Higher Education Research Capacity Development: Lessons from Japan and ASEAN

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Professor
Graduate School of International Cooperation Studies
Kobe University
Profile

Ph.D. from Columbia University, USA (May 1999)
Associate Professor, Kobe University (Jan. 2004 - Sep. 2007)
Professor, Kobe University (Oct. 2007 - Present)
Profile

Taught at:

- Kobe University, GSIS, “HCD”, “Development. Management”
- Columbia University, TC “Method of Development Practices”
- George Washington University, GSHDE
  “Education and Economy from International Perspectives”
- Nagoya University, GSID
- Hiroshima University, IDEC
- The University of Tokyo, GSFS

Visiting Research Fellow:

- Waseda University, GSAPS
- Hiroshima University, CIES

Provide technical through:

- ADB, IDB, JICA, UNICEF, UNESCO, WB
Objectives of the Cambodia Education Research Forum & My Presentation

- Promote and strengthen research practices and capacities of HEIs to support young academic researchers;

- Consolidate and disseminate the education research results
Access: Laos, Comparison to Other Asian Countries

GER at Tertiary Level

Source: UNESCO- UIS (2011)
Presentation Focus

- ASEAN (Lao PDR)
- Japan (Kobe University)
ASEAN:
Case of Lao PDR
My involvement in Lao PDR

In the past 10 years:

- **Faculty of Economics and Business Administration, National University of Laos**
  - JICA advisor (Research Capacity Development)
  - Individual (Advisory Board: Lao Review of Economics and Management)
  - Individual (Advisor to the preparation of doctoral program)

- **Higher Education**
  - ADB consultant (Research Capacity Development, Strengthening Higher Education Project)

- **Human Resources Development**
  - JDS, MEXT, ADB Scholars at Kobe U

- **Education Sector Study**
  - JICA’s Sector Study
My Involvement in Lao, PDR

Training University Teaching Staff
@ Champasak University

Training University Teaching Staff
@ National University of Laos
Current Higher Education Situation in Lao PDR
Launching of the National Education Reform in 2006 for Improving the Quality of Education

1st Phase from 2006-2010:
- Reform the General Education by increasing one more year at the Lower Secondary Education Level and Reform the Content of Curriculum of the General Education.

2nd Phase from 2011-2015:
- Focus on the Technical/Vocational Education and Higher Education
- Improve the Quality of Higher Education and Reform the Higher Education Curriculum
Background

According to Dr. Phonephet (2013):

- Lack of National Qualification Framework
- Lack of Teachers in the Public and Private Higher Education Institutions.
- Budget Constraints to ensure the Quality of Education and Training.
- Legislation and Regulatory Framework are not comprehensive.
- Lack of the Quality Assurance Tools for internal and external quality assessment.
Objectives of the Presentation

- To present current situation of Lao higher education (Access/ Equity/ Quality)
  - National Level
  - Institutional Level
1. Background

- **Public Universities under the MOES:**
  - National University of Laos (established in 1995 in Vientinan)
  - Soupnavong University (established in 2003 in Luang Prabang)
  - Champasak University (established in 2003 in Pakse)
  - Savannakhit University (established 2009 in Savannakhit)

- **Private Colleges**
  - 90 private colleges in 2010
  - Only 2 private colleges in 1995
  - Nearly 20,000 students are enrolled
Background – Location of National Univs.

Reginalization
Access – Overview

Number of Students in Higher Education Institutions

Source: Department of Higher Education, MOES (2012)
National University of Laos
(in Vientiane City)
Several institutions merged into one university
Access/Equity
Case: National University of Laos

Enrollment Trend and Gender Parity Index (2011/12)

Source: National University of Laos (2012)
Access
Case: National University of Laos

Students Enrollment by Faculties (2011/12)

Source: National University of Laos (2012)
Access/Equity
Case: National University of Laos

Distribution of GPI among Faculties (2011/12)

Source: National University of Laos (2012)
Number of Graduates by Degrees

Source: National University of Laos (2012)
Quality
Case: National University of Laos

Distribution of Teaching Staffs by Faculties

Source: National University of Laos (2012)
Quality Case: National University of Laos

Distribution of Qualifications of Teaching Staffs

Source: National University of Laos (2012)
## Student/Teaching Staff Ratio by Faculties in 2011/12

