ ແລ້ວເອົາໄປລົງປະຖົມ ແລະ ມະຫາວິທະຍາໄລ ບໍ່ໄດ້ຮັບການຊ່ວຍເຫຼືອ. ແຕ່ກໍຍັງມີການຊ່ວຍ ເຫຼືອຈາກອົງ

ກອນສາດິນດ້ານພາສາໃນການເຝິກອົບຣົມ. ເງິນວິຊາການແມ່ນບໍ່ພຽງພໍ ແລະ ຍັງຂໍນຳນັກຮຽນເຊີ່ງໃນແຕ່ລະເດືອນໃຫ້ນັກສຶກສາຊື້ເຈ້ຍໃຫ້ຫ້ອງໜຶ່ງ ລ່າມໜຶ່ງເປັນລະບຽບການທີ່ຕົກລົງເອງ ໂດຍບໍ່ຜ່ານຂັ້ນເທິງ.

2. ໜ້າທີ່ຕົ້ນຕໍຂອງພາກວິຊາພາສາຝລັ່ງແມ່ນເພື່ອພາສາຝລັ່ງວິຊາສະເພາະ ເພື່ອກໍ່ສ້າງພະນັກງານພາສາຝຣັ່ງ ເພື່ອຮັບໃຊ້ສັງຄົມເຂົ້າໃນວຽກງານຂະແໜງອື່ນໆທີ່ບໍ່ແມ່ນຄູ ແຕ່ເຂົ້າເຮັດວຽກຢູ່ຫ້ອງທ່ຽວ ເລຂາຈັດຕັ້ງສາກົນ ກະຊວງການຕ່າງປະເທດ ແລະ ກະຊວງຕ່າງໆ, ສະນັ້ນ ໂຄງການຫຼັກສູດພາສາຝຣັ່ງແມ່ນສອນພາສາທົ່ວໄປບໍ່ໄດ້ ຕ້ອງໄດ້ເອົາວິຊາສະເພາະເຂົ້າມານຳ ສາມພາກຮຽນສຸດທ້າຍໃນນັ້ນມີວິຊາພາສາຝຣັ່ງທ່ອງທ່ຽວ ພາສາຝຣັ່ງເພື່ອທຸລະກິດອາ ທິດລະ 4 ຊົ່ວໂມງ ເຮັດໃຫ້ນັກສຶກສາຮູ້ພື້ນຖານດ້ານຕ່າງເມື່ອເຂົາໄດ້ວຽກເຮັດ.

3. ການຕັດສິນໃຈແມ່ນໄດ້ຈັດແບ່ງກັນຮັບຜິດຊອບ ເຊັ່ນ: ວິຊາການ, ວຽກຈັດຕັ້ງ, ພົວ ພັນຕ່າງປະເທດ, ແລະ ວຽກມະຫາຊົນອື່ນໆ.

4. ນັກວິຊາການແມ່ນມີຄວາມເປັນເອກະລາດໃນການແຕ່ງບົດສອນເອງ ສາມາດອອກແບບການສອນເອງ ບາງວິຊາມີປຶ້ມ ບາງວິຊາບໍ່ມີ, ສະນັ້ນ ຕ້ອງໄດ້ສ້າງບົດສອນເອງ. ສຳລັບອາຈານທີ່ມີປະສົບການແລ້ວແມ່ນມີຄວາມເອກະລາດເຕັມທີ ສ່ວນອາຈານທີ່ຂາດປະສົບການແມ່ນພາຍໄຕ້ການຊີ້ນຳຈາກຜູ້ມີປະສົບການ ແຕ່ກໍເຮັດບໍ່ໄດ້ດີ ເພາະວ່າຜູ້ມີປະສົບການແມ່ນມີວຽກອື່ນອີກໃນການຫາລາຍໄດ້ເພີ່ມ.

5. ທັດສະນະຕໍ່ເງິນ ແລະ ງົບປະມານສະໜັບສະໜູນດ້ານວິຊາການບໍ່ວ່າແຕ່ພາກວິຊາພາສາຝຣັ່ງ ແຕ່ພາກສ່ວນອື່ນໆ ຄົງຈະມີຄວາມຂັດຂ້ອງອີງຕາມສະພາບປັດຈຸບັນນີ້. ຖ້າເວົ້າໂດຍລວມແທ້ໆ ໃນຕອນທີ່ມີການຮຽນການເມືອງ ເພິ່ນກໍເວົ້າຢາກໃຫ້ປະເທດຈະເລີນ ເອົາໃຈໃສ່ການສຶກສາ ຈະມີພັດທະນາ ແລະ ຍົກລະດັບການຊີວິດການເປັນຢູ່ຂອງຄູ ແຕ່ຂຶ້ນເງິນເດືອນໃຫ້ພັດພຽງແຕ່ 100, 000 ເຮັດໃຫ້ທຸກຄົນຜິດຫວັງຄິດວ່າຈະຫຼາຍກ່ອນນັ້ນ. ໃນນາມສ່ວນຕົວເຄີຍໄດ້ຍິນ ແລະ ລົມກັບໝູ່ໃນເວລາອອກໄປສຳມະນາຕ່າງປະເທດ ໂດຍສະເພາະ ຫວຽດນາມ, ໄທ, ຈີນ ລັດຖະບານເຂົາແມ່ນເອົາໃຈໃສ່ກ່ອນລັດຖະບານເຮົາ, ສະນັ້ນ ລັດຖະບານເຮົາຄວນເອົາໃຈໃສ່ຄູໃຫ້ດີກ່ອນນີ້ ໃຫ້ຄູສາມາດອອກໄປສອນ ແລະ ເຮັດວຽກນອກໄດ້ແຕ່ຕ້ອງໄດ້ມີການຄອບຄັກແນ່.

6. ການຄຸ້ມຄອງໃນການຮັບພະນັກງານໃນພາກພາສາງຝຣັ່ງແມ່ນບໍ່ໄດ້ຕາມທີ່ຕ້ອງການ ຢາກໄດ້ຜູ້ເກັ່ງຫ້າວຫັນແຕ່ບໍ່ໄດ້ ເພາະຜູ້ເກັ່ງໄປເຮັດວຽກອື່ນ. ໃນໄລຍະຜ່ານມາແມ່ນເຮັດບໍ່ໄດ້ ໄດ້ຮັບພຽງແຕ່ລະດັບກາງ. ທັດສະນະຕໍ່ຄວາມເປັນເອກະລາດຂອງ ມຊ ຖ້າ ມຊ ເປັນເອກະລາດອາດມີປັນຫາຂັດຂ້ອງໃນ ສາຍລັດເພາະຕ້ອງໄດ້ຍົກລະດັບຂຶ້ນທຽບເທົ່າກະຊວງ ແຕ່ຖ້າມີການອະນຸຍາດແມ່ນຈະດີກ່ອນໃນການເຮັດວຽກ

ເພາະໃນໄລຍະຜ່ານມາໃນການແລ່ນເອກະສານອອກຈາກ ມຊ ແມ່ນຜ່ານກະຊວງ ຮອດກະຊວງກໍເສຍເວລາອີກ ແຕ່ກະບໍ່ເຂົ້າໃຈຄືກັນວ່າ: ຜ່ານກະຊວງມີຫຍັງດີ ມີຫຍັງບໍ່ດີອີກ? ແຕ່ເປັນຍ້ອນລະບົບການຈັດຕັ້ງບ້ານເຮົາບໍ? ຕອ້ງຜ່ານກະຊວງແລ້ວໄປຂັ້ນເທີງ ແຕ່ຖ້າເປັນເອກະລາດແມ່ນລັດຕອນດີ, ແຕ່ຄາຢູ່ບ່ອນໜຶ່ງຖ້າຈະເປັນເອກະລາດໃນການຄວບຄຸມ ເພາະບ້ານເຮົາຄວບຄຸມກັນບໍ່ໄດ້ ມີກວດກາພັກລັດ ມີກວດການັ້ນນີ້ ແຕ່ຜູ້ໄປກວດກໍເປັນຄົນເຂົາເລີຍ ນີ້ຄືປັນຫາ, ມີອັນດີ ແລະ ອັນເສຍ. ຜ່ານມາກົມສຶກສາຊັ້ນສູງແມ່ນໄດ້ເຂົ້າມາຈັດການການຄັດເອົານັກສຶກສາເຫັນວ່າ ບໍ່ສົມຄວນ ກົມມີໜ້າທີຄວບຄຸມກໍຄວບຄຸມ ບໍ່ຄວນເຂົ້າມາເຮັດເອງ ແຕ່ຖ້າມີຄວາມໂປງໃສໃຜເຮັດກໍໄດ້ ຖ້າລະແວງກັນກໍຄວນສົມທົບກັນເຮັດ; ເຫັນວ່າ ບ້ານເຮົາປີນີ້ເຮັດແບບນີ້ ປີຕໍ່ມາເຮັດແບບໜ້າ. ຈຸດດີ ແລະ ຈຸດອ່ອນໃນການພັດທະນາ ມຊ ເຫັນວ່າ ການພັດທະນາດ້ານວິຊາການພັດທະນາຄູອາຈານ ຕົວຢ່າງ: ພາກວິຊາພາສາຝຣັ່ງ 16 ປີຜ່ານມາລະດັບແມ່ນຊ້ຳ ລະດັບອາຈານບໍໄດ້ ຫຼືຕ້ອງມີຜູ້ໄດ້ ປ. ໂທ ໝົດ, ຕາມແນວຄິດແລ້ວ ທົ່ວ ມຊ ກໍເປັນແບບດຽວກັນ. ວຽກງານຄົ້ນຄວ້າກໍຊ້ຳ ບໍ່ເດີນດີ ເພາະມີວ່າໄດ້ເງິນນ້ອຍ ເຊັ່ນ: ໄດ້ ຮສ ໄດ້ 250000 ກີບ, ໄດ້ ດຮ ກໍໄດ້ຂັ້ນດຽວ. ຖ້າມີການເພີ່ມລາຍໄດ້ຈຸດນີ້ແມ່ນຈະເຮັດໃຫ້ມີການແຂ່ງຂັນກັນຄົ້ນຄວ້າ ຮ່ຳຮຽນ ບ້ານເຮົາຄວນໃຫ້ຄວາມສຳຄັນຈຸດນີ້ຊຸກຍູ້ໃຫ້ຄູອາຈານຫາຄວາມຮູ້ໃສ່ຕົວເອງ.

7. ຄວາມຄາດຫວັງໃນການພັດທະນາ ມຊ ໃນອະນາຄົດແມ່ນຢາກໃຫ້ນັກສຶກສາທີ່ຈົບຈາກ ມຊ ເປັນຜູ້ທີ່ມີຄຸນນະພາບກວ່ານີ້, ເຖີງປັດຈຸບັນມີຄຸນນະພາບ ແຕ່ໃນອະນາຄົດຢາກໃຫ້ໄດ້ມາດຖານກວ່ານີ້. ເພາະຜ່ານມາແມ່ນມີການສ່ອງແສງຈາກສັງຄົມຫຼາຍຄຸນນະພາບນັກສຶກສາທີ່ຈົບ ໃຫ້ມີການໃສ່ໃຈການຮ່ວມມືກັບຕ່າງປະເທດໃຫ້ທົ່ວເຖີງເພື່ອການພັດທະນາບຸກຄະລາກອນເພື່ອເຮັດໃຫ້ອາຈານເກ່ງ ແລ້ວນັກສຶກສາຈະເກ່ງ.

LMUA57-67

1. ການປ່ຽນແປງໄລຍະຜ່ານມາແຕ່ການສ້າງຕັ້ງຮອດປັດຈຸບັນ ແຕ່ກ່ອນພາກວິຊາບໍລິຫານທຸລະກິດປັດຈຸບັນໄດ້ແບ່ງບໍລິຫານທຸລະກິດອອກເປັນສອງພາກຄື: ພາກວິຊາການເງິນ ການທະນາຄານ ແລະ ພາກວິຊາບໍລິຫານທຸລະກິດ, ໃນນັ້ນ ພາກວິຊາບໍລິຫານທຸລະກິດກໍມີສອງສາຂາຄື: ບໍລິຫານທຸລະກິດທົ່ວໄປ ແລະການຕະຫຼາດ. ການປ່ຽນແປງວຽກງານວິຊາການເຫັນວ່າ ມີຄວາມຫຍຸ້ງຍາກຫຼາຍໃນປັນຫາຄື: ການອອກຄະແນນແມ່ນຊັກຊ້າ ອາຈານບໍ່ພຽງພໍ ແລະ ມີຄວາມຮັບຜິດຊອບກວ້າງຂວາງ ເພາະມີສາຂາຢູ່ສະຫວັນນະເຂດ, ວິທະຍາໄລສົມສີ ແລະ ບໍ່ແກ້ວສາຂາໃໝ່.

2. ໜ້າທີ່ຕົ້ນຕໍຂອງພາກມີ 3 ວຽກໃຫຍ່ຄື: ວຽກວິຊາການການຈັດຕັ້ງສອບເສັງ ການຂຶ້ນຫ້ອງຄູອາຈານ ການແບ່ງປັນຊົ່ວໂມງສອນ ແລະ ພົນຕອບແທນ ແລະ ຕິດຕາມການຂາດຮຽນຂອງນັກຮຽນ. ນອກຈາກນີ້ ຍັງມີສ່ວນຮ່ວມໃນວຽກງານກິດຈະກຳກິລາການຈັດຕັ້ງຕະຫຼາດນັດ ແລະ ວຽກຊ່ວຍສັງຄົມໃນການບໍລິການການສອນໃຫ້ພາກສ່ວນພາຍນອກ.

3. ຂອບເຂດການຕັດສິນແມ່ນໄດ້ທຸກເລື່ອງໃນການຊີ້ນຳ ເຊັ່ນດ້ານວິຊາການ ແຕ່ຖ້າເລື່ອງທີ່ຍາກແມ່ນຈະມີໜ້າທີຮັບຜິດຊອບເລີກ. ສ່ວນວຽກອື່ນໆກໍໄດ້ມອບໃຫ້ຄະນະນຳຜູ້ອື່ນໆ ຮັບຜິດຊອບບົນພື້ນຖານແຜນການທີ່ມີຢູ່ ມີການຊີ້ນຳທົບທວນກວດກາ ປະເມີນຜົນພ້ອມກັນ.

4. ເງິນສະໜັບສະໜູນວິຊາການຈາກສ່ວນລວມ ມຊ ຜ່ານມາເຫັນວ່າ ໜ້ອຍທີ່ສຸດ. ງົບທີ່ໄດ້ຮັບພຽງແຕ່ເງິນບໍລິຫານປະມານເດືອນລະ 200,000, ສ່ວນງົບອື່ນໆເຊັ່ນ: ງົບການສອບເສັງຈະຕ້ອງຂຶ້ນງົບເປັນປີເປັນສົກຮຽນ, ສ່ວນເງິນຮັບໃຊ້ອື່ນໆກໍຈະຕ້ອງຂຶ້ນແຜນຈິ່ງຈະໄດ້ ແລະ ແຜນທີ່ຂຶ້ນໄປກໍຈະບໍ່ໄດ້ຕາມຕົວຈິງຈະຕ້ອງມີການດັດສົມ ແຕ່ບາງງົບກໍ່ໄດ້ຕາມແຜນເພາະມີຕົວເລກທີ່ແນ່ນອນເຊັ່ນ: ງົບສຳລັບການສອບເສັງ. ສ່ວນຂຶ້ນແຜນຊື້ອຸປະກອນເຄື່ອງເອື້ອອຳນວຍຄວາມສະດວກໃນການສອນເຊັ່ນ: ຊີດີ, ຄອມພິວເຕີ ເຄື່ອງສາຍແມ່ນຈະຕ້ອງຜ່ານຄະນະບໍດີ ແລະ ເປັນເລື່ອງຍາກທີ່ຈະໄດ້ຕາມໃຈເຮົາ. ການຮັບລັດຖະກອນໃໝ່: ເຫັນວ່າໄດ້ຮັບໂຄຕ້າໜ້ອຍ ແລະ ມີຄຳແນະນຳໃຫ້ຮັບອາຈານທີ່ຮຽນຈົບ ປ. ໂທ ແລະ ປ. ເອກມາ ເປັນອາຈານສອນ. ການຮັບໃນເມື່ອກ່ອນແມ່ນບໍ່ຍາກຄືປັດຈຸບັນ ເພາະວ່າ ຜູ້ໃດທີ່ຢາກເປັນອາຈານສອນກໍຈະເຂົ້າມາເຮັດວຽກລໍຖ້າ ແລະ ມີການລຽງລຳດັບກັນ ເມື່ອມີໂຄຕ້າກໍ່ຮັບຕາມລຳດັບນັ້ນ, ຖ້າວ່າບໍ່ມີຄວາມຈຳເປັນໃນການຮັບຜູ້ໃດຜູ້ໜຶ່ງກ່ອນຕາມການພິຈາລະນາຂອງຄະນະນຳ. ແຕ່ປັດຈຸບັນຕ້ອງມີໂຄຕ້າຈຶ່ງຮັບຄົນເຂົ້າມາ ເຊິ່ງກໍເປັນເລື່ອງຍາກ ເພາະວ່າ ຖ້າບໍ່ມີໂຄຕ້າ ເຮົາກໍ່ບໍ່ສາມາດຮັບເອົາຜູ້ທີ່ເກັ່ງໄວ້ເມື່ອເຂົ້າຮຽນຈົບເມື່ອໂຄຕ້າມີພວກເຂົາກໍໄດ້ວຽກໃໝ່ແລ້ວ. ທາງສຽງໃນການຮັບເອົາຄົນເຂົ້າເຮັດວຽກໂດຍບໍ່ໄດ້ຄັດເລືອກແມ່ນມີໃນອະດີດ. ສົມມຸດ: ຄູອາຈານໃດໜຶ່ງ ທ່ານໃດທ່ານໜຶ່ງ ຜູ້ບໍລິຫານໃດໜຶ່ງ ມີລູກຫຼານ ຢາກເອົາມາເຮັດວຽກຢູ່ນີ້ ກໍໄດ້ເອົາມາລໍຖ້າໂຄຕ້າ ຮອດຍາມໂຄຕ້າມາກໍຮັບເອົາຕາມລຳດັບ ບໍ່ມີການຄັດເລືອກ. ແຕ່ປັດຈຸບັນ ແມ່ນມີລະບອບແບບແຜນໃນການເລືອກຕາມຂະບວນການບໍລິຫານຊັບພະຍາກອນມະນຸດ. ຖ້າມີການປະຕິບັດໄດ້ດີເຮົາກໍຈະໄດ້ຄົນມີຄຸນນະພາບຫຼາຍຂຶ້ນ ຖ້າຍຶດຖືເອົາແບບເກົ່າເອົາລູກຜູ້ນີ້ ໃກ້ຊິດຄົນນັ້ນຄົນນີ້ເປັນເຄືອຍາດກໍຈະເຮັດໃຫໃຊ້ວຽກຍາກ ມີການເກງໃຈ ເຮັດໃຫ້ຄຸນນະພາບການເຮັດວຽກບໍມີປະສິດຕິພາບປານໃດ. ທັດສະນະຕໍ່ຄວາມເປັນເອກະລາດຂອງ ມຊ, ວຽກທຸກຢ່າງແມ່ນຂຶ້ນກັບ ມຊ ແຕ່ບາງເລື່ອງທີ່ສະເໜີ ຂຶ້ນ ມຊ ແມ່ນແກ່ຍາວເວລາຍາວນານ ເພາະຜ່ານຫຼາຍຂອດຫຼາຍຕອນ ເຊັ່ນວ່າ: ຂໍອະນຸມັດ

