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Editorial The year 2012, which unfortunately closed with the death of King-Father Norodom Sihanouk (p. 2), was a hectic one. Thus, for various reasons, we have compressed all of our reports about events at UC or involving UC into one bumper issue with a revised format.

Regular highlights included another round of selecting the best of the new crop of school-leavers for Scholarships (including new ones offered by **Khmer** Breweries and Peng Hout) and our Annual Graduation Ceremony (p. 3), the graduation of students from the Centre for English Studies (p. 4), the election of a new Student Senate (p. 7), and celebrations of the Khmer and International New Years (p. 27).

Also, we have recognised our top students with awards in recognition of their excellence: Maybank also recognised one of them (p. 6).

UC was privileged to host another visit from one of our adjunct faculty, Professor Katherine Marshall, who shared her experience and refreshing insights with students, faculty and the management team on best teaching and learning practices (pp. 8-10).

Related to this, a recurrent theme in 2012 was the need for quality control in Cambodian higher education, and the need to ensure that output matches what is needed by potential employers. Whilst the formation of the ASEAN Economic Community (scheduled for 2015) is a vital ultimate factor spurring debate and action on this, an important proximate factor was the publication of reports by UNDP and the World Bank addressing issues related to higher education: the main aspects of these are summarised in an article on page 11, which sets their findings in the context of UC, in particular. As a result of the World Bank initiative, members of the UC upper management attended various workshops hosted by MoEYS (pp. 12-13).

UC has been fortunate to have had several eminent speakers on topics regarding Cambodia and its relations with others (pp. 14-17). Their presentations reflect the growing global importance of China and the fact that it has been increasingly active in Cambodia and the region. Thus UC members have been on several delegations to visit China, some of which are featured here (pp.18-22).

Apart from these general themes, UC staff and students have been active on a number of other fronts, most especially related to the local community (pp. 23-26).

We would like to thank all contributors for their articles: unfortunately, in their enthusiasm, what they submitted was often too long and we had to take the liberty of trimming their contributions down (sometimes drastically!). We hope that this will not discourage them (and others) from making contributions in the future. ■

SOME OF THE HIGHLIGHTS



Observance of the Mourning Ceremony for King-Father Norodom Sihanouk (p. 2)



Samdech Techo Prime Minister Hun Sen delivered the keynote address at the Eighth Annual Graduation Ceremony and Scholarship Awards ceremony (p. 3)



UC student Mr. Ngoun Soksan (middle) and team members celebrating their success in the "Maybank GO Ahead Challenge" (p. 6)



UC hosted a Roundtable Discussion on ASEAN and China Relations (p. 17)

Observance of the Mourning Ceremony to Pay Respect and Pray to the Soul of Former King Norodom Sihanouk at the University of Cambodia

Chet Pisey (Head of Training and Translation)



On Tuesday, January 31 2012, the students, faculty, and management team of the University of Cambodia and the SEA-TV staff and management team – a total of more than 500 mourners – gathered in front of SEA-TV to observe the mourning ceremony and pay respect to former King Father Norodom Sihanouk who passed away in Beijing, China, on October 15, 2012.

“Former King Norodom Sihanouk was indeed a great king and has always remained in our hearts and has been well recognized as the father of the nation, its territorial integrity, and national unity ... and fought for our country and people’s independence,” said one UC student interviewed by SEA-TV crew. “We are so pleased to see people throughout the country observing and conducting the mourning ceremony for our late King Father’s death and pray for him to rest in peace for everlasting life,” another student added.

The mourning ceremony on the premises of UC in front of SEA-TV was accompanied by traditional music which continued to be played until night. ■



Regular Events

Scholarships for Deserving Students

Dr. Angus D. Munro (Vice-President for Academic Affairs)
with inputs from Chet Pisey (Head of Training and Translation)

In order to share in the promotion of quality education and human resource training in Cambodia as well as to celebrate having moved to a new site, UC has been fortunate to be able to offer two new sets of competitive Scholarships this year, in addition to the fifth batch of Samdech Techo Hun Sen-Handa Vision 100 Scholarships. All were for students who have recently graduated from high school in 2012 and want to do a Bachelor's degree program at the University of Cambodia.