<table>
<thead>
<tr>
<th>Faculties</th>
<th>Total No. of Teaching Staff</th>
<th>Total No. of Students</th>
<th>Student/Teaching Staff Ratio</th>
</tr>
</thead>
<tbody>
<tr>
<td>Architecture</td>
<td>63</td>
<td>885</td>
<td>14.0</td>
</tr>
<tr>
<td>EBM</td>
<td>81</td>
<td>5,019</td>
<td>62.0</td>
</tr>
<tr>
<td>Education</td>
<td>198</td>
<td>3,934</td>
<td>19.9</td>
</tr>
<tr>
<td>Engineering</td>
<td>288</td>
<td>4,769</td>
<td>16.6</td>
</tr>
<tr>
<td>Environmental Science</td>
<td>159</td>
<td>2,069</td>
<td>13.0</td>
</tr>
<tr>
<td>Forestry</td>
<td>73</td>
<td>1,804</td>
<td>24.7</td>
</tr>
<tr>
<td>Law, Political Science</td>
<td>161</td>
<td>3,204</td>
<td>19.9</td>
</tr>
<tr>
<td>Letters</td>
<td>177</td>
<td>3,323</td>
<td>18.8</td>
</tr>
<tr>
<td>Science</td>
<td>114</td>
<td>2,483</td>
<td>21.8</td>
</tr>
<tr>
<td>Social Science</td>
<td>115</td>
<td>2,165</td>
<td>18.8</td>
</tr>
<tr>
<td>Post Graduate Office</td>
<td>20</td>
<td>130</td>
<td>6.5</td>
</tr>
<tr>
<td><strong>Total / Average</strong></td>
<td><strong>1,449</strong></td>
<td><strong>29,785</strong></td>
<td><strong>20.6</strong></td>
</tr>
</tbody>
</table>

Source: National University of Laos (2012)
Quality (Research)

- Lack of research funds
- Even though funds are available, teaching staff are busy for teaching and other activities
- Lack of access to journals and books
- Few opportunity for publication
  - *Scientific Journal of the National University of Laos*
  - *Lao Journals of Economics and Management (Ogawa: Advisory board member)***
Souphanouvong University
(North Region - Luang Prabang - )
Access
Case: Souphanouvong University

Number of Students Enrolled

Source: Souphanouvong University (2012)
Quality Case: Souphanouvong University

Teaching Staffs by Academic Background

Source: Souphanouvong University (2012)
Academic Background of Teaching Staffs by Faculties

Source: Souphanouvong University (2012)
Champasak University
(South Region -Paske- )
Number of the Students by Gender
Access Case: Champasak University

Number of Applicants and Students Enrolled and Ratio of Successful Applicants in 2007/08 - 2011/12
The Total Number of Students and GPI from 2002-03 to 2011-12

Academic Year

Gender Parity Index

Male
Female
GPI

Access
Case: Champasak University
The Number of Students among Faculties from 2002-03 to 2011-12

- Economics and Management
- Education
- Agriculture and Forestry
- Law and Public Administration
- Engineering
Quality Case: Champasak University

Distribution of University Staff among Faculties in 2011-12

- Administrative Staff
- Economics & Manage.
- Education
- Agriculture & Forestry
- Law & Political Science
- Engineering
- Science

Female
Male
Quality Case: Champasak University

Distribution of Qualification of University Staff among Faculties in 2011-12

- Diploma
- Bachelor
- Master
- PhD
- others

Administrative Staff
- Diploma: 19%
- Bachelor: 87%
- Master: 12%
- PhD: 14%
- Others: 45%

Economics & Management
- Diploma: 55%
- Bachelor: 87%
- Master: 87%
- PhD: 80%
- Others: 86%

Education
- Diploma: 80%
- Bachelor: 80%
- Master: 80%
- PhD: 45%
- Others: 74%

Agriculture & Forestry
- Diploma: 14%
- Bachelor: 20%
- Master: 14%
- PhD: 36%
- Others: 16%

Law & Political Science
- Diploma: 14%
- Bachelor: 20%
- Master: 14%
- PhD: 36%
- Others: 16%

Engineering
- Diploma: 14%
- Bachelor: 36%
- Master: 14%
- PhD: 16%
- Others: 16%