ງົບປະມານ ຂໍອະນຸມັດຮັບພະນັກງານໃໝ່ ແລະ ວຽກການແຕ່ງຕັ້ງເຮັດໃຫ້ຊັກຊ້າ. ດຽວນີ້ ທຸກຢ່າງກ່ຽວກັບການໃຊ້ຈ່າຍເງິນແມ່ນຍາກ ເພາະມີລະບຽບຣັດກຸມ ມີນິຕິກໍາ ມີໃບບິນ ມີລະບຽບຈາກກະຊວງການເງິນປະຕິບັດຍາກຕໍ່ການບໍລິຫານວຽກງານ. ແຕ່ຖ້າຈະເປັນເອກະລາດແມ່ນມີຄວາມເປັນໄປໄດ້ຍາກ ເພາະ ມຊ ເປັນອົງກອນຂອງລັດ ມັນຕ້ອງເປັນໄປຕາມຂັ້ນຕອນລະບົບຂອງມັນ ຖ້າຈະແກ້ກໍແກ້ນິຕິກໍາ ລະບຽບໃນການໃຊ້ຈ່າຍ ການເສຍອາກອນຄວນມີຄວາມສະເໝີພາບອົງກອນນ້ອຍໃຫຍ່ໃນການໃຊ້ໃບບິນອາກອນ.

6. ການບໍລິຫານ ແລະ ວຽກງານຄຸ້ຄອງໃນໄລຍະຜ່ານມາຂອງ ມຊ ເຫັນວ່າ ບາງເທື່ອແມ່ນບໍ່ມີຄວາມກະຈ່າງແຈ້ງໃນໜ້າທີ່ວຽກງານໃນໜ້າທີ່ວຽກງານ ບໍ່ຮູ້ວ່າບາງວຽກແມ່ນຢູ່ໃນຂອບເຂດການຕັດສິນໃຈຂອງໃຜແທ້ ບາງເທື່ອກໍຮູ້ວ່າເປັນຂອບເຂດການຕັດສິນໃຈຂອງຜູ້ນີ້ ແຕ່ພັດບໍ່ມີສິດໃນການຕັດສິນໃຈ, ຄົນທີ່ເຮັດວຽກກ່ຽວກັບວຽກງານຈັດຕັ້ງ ແຕ່ບໍ່ຮູ້ວິທີການເຮັດວຽກ. ບ່ອນອື່ນໆ ກໍຄ້າຍຄືກັນ ເຖິງຈະມີລະບຽບໃນການປະຕິບັດ ມີຫຼັກການ ແຕ່ບໍ່ຄ່ອຍປະຕິບັດຕາມສິ່ງທີ່ກໍານົດໄວ້ ຂ້າມຂັ້ນຕອນ ຫຼື ບໍ່ຖືກແບບເຮັດໃຫ້ຍາກແກ່ການຕັດສິນໃຈ. ຈຸດເດັ່ນໃນວຽກບໍລິຫານ ມຊ ສັງເກດອອກໄດ້ບາງວຽກ ເຊັ່ນ: ວຽກບໍລິຫານ ວຽກຈັດຕັ້ງ ເຫັນວ່າ ຫ້ອງການຈັດຕັ້ງ ມຊ ບໍ່ມີພາລະບົດບາດໃນການໃຫ້ແຕ່ລະຄະນະ ແຕ່ລະໜ່ວຍງານນໍາໃຊ້ພາລະບົດຂອງຕົວເອງໃຫ້ສົມວ່າ ເປັນມະຫາວິທະຍາໄລແຫ່ງຊາດ ຕົວຢ່າງ: ການເອົາຄົນເຂົ້າເອົາຄົນອອກ ຄົນໄປຮຽນ ຄົນເສຍຊີວິດ ແມ່ນຊ້າ ຂາດການເອົາໃຈໃສ່ຄຸນນະພາບຊີວິດຂອງພະນັກງານ ການເຈັບເປັນບໍ່ໄດ້ຮັບການເອົາໃຈ ໃສ່ເທົ່າທີ່ຄວນ ຂາດການເອົາໃຈໃສ່ບໍລິຫານຄົນ ສ້າງຄວາມກະຕືລືລົ້ນໃຫ້ພະນັກງານເທົ່າທີ່ຄວນ ປະປ່ອຍໃຫ້ເປັນໄປຕາມທໍາມະຊາດຫຼາຍກວ່າ ເຊັ່ນວ່າ: ຜູ້ມີຜົນງານຢາກໄປຮຽນກະບໍ່ໄດ້ໄປ, ຜູ້ມີຜົນງານຖືກຍ້ອງຍໍຊົມເຊີຍກໍມີຢູ່, ຜູ້ບໍ່ມີຜົນງານແຕ່ມີຄວາມໃກ້ຊິດຕິດແທດ ຫຼື ຂໍເອົາ ບາງເທື່ອກໍໄດ້ຜົນຕອບແທນ. ສະນັ້ນ, ຫ້ອງການຈັດຕັ້ງຍັງບໍລິຫານຄົນຕາມຫຼັກການບໍລິຫານຄົນ ຍັງບໍ່ທັນໄດ້ດີເທື່ອ. ດ້ານວິຊາການ: ການຮັກນັກຮຽນເຂົ້າຮຽນແມ່ນຊັກຊ້າ ປິດແລ້ວກະຍັງບໍ່ປິດ ກາຍຍາມຮັບກໍຍັງສິ່ງນັກສຶກສາມາເຮັດໃຫ້ການຮຽນການສອນສອນຍາກ ຈະເສັງເທີມແລ້ວ ນັກຮຽນຍັງເຂົ້າມາຢູ່ ກໍ່ສົ່ງມາ ນະໂຍບາຍຫັ້ນນະໂຍບາຍນີ້, ປັດຈຸບັນ ຕັດນະໂຍບາຍອອກກໍຍັງຄືເກົ່າ ເຮັດໃຫ້ຍາກໃນການບໍລິຫານ. ການຮັບນັກສຶກສາ: ກ່ອນປີ 2012 ແມ່ນກະຊວງສຶກສາ ແລະ ກິລາມີການຕັດຕັ້ງສອບເສັງເອງ ໃຫ້ ມຊ ຮັບລົງທະບຽນ. ແຕ່ກ່ອນ ກ່ອນຈະມີລະບົບພິເສດການຈັດຕັ້ງສອບເສງເອົາ ນັກສຶກສາ ເຂົ້າຮຽນແມ່ນກະຊວງສຶກສາ ແລະ ກິລາຈັດຕັ້ງສອບເສັງ ແລະ ນະໂຍບາຍຕ່າງໆ ກໍແມ່ນກະຊວງສຶກສາ ແລະ ກິລາ ນໍາເຂົ້າມາ ເຫັນວ່າມີຄວາມຫຍຸ້ງຍາກມີກໍາລັງພົນ ແລະ ສະຖານທີ່ບໍ່ພຽງພໍ ແລະ ຜູ້ເຮັດຕົວຈິງແມ່ນພະນັກງານຈາກ ມຊ, ຍ້ອນເຫັນໄດ້ປັນຫາດັ່ງກ້າວ ກະຊວງສຶກສາ ແລະ ກິລາ ຈິ່ງໄດ້ປັບປ່ຽນໃຫ້ ມຊ ຈັດຕັ້ງສອບເສງ ນະໂຍບາຍຕ່າງໆ ມອບ

ໃຫ້ຄະນະພາກວິຊາ ແຕ່ລະຄະນະເປັນຜູ້ຈັດຕັ້ງສອບເສັງເອົາຄົນເຂົ້າມາ ຕໍ່ມາໄດ້ຕັດບໍ່ໃຫ້ມີລະບົບພິເສດແຕ່ປີ 2011.

7. ຄວາມຫວັງໃນການພັດທະນາ ມຊ ໃນອະນາຄົດ ມຊ: 1 ຄວນເປີດກວ້າງການຍົກລະດັບໃຫ້ ແກ່ຄູອາຈານຕາມຂັ້ນ ແລະ ສາຂາທີ່ເຂົາຮຽນມາ. 2 ຄວນເບິ່ງຊີວິດການເປັນຢູ່ຂອງຄູອາຈານ ໃຫ້ຊົ່ວໂມງສອນເພີ່ມຂຶ້ນໃຫ້ໃກ້ຄຽງກັບເອກະຊົນ ເພາະເງິນເດືອນກໍຕໍ່າຢູ່ແລ້ວ ຖ້າເຮັດໄດ້ ພະນັກງານກໍຈະມີກໍາລັງໃຈເຮັດຄົ້ນຄວ້າເອົາສິ່ງດີໆໃໝ່ມາສອນ. 3 ຄວນພັດທະນາ ແລະ ປັບປຸງດ້ານວິທີການເຮັດວຽກໃຫ້ດີຂຶ້ນ ເຊັ່ນ: ມີການບໍລິຫານຄົນໃຫ້ຖືກຕ້ອງ, ມີສະຫວັດດີການ ມີການເບິ່ງແຍງຊີວິດການເປັນຢູ່ຄວາມປອດໄພຕ່າງໆ ເຊັ່ນຫ້ອງການບໍ່ມີເຄື່ອງໃຊ້ ແລະ ອຸປະກອນການສຶກສາ. ສໍາລັບຄະນະເສດຖະສາດ ແລະ ບໍລິຫານທຸລະກິດກໍດີຢູ່ ແຕ່ຄະນະອື່ນແມ່ນຍັງບໍ່ມີສິ່ງອໍານວຍຄວາມສະດວກພຽງພໍ ເຊັ່ນ: ພັດລົມຫ້ອງຮຽນ. ດ້ານວິຊາການຢາກໃຫ້ຄັດເອົານັກສຶກສາທີ່ເກັ່ງແທ້ມາຈໍານວນຫຼາຍ ຜູ້ອ່ອນໃຫ້ມີຈໍານວນນ້ອຍລົງ, ເອົາໃຈໃສ່ຫໍສະໝຸດ ຕໍາລາສອນ ເພາະຕໍາລາລາວເຮົາເກືອບບໍ່ມີ ມີແຕ່ປຶ້ມຕ່າງປະເທດ ແຕ່ລະຄະນະຄວນມີງົບປະມານໃນການຊື້ປຶ້ມງົບລັດຖະບານ ງົບກະຊວງສຶກສາ ຄວນມີງົບປະມານຊື້ປຶ້ມ ມີງົບໃຫ້ອາຈານຂຽນປຶ້ມຫຼາຍໆ ເຮັດການຄົ້ນຄວ້າວິໄຈຫຼາຍໆ ເພື່ອໃຫ້ຄູອາຈານ ແລະ ນັກສຶກສາໄດ້ຄົ້ນຄວ້າ ຈຶ່ງຈະເຮັດໃຫ້ຄຸນນະພາບການສຶກສາໄດ້ດີ.

LMUA58-67

1. ພາກວິຊາແມ່ນບໍ່ປ່ຽນແປງຫຼາຍ ເພາະກໍາລັງກໍ່ຕັ້ງ ແລະ ແຍກອອກມາຈາກພາກວິຊາ ເສດຖະສາດ.

2. ໜ້າທີ່ຕົ້ນຕໍແມ່ນສ້າງບຸກຄະລາກອນໃຫ້ມີຄວາມຮູ້ທາງດ້ານການຄ້າພາຍໃນ ແລະ ການຄ້າສາກົນລວມທັງການເຈລະຈາຕໍ່ລອງ ແລະ ຮູ້ຕ່ອງໂສ້ການຄ້າ.

3. ການຕັດສິນແມ່ນໃນລະດັບພາກແມ່ນສາມາດຕັດສິນໄດ້ ເຊັ່ນ: ການຮຽນການສອນ ການປັບປຸງຫຼັກສູດ ຕັດສິນ ຫຼື ເອົາວິຊາໃດເຂົ້າ ແລ້ວນໍາສະເໜີຕໍ່ ມຊ.

4. ນັກວິຊາການແມ່ນເຮັດວຽກຄົ້ນຄວ້າ ມີສິດສະເໜີວຽກຄົ້ນຄວ້າການສິດສອນ.

5. ທັດສະນະຕໍ່ການບໍລິຫານ ມຊ ໃນໄລຍະຜ່ານມາເຫັນວ່າ ງົບປະມານສົ່ງເສີມວິຊາ ການແມ່ນເຮັດບໍ່ໄດ້ດີ ບໍ່ຖືກຍອມຮັບ ຫຼັກການການບໍລິຫານ ມຊ ບໍ່ໄປຕາມຫຼັກການສາກົນ ສ່ວນຫຼາຍແມ່ນໃຊ້ທັດສະນະສ່ວນບຸກຄົນຫຼາຍກວ່າ ເຖິງມີການສະເໜີ ແຕ່ກໍບໍ່ໄດ້ຕອບສະໜອງ ງົບປະມານແມ່ນບໍ່ມີ ງົບປະມານແມ່ນງົບປະມານທີ່ຫາມາໄດ້ເອງ ແຕ່ຕ້ອງຂຶ້ນແຜນເພື່ອອະນຸມັດ. ການບໍລິຫານຜ່ານມາສະແດງໃຫ້ເຫັນ

ວ່າ ບໍ່ເປີດຊ່ອງວ່າງໃຫ້ວຽກງານບໍລິຫານໄປຕາມກົນໄກຂອງມັນ. ການຮັບພະນັກງານໃໝ່ແມ່ນບໍ່ໄປຕາມຂະບວນ ບໍ່ມີຄຸນນະພາບ ມີຄົນເຈົ້າຄົນຂ້ອຍ ແຕ່ບໍ່ຮຸນແຮງປານໃດ ແຕ່ບາງຄົນທີ່ຮັບກໍໃຊ້ການບໍ່ໄດ້. ຕໍ່ຄວາມເປັນເອກະລາດຂອງ ມຊ ກະພໍໄດ້ບາງວຽກ ແຕ່ບາງວຽກກໍບໍ່ມີ ເຊັ່ນ: ການສ້າງສິ່ງໃດສິ່ງໜຶ່ງແມ່ນຊັກຊ້າ ຜ່ານຫຼາຍຂັ້ນຕອນ ເຊັ່ນ: ການສະເໜີຫຼັກສູດ. ຖ້າເຮົາເປັນອິດສະຫຼະແມ່ນດີ ເພາະລະດັບມະ ຫາວິທະຍາໄລມັນຄວນເປັນເອກະລາດແຕ່ດົນແລ້ວ ຂັ້ນເທິງຄວນຄວບຄຸມທາງດ້ານຫຼັກການໃຫຍ່ ແຕ່ໃນກອບການປະຕິບັດການຄວນໃຫ້ເຂົາເປັນເອກະລາດທຸກຢ່າງ ຕົວຢ່າງ: ການອັບການສິດສອນ ການຈັດການການຮຽນການສອນ ແລະ ການໃຊ້ງົບປະມານເລັກໆນ້ອຍໆຄວນເປັນວຽກຂອງ ມຊ, ປັດຈຸບັນ ຖ້າເວົ້າເຖິງການເງິນ ລະບຽບການເງິນແມ່ນ ຕ້ອງຂຶ້ນກັບກະຊວງການເງິນ ຊື້ດອກໄຟດອກໜຶ່ງກໍຕ້ອງໄດ້ແຈ້ງໃຫ້ກະ ຊວງຮູ້ນໍາ ເຊິ່ງມັນບໍ່ຄວນເປັນແບບນັ້ນ ເພາະວຽກເຮົາບໍ່ຄືວຽກກະຊວງ ແຕ່ເຮົາພັດນໍາໃຊ້ ລະບຽບການເງິນກະຊວງ ເຮັດໃຫ້ຂະບວນການເຮັດວຽກ ແລະ ກົນໄກການເຮັດວຽກຊັກຊ້າ.