The first of the new ones were the **Peng Hout-Samdech Techo Hun Sen Vision 100 Scholarships 2012**. A total of 962 candidates took the exam on 29 April 2012, and the top 100 started their initial language classes at the Centre for English Studies (CES) on 7 May 2012.

A total of 282 applicants took the exam for the second one, the **Khmer Brewery 2012 Scholarships**, on 29 June 2012; and the 20 successful candidates started their Intensive English classes at CES on 16 July 2012.

The number of applicants for the fifth batch of **Samdech Techo Hun Sen-Handa Vision 100 Scholarships** was increased by the fact that, in addition to the usual advertisements on SEA-TV and SEA Radio, the University of Cambodia recruited the help of undergraduate volunteers. After a workshop to train and provide them with the necessary information about UC, they then went door-to-door and distributed leaflets and brochures, as part of a drive to increase awareness of UC and its new location in order to encourage enrollment and also inform people about the Scholarships.

As a result, a total of 3,214 applicants took the exam on 5 October 2012, of which 1,525 were females. The successful 100 candidates, including 38 females, started their preliminary language classes at CES on 22 October 2012.

The University of Cambodia is grateful to Samdech Techo Hun Sen and Dr. Haruhisa Handa for their continuing generous support; and to our new benefactors, who we hope will continue to help further generations of needy students. We are always open to other munificent individuals or organisations who step forward and offer scholarships for the benefit of deserving students and, ultimately, our country. ■



Eighth Annual Graduation Ceremony and Samdech Techo Hun Sen Handa's Vision-100 Scholarships 2012 Awards Ceremony

Chet Pisey (Head of Training and Translation)

On Thursday, December 13, 2012, the University of Cambodia (UC) hosted its **Eight Annual Graduation Ceremony and the Samdech Techo Hun Sen-Handa's Vision-100 Scholarship Award Ceremony** in a joint event at the National Institute of Education (NIE).

Samdech Techo Prime Minister Hun Sen delivered the keynote address at the ceremony and then conferred academic degrees on 18 graduates and awarded certificates to ten of the 100 scholarship recipients. H.E. Dr. Kao Kim Hourn, President of the University of Cambodia and Adviser to the Prime Minister, delivered the welcoming speech prior to the keynote address, and conferred the degrees and awarded the scholarships to the remaining students.

Roughly 1,800 people attended the event, including high-level government officials, members of the senate, members of the UC executive team, staff and faculty, and family members of the graduates and scholarship recipients. Other distinguished guests and dignitaries included the Presidents of other Universities. A total of 347 students were awarded Bachelor's degrees with 182 males and 165 females; five others received a Master's degree.

In his welcoming remarks, Dr Kao Kim Hourn said that the Samdech Techo Hun Sen-Handa Vision 100 Scholarships 2012 is another large-scale Bachelor's degree scholarship program at the University of Cambodia, thanks to the financial support from H.E. Dr. Haruhisa Handa, President of the International Foundation for Arts and Culture in Tokyo and Chancellor of the University of Cambodia.



Samdech Techo Hun Sen confers a certificate to a student.

(Eighth Annual Graduation- Continued from page 3)

It was highly competitive, with over 3,200 of this year's school-leavers doing a fairly-run written test of both General Knowledge and English to select the 100 best-qualified students. He went on to say that the University will continue to offer scholarship programs to promote higher education so that poor students from rural areas will also have the opportunity to access higher education and thus increase their job opportunities and thus contribute to the development of the country.

In his key-note speech, the Prime Minister expressed his high appreciation of the University of Cambodia, and its contribution to training human resources for the development of the country. He also highlighted the contribution from Cambodian youth who recently took part in the 21st ASEAN summit where they worked as official assistants. ■



Top: H.E. Dr. Kao Kim Hourn delivers a welcoming speech. Bottom: H.E. Dr. Kao Kim Hourn surrounded by UC graduates after the end of the graduation ceremony.