Science
- Diploma: 14%
- Bachelor: 36%
- Master: 14%
- PhD: 16%
- Others: 16%

Average
- Diploma: 14%
- Bachelor: 36%
- Master: 14%
- PhD: 16%
- Others: 16%
Savanakhet University
(Central/South)
Access
Case: Savanakhet University

The Total Number of Applicants from 2009-10 to 2011-12

<table>
<thead>
<tr>
<th>Academic Year</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>2009-10</td>
<td>&lt;600</td>
</tr>
<tr>
<td>2010-11</td>
<td>600-800</td>
</tr>
<tr>
<td>2011-12</td>
<td>&gt;1200</td>
</tr>
</tbody>
</table>

- **Female**
- **Male**
The Number of Applicants among Faculties from 2009-10 to 2011-12

- Agriculture & Environment
- Language & Humanities
- Business Management
- IT Center
Access
Case: Savanakhet University

Distribution of students and GPI among faculties in 2011-12

- **Agriculture & Environment**
  - Female: 700
  - Male: 400
  - GPI: 1.40

- **Language & Humanities**
  - Female: 300
  - Male: 200
  - GPI: 0.80

- **Business Management**
  - Female: 500
  - Male: 300
  - GPI: 1.20

- **IT Center**
  - Female: 100
  - Male: 60
  - GPI: 0.40

Faculties:

- **Number**
- **Gender Parity Index**

Legend:
- **Female**
- **Male**
- **GPI**
Quality
Case: Savanakhet University

Distribution of University Staff among Faculties in 2011-12

- Administrative Staff
- Economics & Manage.
- Education
- Agriculture & Forestry
- Law & Political Science
- Engineering
- Science

Number

Female
Male

0 20 40 60 80
Quality
Case: Savanakhet University

Distribution of Qualification of University Staff among Faculties in 2011-12

<table>
<thead>
<tr>
<th>Faculty</th>
<th>Diploma</th>
<th>Bachelor</th>
<th>Master</th>
<th>PhD</th>
<th>Others</th>
</tr>
</thead>
<tbody>
<tr>
<td>Administrative Staff</td>
<td>55%</td>
<td>87%</td>
<td>87%</td>
<td>80%</td>
<td>45%</td>
</tr>
<tr>
<td>Economics &amp; Manage.</td>
<td>19%</td>
<td>13%</td>
<td>12%</td>
<td>14%</td>
<td>16%</td>
</tr>
<tr>
<td>Education</td>
<td>80%</td>
<td>80%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Agriculture &amp; Forestry</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Law &amp; Political Science</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Engineering</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Science</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Average</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

43
### Table 7.18: Student/ Teaching Staff Ratio by Faculties in 2011/12

<table>
<thead>
<tr>
<th>Faculties</th>
<th>No. of Teaching Staff</th>
<th>No. of Students</th>
<th>Student/ Teaching Staff Ratio</th>
</tr>
</thead>
<tbody>
<tr>
<td>Economics &amp; Management</td>
<td>38</td>
<td>842</td>
<td>22.2</td>
</tr>
<tr>
<td>Education</td>
<td>76</td>
<td>766</td>
<td>10.1</td>
</tr>
<tr>
<td>Agriculture &amp; Forestry</td>
<td>44</td>
<td>469</td>
<td>10.7</td>
</tr>
<tr>
<td>Law &amp; Political Science</td>
<td>20</td>
<td>1240</td>
<td>62.0</td>
</tr>
<tr>
<td>Engineering</td>
<td>22</td>
<td>208</td>
<td>9.5</td>
</tr>
<tr>
<td><strong>Average</strong></td>
<td><strong>200</strong></td>
<td><strong>3525</strong></td>
<td><strong>17.6</strong></td>
</tr>
</tbody>
</table>

Source: Champasack University (2012)
Quality (Relevance) of Education: From Labor Market Perspectives
Knowledge and skills employees get from the University relevant to their job and match with your expectations?