6. ທັດສະນະຕໍ່ການບໍລິຫານໃນໄລຍະຜ່ານມາແມ່ນບໍ່ມີຈຸດເດັ່ນ ບໍ່ມີຜູ້ໃດຈະໄປດຶງກົນໄກໃຫ້ດີຂຶ້ນກ່ອນເກົ່າ ເພາະມັນໄປຕາມກົນໄກ ແລະ ມີວິວັດທະນາການຂອງມັນເອງ. ຜູ້ບໍລິຫານໃນລະດັບ ມຊ ບໍ່ແມ່ນນັກບໍລິຫານ ເພາະວ່າບໍ່ໄດ້ນໍາໃຊ້ຄວາມຮູ້ທາງດ້ານການບໍລິຫານມາບໍລິຫານ ແຕ່ໃຊ້ຄວາມຮູ້ສຶກມາບໍລິຫານ. ສໍາລັບວຽກວິຊາການກໍ່ບໍ່ພົ້ນເດັ່ນ: ການຈັດການຮຽນການສອນຮອດປັດຈຸບັນກໍຍັງຄຸມເຄືອກັນຢູ່ ຕ່າງຝ່າຍຕ່າງເຮັດ ເຊັ່ນ: ໃບປະກາດນັກສຶກສາແມ່ນຄະນະໃຜຄະນະລາວເຮັດ, ວຽກທີ່ຍາກກໍ່ປ່ອຍໃຫ້ຄະ ນະແຕ່ຄະນະເຮັດ ແທນທີ່ຈະເປັນບ່ອນດຽວເຮັດ ເຮັດໃຫ້ວຽກງານການບໍລິຫານບໍ່ໄດ້.

7. ຄວາມຄາດຫວັງການບໍລິຫານຄວນມີຫຼັກການນິຕິກໍາ ແລະ ໃຫ້ທຸກຄົນປະຕິບັດ ແລະ ເບິ່ງຄວາມອາດສາມາດແຕ່ລະຄະນະໃຫ້ມີຄວາມແຕກຕ່າງກັນໄປ. ຖ້າ ມຊ ມີຫຼັກການບໍລິຫານ ແລະ ເປັນແບບຢ່າງທີ່ດີກໍຈະເຮັດໃຫ້ວຽກ ມຊ ເປັນໄປດ້ວຍດີ. ຄວນມີແຜນທີ່ແນ່ນອນ ມີຫຼັກການ ມີແຜນສ້າງບຸກຄະລາກອນທີ່ແນ່ນອນຕໍ່ນະໂຍລາຍ 3:6:1, ວາງເປົ້າໝາຍຕ້ອງມີແຜນສະໜັບສະໜູນ ມີວັດຖຸປັດໃຈ ແລະ ອື່ນໆ. ຖ້າຢາກພັດທະນາ ທີມງານຜູ້ບໍລິຫານຕ້ອງຕີແຕກວ່າຈະເຮັດແນວໃດ ແລ້ວສ້າງແຜນສະໜັບສະໜູນ, ປັດຈຸບັນມີແຕ່ນະໂຍບາຍ ແຕ່ຂາດແຜນ.

LMUA59-67

1. ປີ 2000 ເປັນຕົ້ນມາໄດ້ມີການຂະຫຍາຍຕົວແຍກອອກຈາກຄະນະມະນຸດສາດມາ ເປັນຄະນະວິທະຍາສາດສັງຄົມ ມີແຕ່ 3 ພາກວິຊາ ລວມທັງພາກວິຊາການວິທະຍາສາດການເມືອງ ພາກປະຫວັດສາດ ແລະ ພາກພູມສາດ ຕໍ່ມາຈຶ່ງມີພາກວິຊາທ່ອງທ່ຽວ, ປັດຈຸບັນກໍເກີດມີພາກວິຊາສັງຄົມສົງເຄາະ ແລະ ການ

ພັດທະນາ. ປ່ຽນແປງໜຶ່ງແມ່ນປ່ຽນຈາກພະແນກມາເປັນພາກວິຊາ, ຈາກພາກວິທະຍາສາດການເມືອງມາຮອດ 2010 ກໍໄດ້ແຍກອອກເປັນ 2 ພາກ ໂດຍສະເພາະແມ່ນ ຈາກພາກວິທະຍາສາດການເມືອງ ກໍ່ປ່ຽນຊື່ມາເປັນພາກການເມືອງ ແລະ ບໍລິຫານລັດຖະກິດ ແລະ ພາກໃໝ່ຄື: ພາກສັງຄົມສົງເຄາະ ແລະ ການພັດທະນາ. ທາງດ້ານວິຊາການກໍໄດ້ມີການປັບຫຼັກສູດເປັນລະບົບ 2+3, ນັບແຕ່ປີ 2002 ຫາ 2003 ກໍໄດ້ປັບມາເປັນ 1+4, ຈາກມີ ມ 7 ກໍ່ໄດ້ກາຍມາເປັນລະບົບ 0 + 4, ນອກຈາກນັ້ນ ກໍຍັງມີຫຼັກສູດຕໍ່ເນື່ອງ 3 ປີເຄິ່ງ. ການຮ່ວມມືຜ່ານມາແມ່ນໄດ້ຮັບການສະໜັບສະໜູນຈາກອຍູນິສະໂກ ໃນການສ້າງຫຼັກສູດສັງຄົມວິທະຍາ ຫຼັງຈາກນັ້ນໄດ້ຮັບໂຄງການຮ່ວມມືກັບນໍເວກ່ຽວກັບສິດທິເດັກຕ່າງໆ, ມີການເຝິກອົບຮົມ. ຫຼັງຈາກແຍກມາເປັນພາກວິຊາແມ່ນບໍ່ໄດ້ມີການພົວພັນຮ່ວມມືກັບຕ່າງປະເທດ.

2. ໜ້າທີ່ຕົ້ນຕໍກໍອີງໃສ່ 5 ໜ້າທີ່ຕົ້ນຕໍຂອງ ມຊ ຄື: 1 ການສ້າງຊັບພະຍາກອນມະນຸດລະດັບ ປະລິນຍາຕີ 5 ປີ, 2 ການກໍສ້າງຍົກລະດັບຄູອາຈານພາຍໃນ ສ່ວນໜຶ່ງກໍໄດ້ໄປດ້ວຍຕົນເອງ ມີທຶນຈາກ ມຊ ແມ່ນນ້ອຍ ແຕ່ກໍໄດ້ຮັບທຶນຈາກພາກສ່ວນອື່ນ ທຶນສະເພາະໄປຮຽນຫວຽດແມ່ນບໍ່ມີ, ຈາກນັ້ນ ກໍເຮັດໜ້າທີ່ລວມໃນການປົກປັກຮັກສາວັດທະນະທໍາ ໃຫ້ການບໍລິການວິຊາການໃຫ້ແກ່ສັງຄົມ ແລະ ສອນໃຫ້ຄະນະອ້ອມຂ້າງທຸກໆຄະນະ.

3. ການຕັດສິນໃຈໃນຂອບເຂດວິຊາການແມ່ນຕັດສິນດ້ານຫຼັກສູດ ຈັດຕັ້ງການຮຽນການສອນ, ສ່ວນການຮັບແມ່ນ ມຊ ເປັນຜູ້ເຮັດ, ສິດອື່ນໆ ເຊັ່ນ: ການລາພັກກໍຕັດສິນໄດ້ພາຍໃນຂອບເຂດ 1 ອາທິດ. ຖ້າພົວພັນພາຍນອກແມ່ນຈະຕ້ອງຜ່ານຄະນະ ແລະ ມຊ.

4. ສໍາລັບວິຊາການກໍມີສິດ ແລະ ຂອບເຂດໃນການເຮັດວຽກ ເຊັ່ນ: ການສອນ ການຂຽນຂຽນທີ່ມີການມອບໝາຍໃຫ້ ກໍສາມາດຮັບດໍາເນີນການໄດ້ ໃຫ້ສິດການຂຽນຂຽນປຶ້ມ ແຕ່ຕ້ອງຜ່ານການກວດກາຄວາມເໝາະສົມ.

5. ງົບປະມານຮັບໃຊ້ວິຊາການແຕ່ກ່ອນແມ່ນຝືດ ກ່ອນທີ່ບໍ່ມີລະບົບພິເສດ, ພາຍຫຼັງມີລະບົບພິ ເສດລາຍຮັບວິຊາການກໍເພີ່ມຂຶ້ນ ຊີວິດການເປັນຢູ່ດີຂຶ້ນ, ຖ້າທຽບໃສ່ເມື່ອກ່ອນ ຄະນະມີເງິນອຸດໜູນຕ່າງໆ ເປັນໂບນັດຕ່າງໆ ໄປທັດສະນະສຶກສາ ຕັດຊຸດໃຫ້ ແລະ ອື່ນໆ. ລາຍໄດ້ແມ່ນສ່ວນໜຶ່ງແມ່ນມາຈາກການລົງທະບຽນ ເງິນທີ່ເຫຼືອກໍຈະມີການໃຊ້ຈ່າຍໃນການທັດສະນະສຶກສາ ແລະ ວຽກງານອື່ນໆ.

6. ກ່ຽວກັບວຽກບໍລິຫານ ແລະ ຄຸ້ມຄອງການບັນຈຸພະນັກງານ ແມ່ນອີງຕາມຄວາມໂຄຕ້າຂອງ ມຊ ການບັນຈຸແມ່ນອີງໃສ່ລະບຽບການລັດຖະກອນມີການສອບເສັງເອົາ.

ຕໍ່ຄວາມເປັນເອກະລາດຂອງ ມຊ ໂດຍອີງໃສ່ດຳລັດຂອງນາຍົກ ມຊ ກໍມີສິດຫຼາຍອັນ ມີສິດໃນການພົວພັນສາກົນ ມີການເຊັນບັນທຶກຄວາມເຂົ້າໃຈກັບຫຼາຍໆມະຫາວິທະຍາໄລໃນໂລກ ຫຼາຍກວ່າຮ້ອຍມະຫາວິທະຍາໄລຂຶ້ນໄປ, ເຫັນວ່າພັກລັດແມ່ນໃຫ້ສິດຫຼາຍແລ້ວ ແຕ່ສຳຄັນແມ່ນການຈັດຕັ້ງປະຕິບັດຄິດວ່າບໍ່ສາມາດເຮັດໄດ້ຕາມການເຊັນເອັມໂອຍູ ເຮັດໃຫ້ບໍ່ມີປະສິດຕິພາບ ແລະ ປະສິດຕິຜົນ. ຖ້າ ມຊ ບໍ່ຂຶ້ນກັບກະຊວງສຶກສາ ເປັນເອກະລາດ ຄວາມຈິການບໍລິຫານ ການຕັດສິນໃຈ ອາດຈະໄວຂຶ້ນ ເພາະບໍ່ຜ່ານຫຼາຍຂັ້ນຕອນ. ຖ້າເວົ້າເຖິງເລື່ອງບໍລິຫານ ການກະຈາຍອຳນາດ ຖ້າການບໍລິຫານມີຫຼາຍຂັ້ນຫຼາຍຕອນວຽກກໍ່ຈະຊ້າ, ຖ້າ ມຊ ຂຶ້ນກັບລັດຖະບານບໍ່ຜ່ານກະຊວງ ແມ່ນຈະຫຍໍ້ຂັ້ນຕອນໃນການເຮັດວຽກ ອາດມີການຕັດສິນໃຈໄວຂຶ້ນ ແຕ່ຄວາມຮັບຜິດຊອບຈະຕ້ອງສູງກ່ວາເກົ່າ ມີຄວາມຊ່ຽງສູງຂຶ້ນ ແຕ່ການບໍລິຫານຈະໄວຂຶ້ນ, ແຕ່ໃນເງື່ອນໄຂປັດຈຸບັນນີ້ແມ່ນອີງໃສ່ ມຊ ເຮົາມີຄວາມພ້ອມຫຼາຍປານໃດ? ຜົນງານ ມຊ ໃນ 15 ປີ ຜ່ານມາເຫັນວ່າມີຜູ້ຈົບ ປ ໂທ ປ ເອກ ຫຼາຍຂຶ້ນ, ການພັດທະນາຫຼັກສູດມີການເພີ່ມຂຶ້ນ ມີການຂະຫຍາຍຄະນະ ແລະ ມີການແຍກຕົວອອກເປັນຫຼາຍຄະນະ ສາມາດເປີດປະລິນຍາໂທ ການສ້າງອາຄານສະຖານທີ່ ສິ່ງອຳນວຍຄວາມສະດວກແມ່ນມີການຂະຫຍາຍຕົວ. ດ້ານອ່ອນ: ອີງໃສ່ງົບປະມານຂອງລັດຖະບານແມ່ນນ້ອຍ ແລະ ຈຳກັດ. ລັດຖະບານໃຫ້ງົບມີແຕ່ເງິນເດືອນພະນັກງານ, ງົບສ່ວນຫຼາຍແມ່ນກຸ້ມຕົນເອງລັດຖະບານໃຫ້ງົບປະມານ ເປັນຕົວເລກ ແຕ່ຕ້ອງຫາດ້ວຍຕົນເອງຕາມງົບທີ່ກຳນົດໃຫ້ຈາກລັດຖະບານ. ເຖິງມີງົບໃຫ້ ແລະ ເງິນຫາໄດ້ກໍຍັງເຫັນວ່າບໍ່ພຽງພໍ ແລະ ຈຳກັດ. ເນື່ອງຈາກນະໂຍບາຍໃໝ່ໃນການຮັບນັກສຶກສານ້ອຍລົງກໍຈະສົ່ງຜົນກະທົບຕໍ່ລາຍຮັບວິຊາການຫຼຸດລົງ.

7. ໃນຕໍ່ໜ້າ ແລະ ຄວາມຄາດຫວັງຂອງ ມຊ ແມ່ນການສ້າງອັນດັບມະຫາວິທະຍາໄລ ໃຫ້ໃກ້ຄຽງກັບມະຫາວິທະຍາໄລພາກພື້ນ ໃຫ້ສາມາດເຊື່ອມໂຍງກັບພາກພື້ນ. ໃຫ້ໄດ້ຮັບຜົນ ຕາມນະໂຍບາຍພັດທະນາຊັບພະຍາກອນມະນຸດ 3:6:1 ແຕ່ປັນຫາເຮົາພັດບໍ່ມີທຶນ. ຖ້າຢາກຍົກລະດັບຄຸນນະພາບການສຶກສາ ເຮົາກໍຕ້ອງພັດທະນາຄູ ພັດທະນາຫຼັກສູດ ແລະ ສະໜອງສິ່ງອຳນວຍຄວາມສະດວກ ລວມທັງພັດທະນາ ແລະ ຍົກລະດັບຜູ້ບໍລິຫານການສຶກສາ.