CES 11th Graduation and Outstanding Student Award Ceremony Chhay Daroth (UCSS)

The Center for English Studies (CES) held its 11th Graduation Ceremony on Saturday, April 7, 2012 at UC Conference Center. The ceremony was honoured by UC President H.E. Dr. Kao Kim Hourn, Dr. Angus Munro (Vice-President for Academic Affairs), Mrs. Por Malis (Vice-President for Operations) and Mr. Pay Chheng How (CES Director). The Guest-of-Honour was Lok Chumteav Khem Rany (President, SEA-TV).

During his welcoming remarks, Mr. Pay Chheng How reported that 229 students had qualified for this 11th graduation, of whom five had outstanding grades. He also reviewed

the history of CES: since the first CES graduation ceremony in March 2008, a total of 2,220 students have successfully completed the program.

After a congratulatory speech by Dr. Kao, Miss Rom Molyka, an outstanding CES graduate, spoke on behalf of all current CES graduates. "I would like to express my gratitude to our knowledgeable, skillful, and experienced CES Director and instructors, who have been trying their best to educate and encourage us to be good students and good citizens in society", said Molyka. "Throughout the program, we have improved our speaking, listening, writing and reading skills as well as

our ability to become involved in cross-cultural communications."

"By improving ourselves, we improve the world," she added. "We confirm that we will follow the brilliant example set out for us by H.E. Dr. Kao Kim Hourn, UC President, for our nation's benefit." She also expressed her deep gratitude to her parents for their support and advice.

Finally, Dr. Kao and Dr. Munro conferred certificates to the students and awarded Certificates of Recognition to the five most outstanding ones for their academic excellence.■



Top: H.E. Dr. Kao Kim Hourn and Lok Chumteav Khem Rany confer a Certificate to a CES student. Bottom: Group photo with H.E. Dr. Kao and LCT Khem Rany.

Graduation of Foundation Year Students, Promotion 9, Term II Academic Year 2011 – 2012

Song Sophoat (Deputy Director, AFD)

The Academic Foundation Department (AFD) of the University of Cambodia (UC) hosted a Graduation Ceremony on Saturday, July 28, 2012 at UC Conference Center for students of promotion 9 who had completed their Foundation Year in term II. Outstanding students were also recognized in an occasion which was presided over by H.E. Samraing Kamsan (Member of the UC Board of Trustees), Dr. Angus D. Munro (Vice-President for Academic Affairs) and Dr. Y Ratana (Dean of Undergraduate Studies Division and AFD Director).

In his introductory remarks, Dr. Y Ratana gave a brief history of the AFD and the objectives of its establishment in 2005. He also explained that the AFD program aims to ensure the quality of higher education in Cambodia: students are not only provided with fundamental knowledge by doing different courses from different fields of study, but also have the opportunity to mix with others from different colleges and backgrounds and exchange their experiences and knowledge. Then he reported that 169 students graduated in this promotion; eighteen of them got a grade B+, eleven of whom were female. He concluded by encouraging the students to work hard and get better Grade Point Averages as the UC grading system is a tough one.

In his keynote address, Dr. Munro congratulated all AFD graduates for having successfully passed another milestone in their academic life. Then he explained the advantages of the academic system and process at UC. He also described some of the benefits that students can reap by doing courses in various fields of study outside their major, including in the General Education programme. For example, it helps them improve their soft skills and gives them more flexibility in their future. UC students can also build their soft skills through being involved in extracurricular activities run by student organizations such as the UC

Student Senate and the UC Speech and Debate Society.