- Yes: 76%
- Partly: 14%
- No: 10%
Key Findings

- **Access/Equity**
  - The number of enrollment has increased
  - Regional equity has declined
  - Gender equity still exist

- **Quality/ Research Capacity**
  - Many teaching staff has only bachelor’s degree
  - Lack to access to journals, e-journals
  - Environment for the research is poor (no journals in CU, SU, SAU)
  - Teaching – many do not know how to teach
  - Textbook – (Lack of Lao Language books/ textbooks)
JAPAN:
Kobe University
Established in 1902

- 1874: Myojo Prefectural Normal School
- 1902: Kobe Higher Commercial School
- 1917: Kangaido Merchant Marine School
- 1920: Kobe Nautical College
- 1921: Kobe Technical College
- 1923: Kobe High School
- 1929: Kobe University of Commerce
- 1944: Myojo Prefectural School of Medicine
- 1949: Kobe University (Under the new educational system)
- 1949: Myojo Prefectural School of Agriculture
- 1952: Kobe University of Mercantile Marine
- 2003: Kobe University
University Vision (toward global excellence of research and education)
# Number of the Students

<table>
<thead>
<tr>
<th>Field</th>
<th>Undergraduate Students</th>
<th>International Students</th>
<th>Graduate Students</th>
<th>International Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Letters</td>
<td>530 (295)</td>
<td>2 (2)</td>
<td>223 (127)</td>
<td>70 (49)</td>
</tr>
<tr>
<td>Intercultural Studies</td>
<td>659 (448)</td>
<td>36 (22)</td>
<td>201 (128)</td>
<td>99 (68)</td>
</tr>
<tr>
<td>Human Development</td>
<td>1,241 (698)</td>
<td>13 (6)</td>
<td>288 (161)</td>
<td>59 (48)</td>
</tr>
<tr>
<td>Law</td>
<td>888 (311)</td>
<td>24 (14)</td>
<td>339 (108)</td>
<td>50 (32)</td>
</tr>
<tr>
<td>Economics</td>
<td>1,294 (321)</td>
<td>17 (8)</td>
<td>275 (68)</td>
<td>115 (53)</td>
</tr>
<tr>
<td>Business Administration</td>
<td>1,209 (290)</td>
<td>11 (7)</td>
<td>372 (95)</td>
<td>113 (77)</td>
</tr>
<tr>
<td>Science</td>
<td>705 (177)</td>
<td>15 (2)</td>
<td>367 (91)</td>
<td>22 (6)</td>
</tr>
<tr>
<td>Medicine</td>
<td>644 (240)</td>
<td>9 (2)</td>
<td>450 (135)</td>
<td>57 (29)</td>
</tr>
<tr>
<td>Health Sciences</td>
<td>705 (546)</td>
<td>0 ()</td>
<td>239 (141)</td>
<td>3 (1)</td>
</tr>
<tr>
<td>Engineering</td>
<td>2,439 (314)</td>
<td>42 (11)</td>
<td>958 (138)</td>
<td>97 (38)</td>
</tr>
<tr>
<td>System Informatics</td>
<td></td>
<td></td>
<td>217 (20)</td>
<td>36 (12)</td>
</tr>
<tr>
<td>Agriculture</td>
<td>692 (310)</td>
<td>1 (1)</td>
<td>352 (146)</td>
<td>58 (32)</td>
</tr>
<tr>
<td>Maritime Sciences</td>
<td>945 (94)</td>
<td>10 (1)</td>
<td>237 (30)</td>
<td>45 (16)</td>
</tr>
<tr>
<td>International Cooperation</td>
<td></td>
<td></td>
<td>261 (137)</td>
<td>90 (46)</td>
</tr>
<tr>
<td>International Cooperation</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Studies</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>International Student Center</td>
<td></td>
<td></td>
<td></td>
<td>14 (9)</td>
</tr>
<tr>
<td>Total</td>
<td>11,951 (4,044)</td>
<td>(180) (76)</td>
<td>4,779 (1,525)</td>
<td>928 (516)</td>
</tr>
</tbody>
</table>
Kobe University: Support on Research

- Technical support to apply for external research grants/ Grant Information sharing
- Grant to study abroad for the young researchers (1 year);
- Grant to invite researchers from outside of Japan
- Present all faculty members’ journals on the university website
- Rokkodai Foundation (social sciences)
  - Financial support for book publication;
  - Financial support for overseas research;
  - Financial support for conferences
To obtain good research grants
Lessons Learned from Two Cases

- Constant training of teaching staff (in-service training)
- Upgrade of the teaching staff
- Establishment of university level journal (could be on-line-Journals)
- Staff exchange (collaborative research)
- Implementation of clear promotion system
- Research facilities such as library and e-journals

⇒ Implementation is important
THANK YOU VERY MUCH