LMUA60-67

1. ການປ່ຽນແປງໂດຍລວມຂອງຄະນະແມ່ນແຍກໂຕມາຈາກຄະນະອັກສອນສາດ ຜູ້ຮັບຜິດຊອບກໍໄດ້ມີການປ່ຽນແປງ, ມາຮອດໄລຍະໜຶ່ງ ພາກວິຊາໄດ້ມີການຂະຫຍາຍອອກເປັນຫຼາຍພາກວິຊາ ແລະ ມີການເຕີບໃຫຍ່ ເຮັດໃຫ້ມີການຈັດຕັ້ງປ່ຽນແປງ ມີຫົວໜ້າພາກວິຊາ ມີຮອງພາກວິຊາ ຖ້າພາກວິຊາທີ່ໃຫຍ່ກໍຈະມີຮອງ ແລະ ພາກນ້ອຍແມ່ນບໍ່ມີຮອງພາກວິຊາ. ສຳລັບ ພາກວິຊາສົງເຄາະ ແລະ ການພັດທະນາແມ່ນ

ພາກວິຊາໃໝ່ທີ່ແຍກມາຈາກພາກວິຊາການເມືອງ ມີອົງປະກອບພາກວິຊາທີ່ສົມບູນ ມີຄະນະພາກວິຊາ ແລະ ຮອງພາກວິຊາ 2 ຄົນ ຜູ້ທີ 1 ຮັບຜິດຊອບວຽກງານວິຊາການ, ຜູ້ທີ 2 ຮັບຜິດຊອບວຽກງານການບໍລິຫານ ກິດຈະກຳ-ອາສາສະໝັກ. ໃນຫຼາຍພາກວິຊາ ສັງເກດເຫັນວ່າ ນັກສຶກສາເລືອກເຂົ້າຮຽນໃນພາກວິຊາພາກວິຊາສັງຄົມສົງເຄາະ ແລະ ການພັດທະນາ ຫຼາຍກວ່າພາກວິຊາອື່ນ ເຖິງແມ່ນວ່າເປັນປີເປີດຫຼັກສູດປີທີສອງ ເຮັດໃຫ້ນັກສຶກສາເລືອກເຂົ້າຮຽນປີທຳອິດຫຼາຍ ແລະ ໃນການບໍລິຫານເຮັດໃຫ້ມີການເອົາໃຈໃສ່ ຄູປະຈຳຫ້ອງ ເປັນພື້ນຖານທີ່ສຸດໃນການບໍລິຫານ ເພາະຄະນະນຳພຽງແຕ່ 2 ແລະ 3 ຄົນ ອາດບໍ່ສາມາດເບິ່ງໃນຈຸດລະອຽດໄດ້. ສຳລັບການປ່ຽນແປງທາງດ້ານວິຊາການໃນພາກວິຊາ ແມ່ນເຫັນໄດ້ວ່າມີການປ່ຽນແປງຫຼາຍ ຈາກແຍກຕົວອອກຈາກພາກວິຊາການເມືອງ ເຮັດໃຫ້ວິຊາເກົ່າທີ່ເປັນພື້ນຖານ ກໍຍັງຖືກນຳໃຊ້ຢູ່ໃນລາຍວິຊາ ຕ່າງໆ. ສ່ວນທີ່ປ່ຽນແປງແມ່ນຫຼັກສູດໄດ້ມີການເຂົ້າເຖິງການໃຫ້ການຊ່ວຍເຫຼືອຄົນທົ່ວໄປ ເຂົ້າເຖິງການໃຫ້ ການກຸສົນ ແລະ ຊຸກຍູ້ໃຫ້ຜູ້ທີ່ເຄາະຮ້າຍ ຜູ້ທີ່ຢູ່ໃນເປົ້າໝາຍ ໃຫ້ການຊ່ວຍເຫຼືອໃຫ້ເຂົາໄດ້ມີອາຊີບເປັນຂອງຕົນເອງ ພັດທະນາອາຊີບ ສ້າງອຸດົມການພັດທະນາແນວຄິດໃນຄວາມເປັນຄົນລາວ ແລະ ມີສິດທິຄວາມເປັນມະນຸດ ໃຫ້ເຂົາຢູ່ກັບສັງຄົມຢ່າງມີຄວາມສຸກ. ວິຊາທີ່ຮຽນແມ່ນເນັ້ນການປູກຝັງແນວຄິດໃນສິດທິຂອງຄວາມເປັນພົນລະເມືອງລາວໃຫ້ແກ່ຄົນພິການ ຜູ້ເຖົ້າ ເດັກນ້ອຍ ຄົນດ້ອຍໂອກາດ ທີ່ເປັນພາລະໃຫ້ແກ່ສັງຄົມເຮົາ ຕ້ອງເອົາໃຈໃສ່ເປັນສຳຄັນທີ່ສຸດ. ນອກຈາກນີ້ຫຼັກສູດຍັງໄດ້ເນັ້ນໃສ່ພັດທະນາແນວຄິດການ ເມືອງ ມີຄວາມຮັກຊາດ ມີການພັດທະນາຄອບຄົວ ແລະ ຊຸມຊົນໃຫ້ເຂັ້ມແຂງ ເພື່ອຕອບສະໜອງກັບນະ ໂຍບາຍພັກລັດທີ່ຈະລົບລ້າງຄວາມທຸກຍາກຂອງປະຊາຊົນ. ການປ່ຽນແປງດ້ານການເງິນແມ່ນໄດ້ມີການປ່ຽນແປງຄະນະຮັບຜິດຊອບ ມີຜູ້ເຮັດບັນຊີ ຜູ້ກຳເງິນສົດ ຜູ້ກຳເງິນໂຄງການ. ພາກວິຊາເຮົາຍັງຕ້ອງການຢາກສ້າງເປັນໜ່ວຍງານ ແຍກອອກຕ່າງຫາກ ຍັງເປັນແນວຄິດໃນການພັດທະນາໜ່ວຍງານ ແຕ່ທາງຄະນະບໍ່ໃຫ້ເຮັດ ເພາະພາກວິຊາຄວນມີແຕ່ໜ່ວຍວິຊາທີ່ມີບົດສອນບໍ່ຄວນມີໜ່ວຍງານ. ການຮ່ວມມືຂອງພາກວິຊາພາຍໃນຄະນະແມ່ນໄດ້ພົວພັນກັບຄະນະອື່ນ ມີການຮຽນການສອນຮ່ວມກັນຢ່າງເປັນລະບົບກັບຄະນະພາກວິຊາອື່ນໆ. ສຳລັບການພົວພັນກັບພາຍນອກກໍມີການຮ່ວມທັງອົງກອນ ລັດ ເອກະຊົນ ແລະ ສາກົນ ເຊັ່ນ: ມີການຮ່ວມມືກັບກະຊວງແຮງງານ ແລະ ສະຫວັດດີການສັງຄົມ ກ່ຽວກັບວຽກງານການຝຶກອົບຮົມ ການສິດສອນສັງຄົມສົງເຄາະກ່ຽວກັບການພັດທະນາ, ມີການຮ່ວມມືກັບສູນຕ່າງໆ ຂອງລັດທີ່ກ່ຽວຂ້ອງກັບເດັກຄົນພິການ ຄົນບຳນານ ຜູ້ເຖົ້າ, ສຳລັບອົງກອນສາກົນກໍມີຍູນິເຊັບ ແລະ ອື່ນໆ ທີ່ມາເຮັດກິດຈະກຳກັບພາກວິຊາເຮົາ.

2. ໜ້າທີ່ຕົ້ນຕໍຂອງພາກວິຊາແມ່ນມີໜ້າທີ່ໃນການບໍລິການທາງວິຊາການໃນການຄົ້ນຄວ້າວິໄຈທາງວິທະຍາສາດ ແລະ ສິດສອນ ນໍາພານັກສຶກສາເຄື່ອນໄຫວທາງວິຊາການເພື່ອໃຫ້ນັກສຶກສາໄດ້ຄວາມຮູ້ໃນການລົງປະຕິບັດຕົວຈິງທາງສັງຄົມ ໂດຍໃນແຕ່ລະປີໄດ້ນໍາພານັກສຶກສາລົງພາກສະໜາມ.

3. ການຕັດສິນໃຈວຽກງານໃນພາກວິຊາ ແມ່ນເຮັດໄດ້ໃນຂອບເຂດ ເຊັ່ນ: ການແບ່ງປັນໂມງສອນ ການຊັບປ່ຽນຕາຕະລາງສອນ, ຢາກເຄື່ອນໄຫວກິດຈະກໍາໃນເວລາໃດແມ່ນມີດໍາເນີນຢູ່ໃນຂອບເຂດຂອງພາກວິຊາ. ພາກຍັງມີຄວາມເປັນຕົວຂອງຕົວເອງໃນການຕັດສິນໃຈຕໍ່ກັບນັກຮຽນທີ່ເຮັດຜິດລະບຽບວ່າຈະໃຫ້ສຶກສາຕໍ່ ຢຸດຕິການຮຽນ ຫຼື ໃຫ້ອອກການເປັນນັກສຶກສາ ເຊັ່ນ: ການບໍ່ໃຫ້ເສັງ. ແຕ່ການຕັດສິນໃຈແມ່ນຕ້ອງຜ່ານຄະນະນໍາ. ນອກຈາກນີ້ຍັງມີສິດໃນການຕັດສິນໃຈໃນການອະນຸມັດການສຶກສາຕໍ່ຂອງພະນັກງານພາຍໃນພາກ ແຕ່ຕ້ອງໄດ້ຜ່ານຄະນະນໍາພາກ.

4. ການເງິນທີ່ພາກວິຊາໄດ້ຮັບຈາກ ມຊ ໃນການພັດທະນາວິຊາການແມ່ນນ້ອຍ ບໍ່ພຽງພໍສໍາລັບຄ່າແຮງງານໃນການຂຽນປຶ້ມ ພິມປຶ້ມ. ມີເງິນແຕ່ບໍ່ມີປຶ້ມໃຫ້ພິມ ເພາະຕ້ອງຜ່ານຫຼາຍຂັ້ນຕອນ, ເງິນ ມຊ ແມ່ນມີ ແຕ່ການນໍາເອົາມາໃຊ້ຍາກ ຜ່ານຫຼາຍຂັ້ນຕອນ, ຄວນມີການພັດທະນາການອະນຸມັດເງິນວິຊາການໃຫ້ດີກ່ອນເກົ່າ.

5. ຄວາມເປັນເອກະລາດຂອງ ມຊ ເຫັນວ່າຄະນະຄວນມີການພົວພັນກັບມະຫາວິທະຍາໄລອື່ນໆໃນໂລກ ພາກພື້ນຢ່າງສະດວກ ແຕ່ໄລຍະຜ່ານມາ ການພົວພັນຂອງຄະນະເຮົາກັບພາກສ່ວນສາກົນ ພາກສ່ວນພາຍນອກແມ່ນຍັງຜ່ານຫຼາຍຂັ້ນຕອນ. ສໍາລັບພາກແລ້ວແມ່ນຈະຕ້ອງຜ່ານຄະນະການທີ່ຈະພົວພັນໂດຍກົງນັ້ນແມ່ນເຮັດບໍ່ໄດ້. ແຕ່ການພັດທະນາຈະຕ້ອງຄ່ອຍເປັນຄ່ອຍໄປບໍ່ໄດ້ຂຶ້ນກັບເຮົາຄົນດຽວແມ່ນຂຶ້ນກັບກົບລະບຽບລັດທະທໍາມະນູນ ກົດໝາຍການສຶກສາ ເຊິ່ງກໍໄດ້ມີການດັບແປງເລື້ອຍໆໃນໄລຍະຜ່ານມາ.

6. ຈຸດດີຈຸດອ່ອນ ວຽກງານບໍລິຫານ ແລະ ຄຸ້ມຄອງ ເຫັນໄດ້ວ່າ ໜ່ວຍງານທີ່ຮັບຜິດຊອບວຽກ ງານບໍລິຫານແມ່ນຍັງມີລັກສະນະຄຸມເຄືອກັນ ບໍ່ໄດ້ພົວພັນກັນເປັນສາຍທີ່ແໜ້ນ ບໍ່ວ່າທາງລຸ່ມ ແລະ ທາງເທິງ ເຊັ່ນ: ສະຖິຕິນັກສຶກສາຍັງຜິດພາດຊື່ເກົ່າທີ່ອອກໄປສອງປີກໍຍັງມີຊື່ຢູ່ ເບິ່ງແລ້ວແມ່ນເປັນປັນຫາລວມ. ຈຸດອ່ອນອີກແມ່ນການຄຸ້ມຄອງວິຊາການບໍ່ໄດ້ ເຊັ່ນ: ໄດ້ມີການອອກໄປສອນໃຫ້ສະຖາບັນການສຶກສາອື່ນຂ້າງນອກຂອງຄູອາຈານນັກວິຊາການ, ການເສັງເຂົ້າຂອງນັກສຶກສາມີການປ່ຽນແປງແຕ່ກ່ອນ ມຊ ໄດ້ມີການເສັງເອົານັກສຶກສາເອງ ຕໍ່ມາກະຊວງສຶກສາ ແລະ ກິລາ ໄດ້ນໍາໄປປະຕິບັດເອງ ເຮັດໃຫ້ການຮັບນັກສຶກສາເຂົ້າຮຽນບໍ່ຖືກເປົ້າໝາຍ ມີລັກສະນະຄຸມເຄືອ; ການນໍາໃຊ້ຊັບພະຍາກອນ ສະຖານທີ່ ການດູແລຄວາມສະອາດຫ້ອງນໍ້າ ໄຟຟ້າບໍ່ມອດ ເປີດປິດປະຕູ ມີຄົນຂີ້ລັກເອົາລົດໄປແມ່ນຍັງບໍ່ໄດ້ດີ. ປັນຫາທີ່ໃຫຍ່ທີ່ເຮັດບໍ່ທັນໄດ້ດີ

ຄືອາຄານ ເຮືອນພັກ ທີ່ດິນ ສະຖານທີ່ຕ່າງໆທີ່ຂຶ້ນກັບ ມຊ ບໍ່ສາມາດແກ້ໄດ້ ເຊັ່ນ: ດິນປ່າໄມ້. ມາດຕະການບໍ່ຄ່ອຍເດັດຂາດ ມີຄົນບາງຄົນສວຍໃຊ້ທີ່ດິນຂອງ ມຊ ປຸກເຮືອນ ຮ້ານຄ້າ, ນີ້ແມ່ນບັນຫາ ສັງຄົມ ການຄຸ້ມຄອງ ການພົວພັນ ຄົນເຮັດ ຄົນສ້າງ.

7. ຄວາມຄາດຫວັງໃນການພັດທະນາ ມຊ ມີການຈັດຕັ້ງບຸກຄະລາກອນທີ່ມີຄຸນນະພາບເຂົ້າມາຮັບຜິດຊອບວຽກງານທີ່ມັນມີປັນຫາ ຜູ້ທີ່ຮັບຜິດຊອບວຽກງານໃດ ກໍຕ້ອງເຮັດວຽກງານນັ້ນໃຫ້ດີຕາມການມອບໝາຍ. ປັນຫາຂອງ ມຊ ກໍຄວນເປັນຄົນ ມຊ ທັງໝົດແກ້ຊ່ວຍກັນ ແລະ ຄວນມີການແກ້ໄຂທີ່ຕົ້ນເຫດບໍ່ແມ່ນປາຍເຫດ.

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1. ການປ່ຽນແປງ ແລະ ກົງຈັກບໍລິຫານ ນັບແຕ່ປີ 1996 ເຫັນວ່າ ແມ່ນໄດ້ມີການຍົກຍ້າຍ ມີການປ່ຽນຜູ້ບໍລິຫານ ອະທິການບໍດີໄດ້ຍ້າຍໄປເປັນລັດຖະມົນຕີກະຊວງສຶກສາ ແລະ ກິລາ. ຕໍ່ມາໄດ້ແຕ່ງຕັ້ງຄົນໃໝ່ ເຫັນວ່າກົນຈັກການບໍລິຫານແມ່ນໄດ້ມີການປ່ຽນແປງແຕ່ລະໄລຍະ ຕົວຢ່າງ: ສູນກໍໄດ້ມີການຂະຫຍາຍຫ້ອງການກໍແຕກອອກເປັນຫຼາຍຫ້ອງການ ສູນຍີ່ປຸ່ນ ສູນຄົ້ນຄວ້າ.

2. ໜ້າທີ່ຕົ້ນຕໍແມ່ນສ້າງພະນັກງານບໍລິຫານການສຶກສາ ແລະ ສ້າງພະນັກງານການສຶກສາໃຫ້ຂະແໜງການສຶກສາໃນອະນາຄົດໃຫ້ເປັນພະນັກງານສືບທອດໃນອະນາຄົດ ໂດຍມີຕົວເລກຕາມກຳນົດແມ່ນ 30 ຄົນ ແຕ່ຜູ້ຮຽນແມ່ນກາຍທຸກໆລຸ້ນ ຍ້ອນຄວາມມັກນັກສຶກສາ ເຮັດໃຫ້ມີນັກສຶກສາສົນໃຈຫຼາຍ.

ການພັດທະນາຫຼັກສູດແມ່ນ 5 ປີ ຫຼັງຈາກການປະຕິຮູບການສຶກສາພື້ນຖານ ເຮັດໃຫ້ຫຼັກສູດການສຶກສາຊັ້ນສູງໄດ້ປັບເປັນ 4 ປີ.

3. ການຕັດສິນບັນຫາດ້ານວິຊາການ ພາກຕັດສິນເດັດຂາດບໍ່ໄດ້ ຕ້ອງໄດ້ຜ່ານທາງສຽງລວມ.

4. ນັກວິຊາການໃນລະດັບພາກວິຊາມີສິດໃນການໃຫ້ຄະແນນ ອອກຄະແນນ ປະກາດຄະແນນ ແຕ່ກ່ອນແມ່ນຜ່ານຄະນະບໍດີເຊັນແລ້ວປະກາດໃຫ້.

5. ສຳລັບງົບປະມານວິຊາການ ລາຍໄດ້ແມ່ນບໍ່ມີ, ງົບປະມານຈາກຄະນະແມ່ນຜິດ. ໄລຍະຜ່ານມາກໍມີການຊ່ວຍເຫຼືອຈາກໂຄງການເອດີບີ.

6. ການບໍລິຫານ ແລະ ການຄຸ້ມຄອງ, ໃນການຮັບລັດຖະກອນໃໝ່ໃນໄລຍະຜ່ານມາເຫັນວ່າຮັບສັນຍາຈ້າງຫຼາຍ ແຕ່ໂກຕ້າແມ່ນຈຳກັດ ຂັ້ນຕອນໃນການຮັບແມ່ນມີການຮັບສະໝັກສັນຍາຈ້າງ ເພື່ອລໍຖ້າໂກຕ້າ.

7. ຈຸດອ່ອນ ແລະ ຈຸດແຂງການບໍລິຫານການຄຸ້ມຄອງ ແມ່ນມີການຮັດກຸມເຂົ້າ ມີການວາງຍຸດທະສາດແຕ່ລະໄລຍະ ແລະ ມີການດັດແກ້ເຂົ້າໃນການສ້າງແຜນຕ່າງໆ. ຈຸດອ່ອນ ແລະ ຂໍ້ບົກຜ່ອງ ແມ່ນມີການ

ຊັກຊ້າ ໃຊ້ເວລາໃນການເຮັດວຽກ ແລະ ພິຈາລະນາ ຕົວຢ່າງ: ການພັດທະນາຫຼັກສູດ ແມ່ນມີຫຼາຍຫຼີບຫຼາຍຕ່າວ ລໍຖ້າການອະນຸມັດຂັ້ນເທິງ. ຄວາມເປັນເອກະລາດຂອງ ມຊ ຖ້າກົງຈັກການປົກຄອງມີຄວາມເປັນເອກະລາດ ການມອບຮັບຄວາມຮັບຜິດຊອບຂາດຕົວແລ້ວ ຂໍ້ສະດວກຈະເພີ່ມຂຶ້ນ. ການພັດທະນາໃນໄລຍະຜ່ານມາ ສະຫຼູບໄດ້ວ່າ ຖ້າທຽບໃສ່ໄລຍະຕົ້ນເຫັນວ່າມີການຂະຫຍາຍຕົວທາງພື້ນຖານມີການປັບປຸງ ແລະ ຂະຫຍາຍຕົວຕາມຈັງຫວະ.