After the Certificates and Awards were given out, Prom Tiddarya, an outstanding student majoring in International Business in the College of Management, gave a concluding speech. She shared her study experiences and what had helped her to do so well. She identified two sets of factors - external and internal - which have driven her to be an outstanding student in the University today. She noted that students could have a satisfactory learning outcome by understanding who they are, and by being hard-working, self-organized, curious, and self-disciplined. Also, Darya expressed thanks to her faculty members and friends for their advice and encouragement which had helped her to achieve what she is striving for. She vowed that she would continue to study hard in order to complete the undergraduate program with a good outcome and satisfaction. She also encouraged her peers to work hard and be good students for a better future society. ■



Graduation of Foundation Year Students Promotion 10, Term I, Academic Year 2011-2012

Song Sophoat (Deputy Director, AFD)

On December 22, 2012, 138 students of the University of Cambodia received recognition for having successfully completed their courses at the Academic Foundation Department and received certificates, which were conferred by H.E. Dr. Kao Kim Hourn, the President of The University of Cambodia and Adviser to Samdech Techo Hun Sen, Prime Minister of Cambodia.

In his opening remarks, Dr. Y Ratana, Dean for the Undergraduate Studies Division and Director of Academic Foundation Department (AFD) of the University of Cambodia reported that the AFD was created in 2005 and officially recognized by the Accreditation Committee of Cambodia (ACC) and the Ministry of Education, Youth and Sports. It seeks to reinforce its position as a leading provider of Foundation Year studies for new Bachelor's degree students. The Foundation Year program aims to not just educate our students, but also to further develop their mental capacities, broaden their minds, and instill lifelong study habits. In combination with each student's major focus of study, this program seeks to produce students with intellectual vision, creative aptitude, and moral responsibility, as well as the necessary skills to ensure a balanced, practical liberal arts education.

Dr. Y Ratana added that up to now, the Department has so far

conferred Foundation Year Certificates to 1,517 students in total including those who received certificates at that day's ceremony. Since March 1, 2010, the University of Cambodia through its Academic Board Meeting made a decision to reform the grading system to a higher level to emphasise its efforts to be a leading higher education institution providing good curricula and quality education and to encourage students to study harder, put much time into learning and researching so that after completing their degree program, they would be better able to meet the challenges of the job market, and become a good resource for social development.

In his keynote address, H.E. Dr. Kao Kim Hourn expressed his high appreciation for the students' efforts to have studied hard to complete the programme successfully at the AFD for Academic Year 2011-2012. This was the result of the joint efforts of UC leaders at all levels and faculty, as well as the students themselves. He further noted that learning is a never-ending process: one cannot get knowledge within a single day but over an extended period of time. This can be helped through learning by sharing and giving to one another, learning through discussion, experiment, and writing as a good method for achieving one's goals in academic life. ■

Overview of Student Awards for Academic Year 2011-12

Dr. Angus D. Munro (Vice-President for Academic Affairs)

Every term, we recognise the best of our undergraduate students, provided that they have done the minimum number of courses during that term: those who have scored an 'A' overall are nominated to the Vice-President's List, whilst those who have scored a 'B+' overall are nominated to the Dean's List.

At the end of each Academic Year, we also recognise the best of our undergraduate students, provided that they have done at least 13 courses during that year: those who have scored an 'A' overall are nominated to the Chancellor's List, whilst those who have scored a 'B+' overall are nominated to the President's List.

A total of 242 students were recognised for good academic performance: in Academic Year 2011-12 the listing at the end of this Bulletin (pp. 35 - 39) identifies those worthy individuals and their performance each term and over the year as a whole. This will be recorded in their academic transcripts. The students are to be congratulated on their hard work; it is hoped that this will encourage them to continue to do so, and other students to try harder in order to also earn this distinction in later terms..

Table 1 indicates that, as in previous years (Munro, 2011a.), there were markedly more high-performing students in Term III, despite there being an overall decline in the total undergraduate population as a result of senior students (mainly in the Colleges of Arts & Humanities and Management) graduating. This is consistent with the hypothesis that this reflects the fact that students studying at another university have more time during the third term due to fewer competing demands on their time.

(Continued on page 34)

Table 1 Numbers of Students (Percentage of Females)*

College	Term I		Term II		Term III		Overall President's
	Dean's	VP's	Dean's	VP's	Dean's	VP's	
Arts & Humanities	14 (85.71)	--	19 (13)	--	35 (20)	--	7 (85.7)
Education	1 (100)	--	--	--	4 (1)	--	1 (100)
Law	14 (28.57)	--	2 (2)	--	16 (3)	--	5 (60.0)
Management	28 (50.0)	--	40 (21)	2 (50.0)	60 (28)	7 (28.6)	22 (54.5)
Social Sciences	21(52.38)	--	24 (14)	--	39 (24)	4 (4)	17 (52.9)
Science & Technology	6 (16.7)	--	7 (2)	--	9 (2)	1	4 (50.0)
Overall	84 (51.1)	--	92 (55.4)	2 (50.0)	163 (45.3)	12 (58.3)	56 (58.9)

*Undergraduate, excluding Foundation Year

Table 2 Percentage of Female Bachelor's Students by College

College	Term I	Term II	Term III
Arts & Humanities	49.2	47.1	48.1
Education	55.0	39.6	39.2
Law	30.5	30.0	28.3
Management	46.9	50.4	48.2
Social Sciences	47.7	44.1	42.2
Science & Technology	10.5	13.2	13.1
Overall	41.7	41.0	40.5

*Undergraduate, excluding Foundation Year

UC Student Does Well in Maybank "GO Ahead Challenge"

Dr. Angus D. Munro (Vice-President for Academic Affairs)



UC is not the only one to recognise the abilities of our students. For example, Ngoun Soksan, a third year full scholarship student in the College of Management who is majoring in Economics, was not only on the Dean's List for each Term in 2011-12 and a President's List awardee (see page 36) but also a member of the team of first

runners-up in the inaugural "Maybank GO Ahead Challenge"

An initial selection was based on the online assessment with Youtube submissions of the more than a thousand applications from top students and fresh graduates from universities in Malaysia, Cambodia, Hong Kong, Singapore, Indonesia and Philippines. Thereafter, successful applicants were subject to a series of challenges designed to test their innovation, critical thinking, analytical mind, presentation prowess and execution capability, first two test at the national level; and then a further four tests in the Grand Finale (held in Kuala Lumpur, Malaysia), where teams had to present a deeper analysis of a case and request for capital financing from a panel of bankers from Maybank.

As a member of Team "Avatar", Ngoun

Soksan shared USD 15,000 with his four team-mates (one each from Indonesia and Singapore and the othertwo from Malaysia). In addition, he has also been offered fast passes to join the Global Maybank Apprentice Program, a targeted graduate trainee programme to nurture talented young leaders. ■



Election of the UCSS Seventh Mandate

Chet Pisey (Head of Training and Translation)

The annual election to form the Seventh Mandate of the University of Cambodia Students' Senate (UCSS) was held on December 29, 2012, under the oversight of H.E. Dr. Kao Kim Hourn, President of the University of Cambodia and H.E. Samraing Kamsan, member of the Board of Trustees, with the participation of the UC management team, staff and faculty members.

Prior to the start of the election process, H.E. Samraing Kamsan stated that it is vital to elect members to the Student Senate who will work very closely with students, faculty, communities and others involved with various activities and events. They must also be able to organize their projects by planning ahead.

Of the 43 students who registered as candidates, only 38 showed up. Each of these candidates was required to give a three-minute speech, stating their interests and commitment. The almost 150 students then selected their choices for the five posts. Thereafter, the ballots were counted in front of everyone and the winners declared, as follows:

President: Ms. Saya Linda

Vice President for Administrative Affairs: Mr. Ang Sunghourt
Vice President for Technical Affairs: Ms. Chhum Thida
Treasurer: Ms. Heng Malyka
Secretary: Ms. Lorn Thary

H.E. Dr. Kao Kim Hourn congratulated the newly-elected members of the Seventh Mandate and asked them to be responsible and carry out their planned activities effectively for the interests of UC students and the community. "As those in the community have helped us, now we need to help them back," he added.