8. ຄວາມຄາດຫວັງໃນການພັດທະນາ ມຊ ຖ້າເຮັດໄດ້ຕາມແຜນຍຸດທະຍະສາດແມ່ນຈະກ້າວໄປຫຼາຍເຕີບ.

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1. ການຂະຫຍາຍຕົວການປ່ຽນແປງເຫັນວ່າດີຂຶ້ນ ຫຼັງຈາກຍຸບ ມສດ ມາເປັນ ມຊ ໄລຍະທໍາອິດແມ່ນມີຄວາມຫຍຸ້ງຍາກ. ມາຮອດໄລຍະຫຼັງ ຄະນະສຶກສາສາດຈຶ່ງສາມາດດໍາເນີນການຕ່າງໆດ້ວຍຕົນເອງ, ມາຮອດປີ 2005 ໄດ້ມີການຂະຫຍາຍພາກວິຊາເພີ່ມຂຶ້ນ ແຕ່ກໍຍັງຂາດແຄນອາຈານສອນ ຈໍາເປັນຕ້ອງໄດ້ໝູນໃຊ້ອາຈານພາຍໃນຄະນະຈາກພາກອື່ນໆມາສອນຊ່ວຍ, ຖ້າອາຈານຈາກພາກສ່ວນອື່ນໆແມ່ນຕ້ອງໄດ້ຈ້າງຕາມລະບຽບການເງິນ. ການຮຽນການສອນໄລຍະທໍາອິດແມ່ນຫຼັກສູດ 2+3 ສະໄໝ ວວພ, ມາປັດຈຸບັນແມ່ນປະຕິບັດຫຼັກ ສູດ 0+4 ເລີຍ. ນອກຈາກລະບົບທໍາມະດາຍັງມີລະບົບຕໍ່ເນື່ອງ 2 ປີ ຕໍ່ເນື່ອງປົກກະຕິ ວິຊາການເມືອງ ແລະ ຕໍ່ເນື່ອງພັກແລ້ງໃນໄລຍະເວລາ 2 ເດືອນ. ຫຼັກສູດແມ່ນໄດ້ມີການພັດທະນາໃຫ້ເໝາະສົມຫຼັກສູດ 4 ປີ, ຄວາມຈິງກໍໄດ້ປະຕິບັດການສິດສອນແລ້ວ.

2. ໜ້າທີ່ຕົ້ນຕໍພາກວິຊາເຮົາແມ່ນຂໍ້ຕໍ່ຂັ້ນພື້ນຖານຫາຄະນະພາກວິຊາໃນການປະຕິບັດການຮຽນການສອນ ຂອງແຕ່ລະວິຊາຂອງພາກວິຊາສ້າງຄູວິທະຍາສາດສັງຄົມໃນ 3 ສາຂາ: ສາຂາຄູການເມືອງ ສາຂາຄູພູມສາດ ແລະ ສາຂາຄູປະຫວັດສາດ ແຕ່ບໍ່ມີນັກສຶກສາຫຼາຍປານໃດ.

3. ການຕັດສິນສາມາດເຮັດໄດ້ໃນຂອບເຂດຄວາມຮັບຜິດຊອບຂອງພາກວິຊາ ຖ້າເປັນປັນຫາທີ່ບໍ່ສາມາດແກ້ ແມ່ນຈະສະເໜີຜ່ານຄະນະເພື່ອຂໍຄໍາເຫັນ.

4. ງົບປະມານສະໜັບສະໜູນວິຊາການສ່ວນຫຼາຍແມ່ນມີ 3 ພາກສ່ວນປະກອບທຶນ ຄື: ສ່ວນຕົວຄະນະ ແລະ ມຊ. ມີການແບ່ງລະອຽດຕາມເປີເຊັນສໍາລັບເງິນໃຫ້ວິຊາການຍົກລະດັບພາຍໃນ, ສໍາລັບການຍົກລະດັບຢູ່ຕ່າງປະເທດແມ່ນຜ່ານສະໝັກເອງ.

5. ການພັດທະນາ ມຊ ໃນໄລຍະຜ່ານມາເຫັນວ່າ ພໍໃຈລະດັບໜຶ່ງ ເຖິງຈະບໍ່ໄດ້ຕາມຄາດໝາຍທີ່ວາງໄວ້ ແຕ່ກໍໄດ້ພັດທະນາຊັບພະຍາກອນມະນຸດເປັນຈໍານວນຫຼາຍ ແຕ່ບ່ອນຮອງຮັບຍັງຂາດແຄນຄູ ບໍ່ມີການ

ຊັບຊ້ອນເປັນລະບົບ. ຂໍ້ບົກຜ່ອງທີ່ຍັງຄົງຄ້າງຄືບັນຫາເສດຖະກິດ ວຽກງານໃດກໍຕາມ ຖ້າຢາກພັດທະນາໄດ້ຕ້ອງເບິ່ງປັນຫາເສດຖະກິດ. ທີ່ຜ່ານມາກໍເວົ້າວ່າຈະຍົກລະດັບການເປັນຢູ່ຂອງຄູ ແຕ່ກໍບໍ່ມີການ ປ່ຽນແປງເຮັດໃຫ້ຄູອາຈານໄດ້ອອກໄປສອນໃນສະຖາບັນສຶກສາຕ່າງໆບໍ່ເປັນລະບົບ ເພື່ອຊອກຫາລາຍຮັບເພີ່ມເຕີມ. ຄວາມເປັນເອກະລາດທາງດ້ານການເງິນແມ່ນຍາກ ທາງດ້ານການເງິນຕ້ອງລວມສູນ ເຮັດຫຍັງເຮັດນຳກັນເຂົ້າບ່ອນດຽວ ອອກບ່ອນດຽວ ຖ້າໃຫ້ພາກບໍລິຫານກັນເອງ ກໍອາດມີຊ່ອງທາງໃນການສ້າງລາຍຮັບເພີ່ມ ແຕ່ປັດຈຸບັນແມ່ນຂຶ້ນກັບ ມຊ. ດ້ານວິຊາການແມ່ນປະຕິບັດຕາມລັດຖະທຳມະນູນຂອງ ມຊ ຄະນະນຳມາຈັດຕັ້ງຜັນຂະຫຍາຍການປະຕິບັດ.

6. ຄວາມຄາດຫວັງຄື: ຖ້າປະຕິບັດໄດ້ຕາມມະຕິກອງປະຊຸມສະໄໝທີ IX ຕາມ 4 ເນື້ອໃນບຸກທະລຸໃນການພັດທະນາຊັບພະຍາກອນມະນຸດ ຖ້າສາມາດເຮັດໄດ້ຕາມເວົ້າມາແມ່ນດີ. ສຳຄັນຊີວິດການເປັນຂອງຄູກໍຄວນສ້າງແຮງຈູງໃຈໃຫ້ຄູ ຈູງໃຈໃຫ້ນັກຮຽນຢາກມາຮຽນຄູ...ລະບົບພິເສດ ແລະ ນະໂຍບາຍບໍ່ໃຫ້ມີແຕ່ຈະມີເງິນມາຊົດເຊີຍ ໂດຍນັກສຶກສາທີ່ເສັງເຂົ້າ ມຊ ຈະຕ້ອງໄດ້ຈ່າຍເງິນໝົດ.

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1. ການປ່ຽນແປງການຈັດຕັ້ງພາກວິຊາ ຄະນະນຳກໍໄດ້ປ່ຽນແປງຫຼາຍຊຸດ ປະມານ 4 ຊຸດ, ແລ້ວມີການປ່ຽນແປງທາງດ້ານຈຳນວນຄູອາຈານເພີ່ມຂຶ້ນ ແລະ ນັກສຶກສາເພີ່ມຂຶ້ນຫຼາຍເທົ່າ. ສຳລັບຄຸນນະພາບກໍໄດ້ມີການພັດທະນາຫຼັກສູດ ບັນດາວິຊາຮຽນ ວິຊາເລືອກແມ່ນໄດ້ເພີ່ມເຕີມເຂົ້າມາ. ການຍົກລະດັບແມ່ນໄດ້ມີການຍົກລະດັບໃນປະລິນຍາໂທ ປະລິນຍາເອກ, ປັດຈຸບັນ ມີປະລິນຍາເອກ 2 ຄົນ, ຍິງ 1 ຊາຍ 1 ແລະມີການຮຽນຕໍ່ຈຳນວນໜຶ່ງ. ວຽກງານການເງິນພາກວິຊາແມ່ນໄດ້ເງິນງົບປະມານວິຊາການຄະນະພາກວິຊາມີງົບສົ່ງເສີມວິຊາການໃນການເຮັດສຳມະນາຊີ້ທາດເຄມີ ປີ 2012 ໄດ້ພຽງ 10 ລ້ານກີບ ໃນການສົ່ງເສີມວິຊາການ. ວຽກງານການຮ່ວມມືກັບຕ່າງປະເທດແມ່ນໄດ້ມີການຮ່ວມມືກັບໂຄງການຕ່າງປະເທດ ແມ່ນໄດ້ຮັບທຶນວິໄຈຈາກການສະໜັບສະໜູນຈາກໂຄງການ ເອສພີ ເປັນໂຄງການຍ່ອຍຂອງຊີດາຊາເຣັກ SIDA Department for Research Cooperation (SAREC) ແລະ ຄູອາຈານພາກວິຊາກໍໄດ້ຂຽນໂຄງການຂໍທຶນຈາກສູນຄົ້ນຄວ້າອາຊີ ໃນການວິໄຈປາບສັດຕູພືດ, ນອກຈາກນີ້ຍັງມີການຮ່ວມມືກັບຍີ່ປຸ່ນໃນການແລກປ່ຽນ, ນອກຈາກນັ້ນຍັງຮ່ວມມືກັບມະຫາວິທະຍາໄລຕ່າງໆ ລວມທັງປະເທດກຳປູເຈຍ ບັງກາເລດ໌.

2. ໜ້າທີ່ຕົ້ນຕໍແມ່ນສ້າງນັກວິຊາການທາງດ້ານເຄມີ ເຮັດຄົ້ນຄວ້າວິໄຈ ແລະ ຍັງເຮັດວຽກຄົ້ນຄວ້າຕາມເງື່ອນໄຂອຸປະກອນ ແລະ ທຶນທີ່ເຮົາມີ. ໃນການສ້າງນັກວິຊາການດ້ານເຄມີ ຕົ້ນຕໍແລ້ວແມ່ນສະໜອງໃຫ້ແກ່ ຂະແໜງການອຸດສະຫະກຳຕ່າງໆ ຕົ້ນຕໍ ແມ່ນພວກບໍ່ແຮ່ຂຸດຄົ້ນ ບໍ່ແຮ່ວິໄຈແຮ່ ໂຮງງານອຸດສະຫະ

ກຳຕ່າງໆ ໂຮງງານເບຍ ນ້ຳຫອມລາວ ໂຮງງານຜະລິດພະລັງງານໄຟຟ້າ, ນອກຈາກນີ້ ຍັງໄປເປັນຄູກໍມີ ນັກວິຊາການກໍໄດ້. ໃນໄລຍະຜ່ານມາຄຸນນະພາບເຫັນວ່າດີ ມີການສ່ອງແສງຈາກຂະແໜງການຕ່າງໆເຫັນວ່າມີຄວາມຕ້ອງການນັກສຶກສາຈາກພາກວິຊາເຮົາ ເພາະໄດ້ມີການຝຶກງານປີສຸດທ້າຍ.

3. ການຕັດສິນບັນຫາແມ່ນປະຕິບັດຕາມລະບຽບຫຼັກການລັດຖະທຳມະນູນ ມຊ ໃນຂອບເຂດສິດ ແລະ ໜ້າທີ່ຫົວໜ້າພາກວິຊາ ຕັດສິນຕາມໜ້າທີ. ການຕັດສິນໃຈວຽກວິຊາການນັກວິຊາການແມ່ນມີສິດຕັດສິນໃນການໃຫ້ຄະແນນໂດຍ ອີງໃສ່ ການສອບເສັງ. ການວິໄຈຜົນທີ່ອອກມາກໍຕ້ອງຮັບຜິດຊອບ.

4. ງົບປະມານສະໜັບສະໜູນວິຊາການໃນໄລຍະຜ່ານມາແມ່ນຍັງນ້ອຍຫຼາຍ ຖ້າທຽບໃສ່ຄວາມຕ້ອງການ ໂດຍສະເພາະການສົ່ງເສີມວຽກງານການວິໄຈບໍ່ຫຼາຍ ງົບປະມານມີຢູ່ ແຕ່ບໍ່ໄດ້ຮັບໃນໄລຍະຜ່ານມາ ໂດຍສະເພາະງົບປະມານສະເພາະອຸປະກອນ ສານເຄມີ ອາຄານ ສະຖານທີ່ແມ່ນຍັງບໍ່ພໍ ໂຕະຕັ່ງຫ້ອງຮຽນຍັງບໍ່ພຽງພໍ ຂາດເຂີນເຄື່ອງໃຊ້ໃນການທົດລອງ ເຄື່ອງຈັກແພງໆແມ່ນບໍ່ມີ ເພາະຜ່ານມາບໍ່ທັນໄດ້ຮັບງົບປະມານລັດໃນການຊື້ທາດເຄມີ ອຸປະກອນ ເຄື່ອງແກ້ວ. ກ່ອນປີ 2000 ແມ່ນໄດ້ຮັບທຶນເອດີບີ ແຕ່ມາດຽວກນີ້ທຶນໄດ້ອອກໄປ ເຮັດໃຫ້ບໍ່ມີທຶນສະໜັບສະໜູນໃນການທົດລອງ. ເຮັດທົດລອງ ອຸປະກອນໜ້ອຍບໍ່ພຽງພໍ ເຮັດໃຫ້ຄຸນນະພາບຂາດຄວາມຊຳນານ ໃນການເຮັດກໍຍາກລຳບາກ. ມີແຕ່ສັງເກດງົບປະມານສຳລັບທາດເຄມີຜ່ານມາແມ່ນໃຊ້ງົບປະມານວິຊາການທີ່ໄດ້ຈາກການລົງທະບຽນການສຶກສາ ທີ່ໄດ້ມາ ແລະແບ່ງສ່ວນໃຫ້ເປັນງົບປະມານສົ່ງເສີມວິຊາການ ສົ່ງເສີມຊື້ທາດເຄມີ ເຮັດໃຫ້ບໍ່ພຽງພໍ ເພາະນັກສຶກສາກໍບໍ່ຫຼາຍ ງົບປະມານຈາກລັດແມ່ນບໍ່ມີ.

5. ການຮັບພະນັກງານເຂົ້າໃໝ່ແມ່ນບໍ່ມີໂຄຕ້າ ປີນີ້ ປີ 2000 ທີ່ຜ່ານມາກໍມີ ແຕ່ບໍ່ຫຼາຍ ແລະ ລະບົບການຮັບແບບສັນຍາຈ້າງກໍບໍ່ມີແລ້ວ

6. ຄວາມເປັນເອກະລາດຂອງ ມຊ ເຮົາເຫັນວ່າ ການທີ່ເຮົາຂຶ້ນກັບກະຊວງສຶກສາກໍດີຢູ່ ຖ້າເຮົາມີສິດທິພິເສດໃນການພົວພັນກ່ຽວກັບການສົ່ງພະນັກງານໄປຝຶກງານຕ່າງປະເທດ ຖ້າເປັນເອກະລາດການຜ່ານເອກະສານກໍບໍ່ມີຫຼາຍຂັ້ນຕອນໃນການແລ່ນເອກະສານ ແລະ ການນຳສະເໜີ, ເພາະກະຊວງສຶກສາກໍມີວຽກຫຼາຍ ຖ້າເປັນທະບວງມະຫາວິທະຍາໄລຄືກັບຕ່າງປະເທດ ມຊ ເຮົາເປັນໄດ້ກໍຈະດີ ຈະເຮັດໃຫ້ການຈໍລະຈອນເອກະສານໄວກວ່ານີ້ ການສະເໜີລັດຖະບານໄວຮອດຂັ້ນເທິງໄວ. ຄືລະບົບເຮົາແມ່ນຕ້ອງຜ່ານຫັ້ນຜ່ານນີ້ ບາງບັນຫາຈະຕ້ອງຕົກເຮ່ຍໄປ, ຖ້າວ່າເປັນເອກະລາດໄດ້ ເປັນທະບວງມະຫາວິທະຍາໄລ ກໍຈະເຮັດໃຫ້ການພັດທະນາໄປໄວກ່ອນນີ້.