H.E. Dr. Kao Kim Hourn also extended his appreciation to all out-going members of the Sixth Mandate for their hard work and commitment to the university and society.

H.E. Dr. Kao Kim Hourn then handed over the seal and stamp to the newly-elected Students Senate's President for the Seventh Mandate and conferred complementary certificates to the outgoing members of the Sixth Mandate. UC would like to thank the members of the outgoing Sixth Mandate for their effort over the past year (for example, see pp. 8, 23, 27). ■



Top: UC students cast their ballots and insert them into a box. Middle: H.E. Dr. Kao Kim Hourn hands over the stamp/seal to the newly elected President of the UCSS Seventh Mandate. Bottom: UCSS members with H.E. Dr. Kao Kim Hourn and H.E. Samraing Kamsan.

AFD Hosts Orientation for Prospective Students

Song Sophoat (Deputy Director, AFD)

The Academic Foundation Department (AFD) at the University of Cambodia (UC) successfully hosted an orientation for all prospective new undergraduate students regarding the UC Foundation Year Program on October 18, 2012, at the UC Conference Center.

A total of 290 (95%) of the prospective 306 students attended. The orientation was led by Dr. Y Ratana (Director of AFD and Dean of the Undergraduate Studies Division), with assistance from AFD staff members. Associate Deans and other members of the faculty and staff were also in attendance.

The orientation provided students with important information

about the Foundation Year Program, Code of Conduct, registration procedures, the Entrance Exam, Foundation Year policies, curriculum, and grading policies. It also covered the AFD Strategic Plan, as well as strategies for students to achieve academic excellence.

Students were given tips on how to study effectively and encouraged to work hard in their courses. They were also told to pay attention to AFD and UC policies and announcements. At the end of the three hour morning session, students asked staff members many questions regarding the Entrance Exam, grading requirements, credit transfer, the curriculum, and other issues. ■

Entrance Exams for Term I of Academic Year 2012-13

Song Sophoat (Deputy Director, AFD)

On October 19, 2012, nine officials from the Higher Education Department of the Ministry of Education, Youth, and Sport (MoEYS) visited UC to oversee the Entrance Exams.

Prior to the exam, proctors discussed the exam announcements, rules, and regulations, programs, and the list of students with the Office of Student Academic Affairs. They divided responsibility among members and assigned them specific tasks within each examination room. All of the necessary preparations were made to ensure that the entrance exams would be smooth and successful.

The candidates arrived on time and sat in their pre-assigned seats. Prior to the start of the exam, the invigilators checked and opened the exam-paper packages in front of the committee members and the students to demonstrate transparency and accountability. The candidates then did their exams quietly, in accordance with the standards set by UC and supported by MoEYS. Furthermore, all committee members worked diligently to complete their tasks and carefully monitored the examination process, again in accordance with UC standards.

A total of 302 candidates sat for the exam, 141 of them female; there were two male absentees. Amongst the prospective FY students,

the most popular of the 17 different majors applied for were English Literature, International Relations, Business Management, Economics, Finance and Hospitality and Tourism Management.

After a successful examination process, the Exam Committee at UC had 25 days to mark the test papers and prepare a short report on the results for submission to the Higher Education Department of the Ministry. This was duly approved thereafter. ■



The Recent Visit of Professor Katherine Marshall

Visiting Professor Katherine Marshall is a long-time friend of UC who, after a career at the World Bank focusing on development issues (latterly as a senior advisor to the then-President on the role of religions in promoting development), joined the faculty of Georgetown University in Washington DC as both a senior fellow at the newly-established Berkley Center for Religion, Peace and World Affairs, and as a Professor in the Department of Government. She is also an Adjunct Professor at the University of Cambodia.

Every year for the past six years, she has visited Cambodia and has contributed to UC's own development through the running of workshops and other other meetings with faculty and/or students (see *UC Bulletin* 12), as well as having a succession of pairs of Princeton Fellows do research on religion and development in Cambodia (see <http://tinyurl.com/pzyj88h>).