7. ຈຸດດີຈຸດອ່ອນການບໍລິຫານ ແລະ ການຄຸ້ມຄອງ ມຊ ໃນໄລຍະຜ່ານມາ. ຈຸດດີ: ເຫັນວ່າ ທຸກອັນແມ່ນເຮົາມີການຊີ້ນຳຈາກຄະນະພັກຂັ້ນເທິງ ແລະ ປະຕິບັດຕາມແນວທາງແມ່ນດີ ມັນກໍຈະເປັນການສະດວກໃນການປະຕິບັດວຽກງານຂອງເຮົາ. ພາກວິຊາກໍອີງໃສ່ແຜນຄະນະ ແຕ່ເຮົາກໍມີສິດປະກອບສ່ວນໃນການປັບປຸງວຽກງານແຕ່ລະອັນ. ຈຸດອ່ອນ: ຂໍ້ບົກຜ່ອງເຫັນວ່າ ລະບົບການເງິນແມ່ນມີຫຼາຍຂັ້ນຕອນ ມີການເງິນຂັ້ນໜຶ່ງ ຂັ້ນສອງ ເຮັດໃຫ້ການໃຊ້ຈ່າຍງົບປະມານແຕ່ລະອັນເຮັດໃຫຊັກຊ້າ ເພາະການຈໍລະຈອນມີຫຼາຍອັນ. ຂອດການຄຸ້ມຄອງການເງິນຍັງບໍ່ຮັດກຸມ ການຄຸ້ມຄອງລະຫວ່າງສິດຜົນປະໂຫຍດການນຳໃຊ້ລະຫວ່າງນັກວິຊາການກັບບໍລິຫານເຫັນວ່າ ການເອົາໃຈໃສ່ທາງດ້ານບໍລິຫານແມ່ນຫຼາຍ ການເອົາໃຈໃສ່ວິຊາການແມ່ນບໍ່ຫຼາຍ ຕົວຢ່າງ: ການສົ່ງເສີມທາງດ້ານວິຊາກ ສົມມຸດການສົ່ງຄົນໄປຮຽນ ໄປຝຶກງານ, ມຊ ເຮົາຈະບໍ່ມີທຶນໃຫ້ເລີຍ ໃນໄລຍະຜ່ານມາ ສ່ວນໃຫຍ່ແມ່ນຈະອີງໃສ່ທຶນຕ່າງປະເທດທີ່ໃຫ້ມາ ແລະ ຕ້ອງເປັນຜູ້ໃຫ້ເງິນຄ່າຢູ່ຄ່າກິນ ແຕ່ເຮົາຈະເອົານັກວິຊາການໄປຮ່ວມກອງປະຊຸມວິຊາການ ເຜີຍແຜ່ດ້ານວິຊາການໂດຍທຶນເຮົາເອງນັ້ນບໍ່ມີ. ສົມມຸດປີນີ້ມີທຶນໃຫ້ຄູອາຈານໄປຮຽນຍົກລະດັບມີໜ້ອຍ ແຕ່ເລີ່ມມີສຳລັບຍົກລະດັບພາຍໃນ ແຕ່ຂ້ອນຂ້າງໜ້ອຍຢູ່ ຖ້າທຽບໃນການສົ່ງເສີມການພັດທະນາບຸກຄະລາກອນ. ສັງເກດຜ່ານມາການສົ່ງເສີມນັກວິຊາ ການແມ່ນໜ້ອຍ ບໍ່ຫຼາຍປານໃດ ແຕ່ທຶນທາງດ້ານການໃຊ້ຈ່າຍບໍລິຫານຂ້ອນຂ້າງຫຼາຍເຊິ່ງເຫັນໄດ້ຕາມບົດສະຫຼຸບຕ່າງໆ ຢາກຕິວ່າ ຂອດບໍລິຫານການເງິນແມ່ນຍັງບໍ່ຮັດກຸມປານໃດການຄຸ້ມຄອງຍັງບໍ່ດີເທົ່າທີ່ຄວນ.

8. ຄວາມຄາດຫວັງໃນການພັດທະນາ ມຊ ກໍຄິດວ່າເພິ່ນຈະມີການປັບປຸງການຈັດຕັ້ງການຄຸ້ມຄອງການສຶກສາ ຕາມແຜນການວຽກງານການຂະຫຍາຍວຽກງານຄົ້ນຄວ້າ ຄິດວ່າຈະມີນັກຄົ້ນຄວ້າຫຼາຍຂຶ້ນໃນແຕ່ລະຂະແໜງການ ເພາະວ່າເປົ້າໝາຍຂອງ ມຊ ກໍຄື ການກາຍເປັນສູນລວມດ້ານການຄົ້ນຄວ້າ ວ່າເປັນອັບດັບໜຶ່ງ, ຄາດຫວັງວ່າຈະມີນັກຄົ້ນຄວ້າເພີ່ມຂຶ້ນຫຼາຍໆຄົນ.

LMUA64-67

1. ພາກວິຊາຄະນິດສາດ ແລະ ຄອມພິວເຕີ ເປັນຊື່ໃນເບື້ອງຕົ້ນ ຕໍ່ມາໄດ້ແຍກອອກເປັນພາກວິຊາເລກ ແລະ ເປັນພະແນກວິທະຍາສາດຄອມພິວເຕີ. ສອງປີຖັດມາພະແນກຄອມພິວເຕີຈິ່ງໄດ້ກາຍເປັນພາກວິຊາ. ໂຄງຮ່າງການຈັດຕັ້ງຄະນະພາກວິຊາ ທຳອິດປະກອບມີ 2 ທ່ານ: ຫົວໜ້າ ແລະ ຮອງພາກ ຕໍ່ມາຈຶ່ງຄ່ອຍມີ 3 ຄົນ, ຫົວໜ້າ ແລະ ຮອງ 2 ຄົນ. ມີການແບ່ງວຽກລະອຽດໃນການຮັບຜິດຊອບ ເຊັ່ນ: ຫົວໜ້າພາກວິຊາແມ່ນກຳລວມລົງເລີກຂຶ້ນແຜນງົບປະມານປະຈຳປີ ຮ່ວມກອງປະຊຸມພົວພັນສາກົນ ແລະ ກອງປະຊຸມຕ່າງໆ ຮອງຜູ້ທີໜຶ່ງຮັບຜິດຊອບວຽກວິຊາການ ຮອງຜູ້ທີສອງຮັບຜິດຊອບວຽກເໜືອມະຫາ ກັບບໍລິ

ຫານວິຊາການ ແລະ ກິດຈະກໍາ. ພາກວິຊາເຮົາ ປັດຈຸບັນມີ 3 ໜ່ວຍງານ. ການປ່ຽນແປງທາງດ້ານວິຊາການທີ່ເດັ່ນແມ່ນເຫັນວ່າ ຫຼັງຈາກມີການປ່ຽນແປງການຈັດຕັ້ງໃໝ່ ເຮັດໃຫ້ວິຊາການໄປໄດ້ດີກວ່າໄລຍະກ່ອນໃນເລື່ອງຫຼັກສູດມີການປ່ຽນໃໝ່. ຄວາມເອົາໃຈໃສ່ຂອງຄູອາຈານມີຫຼາຍຂຶ້ນ ເປັນລະບຽບ ມີການຕໍານິສິ່ງຂ່າວ.

ວຽກງານການເງິນຂອງພາກວິຊາໃນການຂຶ້ນເງິນງົບປະມານການສິດສອນໄປຮ່ວມກອງປະຊຸມ ງົບປະມານການຂຽນປຶ້ມແມ່ນຄະນະວິຊາເປັນຜູ້ກໍານົດໃຫ້. ສໍາລັບພາກວິຊາແລ້ວບໍ່ມີຄັງເງິນ ແຕ່ມີຄັງເງິນຮ່ວງສິ່ງເສີມວິຊາການຂອງພາກວິຊາທີ່ເປັນພຽງຕົວເລກມາ ແລ້ວເຮົາຂຶ້ນແຜນເຮັດສໍາມະນາ, ຈະມີຄົນເຂົ້າຮ່ວມຈັກຄົນຈັກມື້ ແລ້ວຂຶ້ນແຜນເພື່ອຂໍງົບໃນຮ່ວງວິຊາການນັ້ນເພື່ອຖອນເອົາເງິນ. ການຈະໃຊ້ຫຍັງຕ້ອງໄດ້ຂຶ້ນແຜນ ກ່ອນຈະໄດ້ຮັບການອະນຸມັດແມ່ນຕ້ອງໄດ້ຜ່ານສອງສາມບ່ອນເຮັດໃຫ້ຊັກຊ້າໃນການນໍາໃຊ້ເງິນ. ໃນການບໍລິຫານເງິນແມ່ນບໍ່ມີຄັງເງິນ ຈະໃຊ້ເງິນກ່ຽວກັບວຽກລວມວຽກພາກວິຊາແມ່ນຈະໄດ້ຂຶ້ນແຜນ. ການຕອບສະໜອງງົບປະມານຕາມແຜນຖ້າມີເຫດມີຜົນພຽງພໍ ຖ້າຂຶ້ນແຜນເອົາ ແລະ ຖືກກັບຮ່ວງສິ່ງເສີມວິຊາການທີ່ໃຫ້ແຕ່ລະພາກທີ່ໄດ້ກໍານົດໃຫ້ 10 ລ້ານກີບນັ້ນ ແມ່ນຈະໄດ້ງ່າຍ ແຕ່ຖ້າເອົາໄປໃຊ້ແນວອື່ນແມ່ນບໍ່ຜ່ານ ເຊັ່ນ: ເງິນແຮຖົງໄປຮ່ວມກອງປະຊຸມແມ່ນໄດ້ຍາກ ແລະ ຊັກຊ້າ.

ໃນການຮັບລັດຖະກອນໃໝ່ ປີກາຍແມ່ນໄດ້ມີຂໍ້ກໍານົດໃຫ້ມີການສໍາພາດ ແລະ ສອບເສັງເອົາ ໂດຍຫົວໜ້າພາກສົມທົບກັບຄະນະນໍາ ໂດຍຄະນະອອກຫົວບົດສອບເສັງ ແລ້ວເອົາຄະແນນມາວັດເຮັດໃຫ້ງ່າຍຂຶ້ນ. ກ່ອນໜ້ານັ້ນແມ່ນມີ 3 ລະດັບ ທໍາອິດແມ່ນອາສາສະໝັກ ຕໍ່ມາເປັນສັນຍາຈ້າງ ມີເງິນໃຫ້ໂດຍງົບຂອງຄະນະເອງ ປະມານ 375000 ກີບ, ອາດແມ່ນແບ່ງມາຈາກລາຍໄດ້ມາຈາກການລົງທະບຽນ. ສໍາລັບອາສາສະໝັກ ຖ້າສາມາດມີທຶນຮຽນຕໍ່ ທາງພາກວິຊາກໍປ່ອຍໃຫ້ຮຽນຕໍ່ເລີຍ. ການພົວພັນກັບຂັ້ນເທິງ ສັງເກດເຫັນວ່າ ການສະໜອງການເງິນແມ່ນຊັກຊ້າ, ເງິນເດືອນບໍ່ແມ່ນເງິນເດືອນ ແຕ່ເປັນເງິນງວດ. ການພົວພັນດ້ານຫຼັກສູດກັບກະຊວງ ຜ່ານມາແມ່ນເປີດຫຼັກສູດດຽວ ແລະ ສອນຫຼັກສູດເກົ່າ ແລະ ບໍ່ໄດ້ໄປຜ່ານບົດ. ເຖິງຈະສົ່ງບົດວິພາກຂຶ້ນໄປແລ້ວກໍຕາມ ທຸກພາກວິຊາແມ່ນສອນຫຼັກສູດເກົ່າ ແຕ່ຕັດໄລຍະປີຮຽນລົງຈາກ 5 ປີ ເປັນ 4 ປີ. ທີ່ຜ່ານມາເຫັນວ່າການພິຈາລະນາອະນຸມັດຫຼັກສູດແມ່ນຂັ້ນເທິງຕັດສິນໃຈເອົາເອງ ພາກບໍ່ໄດ້ຂຶ້ນໄປປ້ອງກັນບົດວິພາກນັ້ນ. ປັດຈຸບັນ ແມ່ນມີແຜນສ້າງຫຼັກສູດຄະນິດສາດສໍາລັບເສດຖະສາດ ແລະ ບໍລິຫານທຸລະກິດ ສ້າງນັກວິຊາການຫຼາຍກວ່ານັກບໍລິຫານ ໃຫ້ຮູ້ໃຊ້ເລກນໍາໃຊ້ເຂົ້າໃນດ້ານເສດຖະກິດທີ່ຜ່ານມາ ນັກສຶກສາບໍ່ຢາກຮຽນດ້ານຄະນິດສາດ ເພາະຮຽນຍາກ ແລະ ຊອກວຽກຍາກ.

ຈຸດອ່ອນວຽກງານບໍລິຫານຂອງຂັ້ນເທິງໃນໄລຍະຜ່ານມາຕາມສັງເກດເຫັນວ່າ ຂັ້ນເທິງເລືອກເພັ້ນເອົາຄົນເຂົ້າຮຽນ ຫຼື ເສັງເອົາບໍ່ໄດ້ຕາມຄວາມເປັນຈິງ ແລະ ບໍ່ຖືກເປົ້າໝາຍ ເພາະບົດເສັງນັ້ນເປັນປາລະໃນ ຕາມ

ບົດເສັງປີກາຍນີ້ ເລກມີ 25 ຂໍ້ ໃນນາມຫົວໜ້າພາກຄືອາຈານເຮັດຊອກຫາຄຳຕອບ ແລ້ວຈຶ່ງຂີດເອົານັ້ນຈະໄດ້ພຽງແຕ່ 15 ຂໍ້ ເຫຼືອ 10 ອາດບໍ່ໄດ້, ສະນັ້ນ ລັກສະນະການເສງແບບນີ້ເຫັນວ່າ ເປັນການອຸດໜູນຊ່ວຍຜູ້ສໍ້ໂກງ ແລະ ໄດ້ຍິນການຊ່າລືວ່າ ແຂວງວຽງຈັນ ຊຽງຂວາງແມ່ນຊຳນານການເສັງແບບປາລະໃນ ເພາະສັງຄົມເຂົ້າໃຈວ່າບາງໂຮງຮຽນ ແລະ ສູນສອບເສັງ ຊ່ວຍນັກສຶກສາເຮັດບົດເສງເອົາເງິນ ແລະ ສັງເກດເຫັນວ່ານັກສຶກສາ 25 ຄົນໃນຫ້ອງດຽວໄດ້ໝົດ ແລະ ຊ່າກັນວ່າ ຫ້ອງບີໄອພີ ໄດ້ຖືກຈັດຫ້ອງດຽວ ຫ້ອງທີ່ນັກສອບເສັງເປັນຄົນຂອງຜູ້ໃດຜູ້ໜຶ່ງ. ຖ້າສອບເສັງເປັນລັກສະນະນີ້ ເຮົາຈະບໍ່ໄດ້ຄົນເກ່ງ ເພາະວ່າເສັງເດົາ ເພາະຜູ້ເກ່ງທາງດ້ານເລກຍັງບໍ່ແລ້ວກວ່າ 10 ຂໍ້.

ຈຸດອ່ອນທີສອງເຫັນວ່າ ໂຮງຮຽນພາກເອກະຊົນແມ່ນມີຫຼາຍລະບົບ ມັດທະຍົມ ອຸດົມ ປະລິນຍາໂທປະລິນຍາເອກ. ຄະນະວິຊາກໍມີການເງິນຂັ້ນສອງ ຕ້ອງໄດ້ກຸ້ມຕົນເອງ ຫາເງິນ ສະນັ້ນໃຜກໍຢາກໄດ້ນັກຮຽນເຮັດໃຫ້ມີການຍາດນັກຮຽນເພື່ອຈະຢູ່ລອດ ຖ້າຍາດແລ້ວຜູ້ທີ່ເຂົ້າລະບົບພິເສດບໍ່ມາເສງກໍໄດ້ເຂົ້າ ເພາະວ່າຢາກໄດ້ຄົນ. ຄະນິດສາດເຮົາຖ້າໄດ້ 40 ຄົນແມ່ນດີແລ້ວ ແຕ່ເປັນນັກສຶກສາທີ່ເສັງເຂົ້າເສດຖະສາດບໍ່ໄດ້ແລ້ວເສັງບ່ອນອື່ນບໍ່ຜ່ານແລ້ວ. ເວົ້າລວມແລ້ວກ່ຽວກັບວຽກບໍລິຫານວິຊາການຂອງຂັ້ນເທິງໃນການຄັດເລືອກເອົາຄົນເຂົ້າຮຽນນັ້ນຍັງບໍ່ສອດຄ່ອງ ຍາມໃດກໍຕາມຄວນເສັງຂຽນເອົາ ເຖິງຈະກ່າຍກໍບໍ່ໄດ້ 100 ເປີເຊັນ. ໃນກໍລະນີຂັ້ນເທິງຈັດເສັງເອງ ແລ້ວເລືອກມາໃຫ້ເຫັນວ່າດີຄືກັນ ເພາະຂັ້ນເທິງບົ່ງມາເລີຍ ຖ້າເອົາໃຈສະໝັກແລ້ວອາດບໍ່ໄດ້ຫຼາຍປານນັ້ນ. ການບົ່ງມາກໍເຫັນວ່າມີຄຸນນະພາບດີ ໃນປີທຳອິດມີຄວາມກະຕືລືລົ້ນປີຕໍ່ມາເຮັດໃຫ້ບໍ່ໄດ້ດີປານໃດ.

7. ຈຸດດີຈຸດອອ່ນການພັດທະນາ ມຊ ໃນໄລຍະຜ່ານມາເຫັນວ່າ ການລົງທຶນໃສ່ອຸປະກອນການສິດສອນແມ່ນຍັງມີຕົວເລກຈຳກັດ ມັນສະແດງໂດຍສະເພາະຫ້ອງຮຽນ ໂຕະຕັ່ງ ກະດານແມ່ນໃຊ້ບໍ່ໄດ້ ແສງສະຫວ່າງພໍພຽງພໍ ກະດານເຫຼື້ອມເບິ່ງບໍ່ເຫັນ ຂັ້ນເທິງຄວນຊອກແຫຼ່ງທຶນ ແລະ ຕອບສະໜອງໃຫ້ໄດ້. ອັນທີສອງ: ການສ້າງບຸກຄະລາກອນໃຫ້ມີຄວາມເຂັ້ມແຂງດ້ານວິຊາການແມ່ນຍັງມີຂໍ້ຈຳກັດຢູ່ ແຕ່ດຽວນີ້ແມ່ນຖ້າຊອກທຶນໄດ້ແມ່ນປ່ອຍໃຫ້ໄປ ບໍ່ມີເງື່ອນໄຂວ່າມີຜົນງານກ້າວໜ້າບໍ ແຕ່ດຽວນີ້ແມ່ນເປີດກວ້າງໂອກາດໃຫ້ສະໝັກໄດ້ ແຕ່ກ່ອນຖ້າບໍ່ແມ່ນສະມາຊິກພັກແມ່ນບໍ່ໄດ້ໄປ, ແຕ່ຄວາມຮັບຜິດຊອບຂອງເພິ່ນແທ້ໆ ໃນການອອກທຶນອອກຮອນ ໄປຊອກທຶນນັ້ນບໍ່ທັນເອົາຈິງເອົາຈັງປານໃດ ໄປໂຄສະນາ ເພື່ອຂໍທຶນສ້າງບຸກຄະລາກອນໃຫ້ ມຊ ຄືວ່າບໍ່ມີ ສ່ວນຫຼາຍແມ່ນຜູ້ກ່ຽວຊອກເອົາເອງ.

ດ້ານຄົ້ນຄວ້າວິໄຈທາງດ້ານຄະນິດສາດທີ່ເປັນນາມມະທຳກໍບໍ່ໄດ້ຖືກເຫັນເປັນຕົນເປັນໂຕ ແລະ ສັງເກດເຫັນວ່າຂັ້ນເທິງບໍ່ເບິ່ງບັນຫານີ້. ການເບິ່ງບັນຫາບໍ່ໄດ້ເບິ່ງບັນທີໄລຍະຍາວນານ ຈຶ່ງເປັນເຫດເຮັດໃຫ້

ຫົວຂໍ້ວິໄຈທີ່ສະເໜີຂຶ້ນໄປສ່ວນຫຼາຍບໍ່ໄດ້ຖືກຮອງຮັບ. ເວົ້າລວມແລ້ວ ຢາກໃຫ້ຂັ້ນເທິງເອົາໃຈໃສ່ການຄົ້ນຄວ້າທາງດ້ານເລກຄະນິດສາດແນ່ ບໍ່ຄວນເອົາໃຈໃສ່ບັນຫາທີ່ເຫັນຜົນປະຈັກຕາຈຶ່ງອະນຸມັດ, ສະນັ້ນການສຶກສາຄະນິດສາດບໍ່ມີໂອກາດ ເຊິ່ງຈະນຳຜົນໄປສູ່ການຮຽນວິຊາອື່ນໆບໍ່ໄດ້ຮັບຜົນ.

8. ໃນອະນາຄົດແມ່ນກຳລັງຂຽນບົດວິພາກສະເໜີສ້າງສະມາຄົມຄະນິດສາດ ສົ່ງໃຫ້ກະຊວງພາຍໃນໃຫ້ແຕ່ງຕັ້ງຄະນະກຳມະການສະມາຄົມຄະນິດສາດຂອງປະເທດລາວເຮົາ. ຫຼັງຈາກນັ້ນ ເຮົາຈະເຂົ້າຫາສາກົນສະມາຄົມຄະນິດສາດສາກົນ ເຮັດໃຫ້ຄະນິດສາດບ້ານເຮົາຍອມຮັບຈາກສາກົນ ຕອນນີ້ແມ່ນກຳລັງຍາດແຫຼ່ງທຶນຕ່າງໆ.

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2. ໜ້າທີ່ຕົ້ນຕໍຂອງພາກວິຊາແມ່ນເລັງໃສ່ການກໍ່ສ້າງນັກວິຊາການໃຫ້ມີຄວາມຮູ້ດ້ານ ການບໍລິຫານ ແລະ ການຄຸ້ມຄອງ. ກ່ອນໜ້ານີ້ແມ່ນຍັງໃຊ້ຫຼັກສູດ 1+4 ຕໍ່ມາແມ່ນໄດ້ໃຊ້ຫຼັກສູດ 0+4 ເປັນລຸ້ນທີສອງຕາມນັກສຶກສາທີ່ຈົບ ມ 7 ມາ.

3. ການຕັດສິນບັນຫາສາມາດເຮັດໄດ້ໃນການຄົ້ນຄວ້າ ຮັບຮອງເອົາລາຍວິຊາທີ່ຂຶ້ນກັບໄດ້ ໃນລະດັບໃດໜຶ່ງຫຼັກສູດທີ່ຈັດເຂົ້າຮຽນ

4. ເງິນສະໜັບສະໜູນວິຊາການເຫັນວ່າແມ່ນໜ້ອຍຫຼາຍ ແລະ ພາກວິຊາ ບໍ່ມີຄວາມ ສາມາດຈະໄປຂຶ້ນແຜນສະເໜີຈ່າຍເງິນຕາມໃຈໄດ້. ມີຂໍ້ຈຳກັດໃນການນຳໃຊ້ເງິນໃນໂຊງເຂດວິຊາການ ແລະ ງົບທີ່ເອົາມາໃຊ້ກໍມີຂໍ້ຈຳກັດຫຼາຍ ແລະ ຈະເຮັດໃຫ້ການເຄື່ອນໄຫວດ້ານວິຊາການ ໂດຍສະເພາະໃນວຽກງານວິໄຈ ຍັງພໍອາໃສງົບຈາກໂຄງການທີ່ຕ່າງປະເທດຊ່ວຍເຫຼືອ. ສະເພາະໃນສ່ວນຂອງຄະນະສະໜັບສະໜູນແມ່ນມີຂໍ້ຈຳກັດຫຼາຍ. ຜົນກະທົບຈາກນະໂຍບາຍໃໝ່ຂອງກະຊວງສຶກສາຍິ່ງຈະເຮັດໃຫ້ງົບປະມານວິຊາການຖືກຕັດຮອນລົງໄປຫຼາຍ ແລະ ຍາກຫຼາຍ ເຊັ່ນ: ບໍ່ໃຫ້ມີຂໍນະໂຍບາຍລູກຫຼານພະນັກງານ ແລະ ບໍ່ໃຫ້ມີການຮຽນລະບົບພິເສດພາກຄ່ຳ ແລະ ປັດຈຸບັນ ປີ 1, 2 ພາກຄ່ຳແມ່ນຖືກໂຈະແລ້ວ ເຊິ່ງເຮັດໃຫ້ຈຳນວນນັກສຶກສາຫຼຸດລົງ ແລະ ລາຍຮັບວິຊາການໜ້ອຍທີ່ສຸດ ເພາະຕົວເລກໂຄຕ້ານັກສຶກສາທີ່ເຂົ້າຮຽນໜ້ອຍ ເຮັດໃຫ້ລາຍຮັບວິຊາການໜ້ອຍ ແລະ ຈະກະທົບການເຄື່ອນໄຫວດ້ານວິຊາການຫຼາຍທີ່ສຸດ ເວົ້າລວມແມ່ນຜົນກະທົບຕໍ່ຊີວິດການເປັນຢູ່ຂອງພະນັກງານ ບໍ່ຮູ້ວ່າຈະໃຊ້ງົບແບບໃດ ແທນທີ່ຈະເຮັດໃຫ້ການສຶກສາມີການຂະຫຍາຍຕົວມັນກໍມີຂໍ້ຈຳກັດ.

5. ການຮັບລັດຖະກອນໃນໄລຍະຜ່ານມາເຫັນວ່າ ຄະນະນິຕິສາດ ລັດຖະສາດແມ່ນຮັບລັດຖະກອນສັນຍາຈ້າງຫຼາຍ ເພາະນັກຮຽນເພີ່ມຂຶ້ນຫຼາຍ ເຮັດໃຫ້ຄວາມຕ້ອງການພະນັກງານສັນຍາຈ້າງເປັນຈຳນວນ

ຫຼາຍ, ແຕ່ໃນການໄດ້ໂຄຕ້າເປັນພະນັກງານຖາວອນແມ່ນມີຕົວເລກໜ້ອຍຫຼາຍ ເຮັດໃຫ້ບາງຄົນເຮັດວຽກ 5 ຫາ 6 ປີກໍບໍ່ໄດ້ເປັນພະນັກງານສົມບູນ. ການຮັບພະນັກງານສັນຍາຈ້າງຜ່ານມາແມ່ນຫຼາຍ ແລະ ບາງອັນກໍເປັນລັກສະນະເຫຼືອບໍ່ພໍ. ຖ້າເປັນໄປໄດ້ໃນການຮັບພະນັກງານ ຖ້າເປັນປະລິນຍາຕີແມ່ນຄວນຮັບໃນຈຳນວນນ້ອຍທີ່ສຸດ ຫຼື ບໍ່ເອົາເລີຍ ເພາະອາຈານສອນຄວນມີລະດັບປະລິນຍາໂທເລີຍ. ການຮັບລັດຖະກອນໃນການຮັບພີ່ນ້ອງແມ່ນເປັນເລື່ອງທີ່ປະຕິເສດບໍ່ໄດ້ ແລະ ຄິດວ່າບໍ່ເປັນຜົນລົບຮ້າຍແຮງ.

6. ຈຸດດີ ແລະ ຈຸດອ່ອນການບໍລິຫານ ແລະ ການຄຸ້ມຄອງ ມຊ ໃນໄລຍະຜານມາໃນການພົວພັນວຽກການນຳໃຊ້ງົບປະມານ ແລະ ການຂຶ້ນແຜນງົບປະມານຜ່ານມາກໍເຫັນຂໍ້ຫຍຸ້ງຍາກ ໂດຍສະເພາະ ຖ້າຫາກວ່າ ໃຫ້ຄະນະເປັນຜູ້ຂຶ້ນແຜນທັງໝົດ ແລະ ເປັນຜູ້ສະໜອງທາງດ້ານງົບປະມານໃຫ້ພາກວິຊາທັງໝົດບາງອັນສະໜອງມາກໍບໍ່ເໝາະສົມກັບ ຄວາມຕ້ອງການຂອງພາກວິຊາບາງອັນ ພາກວິຊາຕ້ອງການເຄື່ອງຮັບໃຊ້ ແຕ່ບາງເທື່ອຄະນະກໍບໍ່ຕອບສະໜອງ ພັດສະໜອງບາງຢ່າງທີ່ບໍ່ຈຳເປັນ, ສະນັ້ນ ຄະນະຄວນປັດຕົວເລກ ແລະ ກຳນົດຕົວເລກໃຫ້ພາກວິຊາທັງໝົດ ມັນຈະເປັນຜົນດີໃຫ້ພາກຮູ້ຈັກນຳໃຊ້ເງິນ ແລະ ຖືກເປົ້າ ໝາຍຕາມຄວາມຕ້ອງການຂອງພາກຫຼາຍກວ່າ ແຕ່ບໍ່ທັນໄດ້ຮັບການຕອບສະໜອງນະໂຍບາຍດັ່ງກ່າວ. ການປະຕິບັດຫຼັກສູດ ການສະເໜີຫຼັກສູດ 0+4 ໂດຍພື້ນຖານຂັ້ນເທິງແມ່ນໃຫ້ປະຕິບັດໄປກ່ອນຕາມທີສະເໜີແຕ່ກໍໄດ້ຄົ້ນຄວ້າ ແລະ ຍັງມີຂໍ້ຈຳກັດຕ້ອງໄດ້ປັບປຸງຫຼັກສູດປັບເນື້ອໃນຕຳລາການຮຽນການສອນບໍ່ທັນໄດ້ເຮັດ. ການປະສານງານກະຊວງສຶກສາ ແລະ ກິລາ ກັບຄະນະແມ່ນມີໜ້ອຍທີ່ສຸດເພາະຕ້ອງຜ່ານ ມຊ ກ່ອນຄວາມຊັກຊ້າໃນການອະນຸມັດການປະຕິບັດຫຼັກສູດໃຫ້ເປັນທາງການແມ່ນບໍ່ທັນໄດ້ຮັບເທື່ອ ມີແຕ່ໃຫ້ໃຊ້ຫຼັກສູດທີ່ມີໄປກ່ອນ ເຖິງຈະສະເໜີໄປດົນແລ້ວ ແຕ່ກະຍັງບໍ່ໄດ້ຮັບການອະນຸມັດທີ່ເປັນທາງການ. ຖ້າ ມຊ ມີຄວາມເປັນເອກະລາດທີ່ບໍ່ຂຶ້ນກັບກະຊວງສຶກສາ ແລະ ກິລາ ແຕ່ໃນທາງປະຕິບັດແມ່ນຍັງຍາກຢູ່, ຖ້າວ່າໃນດ້ານການເມືອງໃນສາຍການບໍລິຫານອາດຈະຂຶ້ນ ແຕ່ໃນດ້ານບົດບາດດ້ານວິຊາການຄວນໃຫ້ ມຊ ເຮັດເອງໄດ້ແລ້ວ, ຖ້າວ່າກະຊວງຈະມາຊີ້ນຳໂດຍກົງ ແມ່ນບໍ່ເໝາະ.

7. ຈຸດອ່ອນດ້ານການບໍລິຫານ ແລະ ຄຸ້ມຄອງ ມຊ ເຫັນວ່າ ຄະນະກຳມະການການຮັບຮອງວຸດທິດ້ານວິຊາການຂອງອາຈານແມ່ນຍັງບໍ່ມີກຳມະການມາຈາກສາຍວິຊາສະເພາະຕ່າງໆ ເຮັດໃຫ້ບໍ່ສັດຈະທຳ ຖ້າມີຫຼາຍພາກສ່ວນໃຫ້ມີສ່ວນຮ່ວມນຳກັນ ກໍຈະເປັນຈຸດດີໃຫ້ແກ່ການພັດທະນາບົດບາດວິຊາການ. ຖ້ານະໂຍບາຍຮັບນັກສຶກສາໜ້ອຍ ບັນຫາທີ່ຈະເກີດກັບຊີວິດການເປັນຢູ່ຄູອາຈານແມ່ນມີສູງ ເພາະລາຍຮັບໜ້ອຍ, ຖ້າມີນັກສຶກສາໜ້ອຍກໍໄດ້ສອນໜ້ອຍ. ໃນເມື່ອມີຜົນກະທົບດ້ານລາຍຮັບ ມັນກໍຈະກະທົບວຽກງານບໍລິຫານການຈັດການກ່ຽວກັບດ້ານວິຊາການແນ່ນອນຈະມີຂໍ້ຈຳກັດ ຖ້າມີໂຄງການກໍເປັນຈຸດດີຢູ່ ແຕ່ຖ້າ

ໂຄງການໝົດກໍມີເປັນປັນຫາຄືກັນ ຖ້າເພີ່ມນຳນວນນັກສຶກສາໄດ້ກໍຄວນເພີ່ມ ແລະ ໃຫ້ປົດບາດຄະນະອື່ນໆ ເຄື່ອນໄຫວກວ່າເກົ່າ.

8. ໃນອະນາຄົດຄິດວ່າ ຖ້າຢາກສ້າງພາກໃຫ້ເຂັ້ມແຂງຕ້ອງສ້າງຄົນ ຕ້ອງເອົາພະນັກງານໄປຍົກລະດັບໃຫ້ໄດ້ ແລະ ມີຄວາມຫວັງໃນການສ້າງຫຼັກສູດປະລິນຍາໂທຂອງພາກລັດຖະສາດດ້ານລັດຖະສາດ ຫຼື ຂໍທຶນຮອນເພື່ອເອົາອາຈານໄປຍົກລະດັບ.

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1. ພາກວິຊາກົດໝາຍທຸລະກິດແມ່ນເປີດປີ 2006 ການເຄື່ອນໄຫວແມ່ນມີບັນຫາໃນໄລຍະປ່ຽນຄະນະບໍດີໃໝ່ ປີ 1998 ເຮັດໃຫ້ລະບົບມີຄວາມສັບສົນ ໂດຍສະເພາະການຄວບຄຸມການສອນແມ່ນບໍ່ໄປຕາມຮູບແບບ ບໍ່ໄປຕາມຫຼັກສູດ. ລະບົບການເງິນກໍບໍ່ຖືກຮູບແບບ ໂດຍສະເພາະຮູບແບບໃນການໃຊ້ຈ່າຍຍັງບໍ່ທັນມີຂໍ້ກຳນົດຊັດເຈນ ຄິດອອກແນວໃດກໍເຮັດໄປ, ການບໍລິຫານການໃຊ້ຈ່າຍເງິນແມ່ນສັບສົນເພາະແຕ່ລະຄະນະບໍລິຫານເອງ. ປັດຈຸບັນ ມຊ ກໍໄດ້ມີການຄວບຄຸມໃຫ້ເຂົ້າລະບົບ ແຕ່ກະຍັງບໍ່ຖືກຕ້ອງຕາມຮູບແບບງົບປະມານ ເງິນເຫຼືອບໍ່ພໍ ການເບີກຈ່າຍບໍ່ມີລະບຽບການ ການປະຕິບັດບໍ່ສະເໝີກັນ ເຊັ່ນ: ການໃຊ້ຈ່າຍໃຫ້ຄູອາຈານພະນັກງານໄປຮ່ວມກອງປະຊຸມແມ່ນບໍ່ມີຂໍ້ກຳນົດ ແລະ ບໍ່ສະເໝີພາບກັນ, ມີຂໍ້ກຳນົດແຕ່ຍັງຂາດການປະຕິບັດ. ລະບົບການຈັດຕັ້ງແມ່ນມີໂຄງສ້າງດີ ແຕ່ຮູບແບບການປະຕິບັດແມ່ນຍັງສັບສົນ ເຊັ່ນ: ການຊັບຊ້ອນແຕ່ງຕັ້ງ ແລະ ຍົກຍ້າຍຍັງບໍ່ເປັນເອກະພາບ, ພາຍໃນຍັງບໍ່ຮູ້ວ່າອັນໃດໃຫ້ພັກ ແລະ ໃຫ້ລັດຕັດສິນ. ການປ່ຽນແປງທາງດ້ານວິຊາການໃນໄລຍະຜ່ານມາແມ່ນມີການປ່ຽນແປງຫຼາຍ ໂດຍສະເພາະປ່ຽນບຸກຄົນມີການປ່ຽນເລື້ອຍໆ ເຮັດໃຫ້ວຽກບໍ່ຕໍ່ເນື່ອງ, ວຽກວິຊາການບາງອັນເປັນລະບົບການປ່ຽນກໍເອົາຄົນທີ່ເຮັດວຽກບໍ່ເປັນມາເຮັດໃຫ້ອອກຕາຕະລາງສອນສັບສົນ. ນີ້ແມ່ນຈຸດອ່ອນການຕັ້ງ ໂດຍສະເພາະຄະນະບໍດີຊີ້ນຳວິຊາການບໍ່ມີຄວາມຊຳນານງານ ບໍ່ມີຫຼັກການ ເຮັດໃຫ້ການປະຕິບັດບໍ່ໄປຕາມວາລະ ແລະ ຂໍ້ກຳນົດທີ່ມີໄວ້ ຕົວຢ່າງ: ການຄິດໄລ່ການສອບເສັງແກ້ເອຟ ການແກ້ໄຂທີ່ນັກຮຽນຕົກຫຼາຍແມ່ນບໍ່ທັນມີວິທີແກ້ໄຂ ບາງເທື່ອກໍຄິດໄປທາງຜົນປະໂຫຍດຫຼາຍກ່ອນວ່າຕົກຫຼາຍໄດ້ເງິນຫຼາຍແທນທີ່ຈະປະເມີນ ແລະ ຕີລາຄາຖອດຖອນການສິດສອນຂອງອາຈານ.

2. ໜ້າທີ່ຕົ້ນຕໍມີການຈັດຕັ້ງການຮຽນການສອນ ປະຕິບັດຫຼັກສູດວິຊາການ ຄວບຄຸມນັກສຶກສາການສອບເສັງ ການເຝິກຫັດ ແລະ ຄວບຄຸມພະນັກງານ.

3. ການຕັດສິນແມ່ນໃຫ້ສິດອາຈານສອນ ແລະ ການນຳເອົາອາຈານໄປສອນໃນຫຼັກສູດ ຕ່າງໆໃນແຕ່ລະພາກ ແລະ ໃຫ້ສິດນຳເອົາອາຈານຈາກພາຍນອກມາສອນ, ຕັດສິນຫຼືອບົດຈົບຊັ້ນຈະມີການຂຽນຈັກຄົນຂຽນແນວໃດມີຫຼືອຂໍ້ສຳຄັນແນວໃດ.

4. ຄວາມເປັນເອກະລາດຂອງອາຈານສອນແມ່ນບໍ່ທັນມີມາດຕະການໃນການໃຫ້ພັນທະຫາກມີການໄປສອນທາງນອກ. ເງິນສະໜັບສະໜູນດ້ານວິຊາການຈາກຂັ້ນເທິງແຕ່ກ່ອນບໍ່ມີປັນຫາ ຊ່ວງໄລຍະເອົາເງິນເຂົ້າລວມສູນເຮັດໃຫ້ຂ້ອນຂ້າງມີປັນຫາ ຍ້ອນພະນັກງານເຮົາຈຳນວນໜຶ່ງຍັງຖືລັກສະນະຄອງເດີມ ເຄີຍເຮັດແນວໃດກໍເຮັດແບບນັ້ນ ທັງທີ່ມີເງິນຈຳກັດ. ການຮັບລັດຖະກອນ ຍັງມີລັກສະນະພີ່ນ້ອງຈຸ້ມເຈື້ອເຂົ້າເຮັດວຽກ ການຮັບພະນັກງານບໍ່ມີເປົ້າໝາຍ ບໍ່ຮູ້ວ່າອັນໃດຂາດເຂີນພະນັກງານ ອັນໃດບໍ່ຂາດເຂີນ ມີການຮັບສັນຍາຈ້າງເປັນຈຳນວນຫຼວງຫຼາຍ ຄູເຫຼືອບໍ່ພໍ ການຮັບບໍ່ມີເປົ້າໝາຍ ເອົາພີ່ເອົານ້ອງເຂົ້າເຮັດວຽກ ບາງຄົນບໍ່ໄດ້ສອນບາງຄົນໄດ້ສອນຫຼາຍໂພດ.

5. ການປະສານງານກັບກະຊວງສຶກສາຜ່ານມາບໍ່ຄ່ອຍໄດ້ພົວພັນ ເຫັນວ່າມີການແກ່ຍາວເລື່ອງການອະນຸມັດຫຼັກສູດ.

6. ຖ້າ ມຊ ເປັນເອກະລາດແມ່ນມີສ່ວນດີ ເພາະສາມາດຕັດສິນໄດ້ຫຼາຍຢ່າງ ເພາະໃນໄລຍະຜ່ານມາຄວາມຄິດເຫັນຂອງຄະນະວິຊາຕ່າງໆຄິດແບບໜຶ່ງ ເມື່ອໄປຮອດກະຊວງກໍເປັນອີກແບບໜຶ່ງ. ດີແທ້ຄວນເປັນເອກະລາດເພາະຈຳນວນພົນກໍຫຼາຍ. ສິ່ງບໍ່ສອດຄ່ອງອັນໜຶ່ງຄື: ຕຳແໜ່ງອະທິການບໍດີແມ່ນສູງກ່ອນກົມ; ທາງທີດີຖ້າເປັນທະບວງແມ່ນດີ ເພາະທີ່ຜ່ານມາຍັງມີຂໍ້ຈຳກັດທີ່ກະຊວງສຶກສາ ແລະ ກິລາ ຂາດອຳນາດໃນການຕັດສິນໃຈ.

7. ຂໍ້ບົກຜ່ອງ ມຊ ຜູ້ນຳຍັງບໍ່ມີຄວາມເດັດຂາດ ເພາະເຫັນປັນຫາ ກໍຍັງບໍ່ແກ້ປັນຫາ ເຮັດໃຫ້ປັນຫາແຜ່ລາມໄປຫຼາຍບ່ອນ ຊຳເຮື້ອ, ສະນັ້ນ ຄວນແກ້ໄຂປັນຫາໃຫ້ທັນການ.

8. ຄວາມຫວັງໃນການພັດທະນາ ມຊ ຄວາມຈິງແລ້ວຕ້ອງໄດ້ປັບປຸງຫຼາຍດ້ານ. ປັດຈຸບັນ ມີຄູ່ແຂ່ງສະຖາບັນການສຶກສາຫຼາຍຂຶ້ນ, ສະນັ້ນ ການນຳຕ້ອງມີຄວາມເຂັ້ມແຂງ ຊັດເຈນຂຶ້ນຕື່ມ, ຕ້ອງມີການປັບປຸງລະບົບຂັ້ນເທິງການນຳໃຫ້ຊັດເຈນຂຶ້ນຕື່ມ ເພາະການປົກຄອງ ມຊ ແມ່ນການປົກຄອງເປັນໜ່ວຍວິຊາການຖ້າເຮົາຈະເອົານະໂຍບາຍທາງການເມືອງຫຼາຍໂພດກໍບໍ່ໄດ້, ປັບປຸງລະບຽບທີ່ບໍ່ສອດຄ່ອງ ແລະ ບໍ່ແທດເໝາະ. ການປະຕິບັດນະໂຍບາຍການຍ້ອງຍໍຫຼຽນໄຊກາຄວນປ່ຽນແປງ ແມ່ນຍັງບໍ່ໄດ້ເອົາໃຈໃສ່ເທົ່າທີ່ຄວນ

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ການປ່ຽນແປງໃນໄລຍະຜ່ານມາຂອງພາກວິຊາ ທາງດ້ານການເງິນ ເງິນທີ່ໄດ້ຈາກການ ສອນກໍໄດ້ມີການເກັບພາສີລາຍໄດ້ຈຳນວນ 2 ເປີເຊັນ ເພື່ອເປັນເງິນພາກວິຊາ ເພື່ອນຳໃຊ້ເຂົ້າ ໃນວຽກງານສັງຄົມ ເງິນສະຫວັດດີການພະນັກງານພາຍໃນຄະນະ ແລະ ເພື່ອກອງທຶນທີ່ອາ ຈານພາຍໃນຄະນະສາມາດຢືມ ໃນກໍລະນີຈຳເປັນ ແລະ ເພື່ອໃຊ້ຈ່າຍວິຊາການທີ່ຈຳເປັນ ທີ່ຂັ້ນ ເທິງຕອບສະໜອງບໍ່ໄດ້. ໂຄງສ້າງການຈັດຕັ້ງແມ່ນໄດ້ມີການປ່ຽນແປງ ມີການປັບປຸງໂຄຮ່າງຈັດຕັ້ງທຸກໆ 5 ປີ ໂດຍສົມທົບກັບຂັ້ນເທິງ. ການປ່ຽນແປງທີ່ເດັ່ນແມ່ນສົກຮຽນ 2010 ຫາ 2011 ທີ່ໄດ້ມີການ ຫຼຸດຜ່ອນ ໜ່ວຍງານຈຳນວນໜຶ່ງລົງ ພາຍໃຕ້ກົມການປົກຄອງອາງນະໂຍບາຍລົງມາ ໂດຍ ເນັ້ນໃສ່ໜ່ວຍງານວິຊາການຫຼາຍກວ່າ. ການປ່ຽນແປງທາງດ້ານວິຊາການ ແມ່ນໄດ້ມີການປ່ຽນແປງທາງດ້ານຫຼັກສູດ ຈາກ 2 ບວກ 3 1 ບວກ 4 0 ບວກ 5 ແລະ ຕໍ່ມາແມ່ນຫຼັກສູດ 4 ປີ.

2. ໜ້າທີ່ຕົ້ນຕໍຂອງຄະນະພາກວິຊາແມ່ນມີການແບ່ງວຽກກັນ ຄື: ຄະນະຜູ້ທີໜຶ່ງແມ່ນຮັບຜິດຊອບລວມແນວຄິດການເມືອງ, ຜູ້ທີສອງຮັບຜິດຊອບວິຊາສະເພາະການຮຽນການສອນ ຜູ້ທີສາມແມ່ນຮັບຜິດຊອບການບໍລິຫານກິດຈະກຳຕ່າງໆ ໂດຍການສົມທົບກັນກ່ອນການຕັດສິນໃຈ ພາຍໃຕ້ການຊີ້ນຳຈາກສາຍພັກ.

3. ການຕັດສິນໃຈໃນຂັ້ນພາກວິຊາແມ່ນສາມາດສ້າງຈຸ ຫຼື ໜ່ວຍງານ ເພື່ອຮັບຜິດຊອບວຽກຕ່າງໆ ເຊັ່ນ: ຈຸຮັບຜິດຊອບລະບົບພິເສດພາກບ່າຍພາກຄໍ່າ ໂດຍບໍ່ມີເງິນຕຳແໜ່ງ ເພື່ອເປັນເສນາທິການໃນການເຮັດວຽກ.

4. ຕໍກັບເງິນສະໜັບສະໜູນວິຊາການໃນໄລຍະຜ່ານມາເຫັນວ່າຂັ້ນເທິງແມ່ນອຳນວຍຄວາມສະດວກແຕ່ການເຮັດບົດສະເໜີຂຶ້ນຜ່ານແມ່ນຍັງບໍ່ໄດ້ດີ.

5. ໃນໄລຍະ 15 ປີຜ່ານມາເຫັນວ່າມີການພັດທະນາທາງດ້ານວິຊາການ ມີຈຳນວນອາຈານທີ່ໄດ້ຮັບຄຸນນະວຸດປະລິນຍາໂທ ແລະ ເອກເພີ່ມຂຶ້ນຕາມນະໂຍບາຍຂອງ ມຊ ແລະ ມີແຜນການໃຫ້ຄູອາຈານທັງໝົດໄດ້ປະລິນຍາໂທ. ຈຸດອ່ອນ: ເຫັນວ່າການເຮັດວຽກແມ່ນມີຫຼາຍຂັ້ນຕອນ ຂັ້ນພື້ນຖານບໍ່ສາມາດຕັດສິນປັນຫາດ້ວຍຕົນເອງໄດ້ ການພົວພັນສາກົນຍັງມີຂອບເຂດ ແລະ ຕ້ອງຜ່ານຂັ້ນເທິງ ເຊິ່ງມີຄວາມແຕກຕ່າງຈາກຕ່າງປະເທດ. ຄວາມເປັນເອກະລາດໃນການບໍລິຫານ ແລະ ຄຸ້ມຄອງພາຍໃນຂັ້ນພາກວິຊາແມ່ນຍັງມີຂໍ້ຈຳກັດ ບໍ່ສາມາດຕັດສິນໄດ້ ຕ້ອງໄດ້ຜ່ານການເຫັນດີຈາກຂັ້ນເທິງ. (ຈຸດອ່ອນໃນລະບົບຂອງເຮົາມີ ຄື: ຖ້າຜິດຜູ້ເຮັດຈະຕ້ອງໄດ້ຮັບຜິດຊອບ ຮັບຜິດແລ້ວບໍ່ມີໃຜຢາກຮັບຖ້າຮັບຊອບແລ້ວຮັບຊອບໝົດໄດ້ຜົນງານລວມໝູ່) ເຮັດໃຫ້ນັກບໍລິຫານບ້ານເຮົາບໍ່ອອກນອກຂອບ ແລະ ຄ່ອຍໄປ. ສົມມຸດວ່າ: ວຽກງານປັບປຸງ

ການຮຽນການສອນ ນັກຮຽນທີ່ຕົກຕ້ອງຄ້າງຫ້ອງ ແຕ່ຂັ້ນເທິງບໍ່ເຫັນດີນໍາ, ສະນັ້ນແນວຄິດພັດທະນາກໍ່ບໍ່ໄດ້ປະຕິບັດ. ສະນັ້ນ, ແນວຄວາມຄິດໃດໆກໍຕາມແມ່ນໄດ້ສະເໜີຂັ້ນເທິງ ຖ້າເຫັນດີກໍປະຕິບັດໄດ້ ຖ້າບໍ່ເຫັນດີກໍປະຕິບັດບໍ່ໄດ້ ບໍ່ຕ້ອງຄິດໃຫ້ມັນ... ການດໍາເນີນການຄັດເລືອກກໍຄືກັນ ພາກສ່ວນກ່ຽວຂ້ອງບໍ່ຮັບຮູ້ ບໍ່ຮູ້ວ່າຖືກເປົ້າໝາຍຫຼືບໍ່? ແຕ່ທາງພາກກໍໄດ້ສະເໜີ ຖ້າຂັ້ນເທິງດໍາເນີນການເສັງເຂົ້າເອງກໍເຫັນດີ ແຕ່ຈະເຂົ້າແຕ່ລະຄະ ນະວິຊາ ແຕ່ລະພາກວິ ຊາຈະຂໍເສງຄັດເລືອກອີກເທື່ອໜຶ່ງໄດ້ບໍ່ ເພື່ອກວດຄືນ ແຕ່ກໍຖືກປະຕິເສດ. ເຫັນວ່າບ້ານເຮົາແມ່ນລະບົບປະຊາທິປະໄຕການສະເໜີເປັນຫຼັກໃນກອງປະຊຸມຈະເປີດໂອກາດໃຫ້ສະເໜີ ແຕ່ວ່າເລື່ອງຈະເຮັດໄດ້ແມ່ນເລື່ອງໜຶ່ງຕ່າງຫາກ ຖ້າເວົ້າໃນເຂດນອກກໍຜິດ.

6. ຄວາມຄາດຫວັງໃນການພັດທະນາ ມຊ ຄວນສະໜອງສິ່ງອໍານວຍຄວາມສະດວກໃນຫ້ອງຮຽນ ມີພັດລົມກໍພໍ ມີຕັ່ງນັ່ງພຽງພໍ, ມີສິ່ງຂີດຂຽນ ສິ່ງພິມຕ່າງໆໃນການເຮັດການປະເມີນການສອບເສັງ. ການເຂົ້າຮຽນກໍຄວນເປັນເອກະພາບ ຫ້ອງຮຽນທີ່ຕ້ອງການໃຊ້ກໍຕ້ອງໄດ້ຂໍອະນຸຍາດຈາກພາກສ່ວນກ່ຽວຂ້ອງ ແລະຈ່າຍເງິນຄ່າອະນາໄມ ທໍາມະດາຄວນໃຊ້ໄດ້ໝົດເພາະເປັນຊັບສົມບັດຂອງລວມ.