This year, UC as a whole was fortunate that she gave three workshops to different members of the UC family. ■



I. Meeting with Undergraduate Students as Part of a Scholarship and Career Workshop

Dr. Angus D. Munro (Vice-President for Academic Affairs) with inputs from Chhay Daroth (UCSS)

Scholarship and career opportunities remain the main targets for young Cambodians to strive for. Recognising this, the UC Student Senate (UCSS) organized a Scholarship and Career event on August 4, 2012 in the UC Conference Center with advice from Dr. Y Ratana, Dean of Undergraduate Studies Division, and Ms. Kong Rathana, University Registrar.

This aimed to provide information related to scholarships and employment and how to be successful in pursuing these goals. Attendees were also given the opportunity to meet directly with prospective

employers and discuss with experienced international professors and international scholarship-recipients.

In the first session, chaired by Dr. Angus Munro (UC Vice-President for Academic Affairs), Professor Katherine Marshall initiated a dialogue on "The Path to Scholarship."

In her opening talk, she identified a core of characteristics which make good scholars who will be in good stead to compete for scholarships.

Care: this includes having no typos in CVs and checking things in general.

Curiosity: being interested in things and always learning

Creativity: computers are increasingly important and life is no longer predictable with an emphasis on innovation, so that creativity and imagination are important – art, etc., helps to develop this strength

Courage: the ability to not just learn from experience (including mistakes) but also to be prepared to try again

Competition: however this needs to be principled (rather than mean-spirited) and also with oneself in order to encourage further effort and not be complacent

Compulsion: having drive and determination

Compassion: caring for others and having a sense of service to the community

Character: the need to be overall positive and good in dealings with others

Training: education is a marathon, so there is the need for internal discipline and to study smart (and thus develop one's "mental muscles")

Team-work: doing this allows the sharing of different perspectives, experiences and knowledge, for the benefit of all

Timeliness and reliability in meeting commitments, including self-imposed time-lines

Trust and integrity: be open and honest with oneself and others



Adaptability and flexibility: drive and energy are not enough, especially nowadays

Positive attitude, rather than complain and see problems

In the second session, chaired by Dr. Y Ratana, Mr. Sar Kinal (General Manager, Aplus Consulting Co., Ltd.; a part-time faculty at UC in the College of Management) and Ms. Elena Khin (Recruitment Specialist, Manulife PLC Cambodia; a Bachelor's graduate from UC's College of Management) presented on the topic "What is a suitable career for you?". The two speakers shared their experiences and answered many questions from students related to the future job market. ■

II. Lunchtime Dialogue with Faculty Members on "How to Improve Teaching Skills for the Best Results"

Dr. Angus D. Munro (Vice-President for Academic Affairs)
with inputs from Song Sophoat (Deputy Director, AFD)

On August 2, 2012, UC hosted a lunchtime session with Professor Marshall in Room 407 for full- and part-time faculty members on "How to Improve Teaching Skills for the Best Results", chaired by Dr. Angus D. Munro, Vice-President for Academic Affairs.

After a brief overview of her ongoing work at Georgetown University and her research here in Cambodia, Professor Marshall shared some of her experiences and ideas on how to improve teaching skills for the best results. Her observations and insights were that the best teachers:

- ✓ Are organised at all levels, from planning courses down to individual classes as well as what needs to be done outside classroom hours
- ✓ Set clearly-defined learning objectives for the course as a whole and for each class
- ✓ Recognise that different students have different learning styles, and vary their teaching methods accordingly
- ✓ Are creative and introduce an element of novelty and 'surprise' into the classroom
- ✓ Give models of term papers and exam answers, so that students are clear about expectations and how they will be evaluated
- ✓ Check for understanding throughout the course and adapt teaching styles as and when necessary
- ✓ Rigorous about their ethics and expectations of students
- ✓ Bring personal experience and insights to the material being covered, and act as inspiring mentors
- ✓ Are aware of the technological revolution and different students' aptitudes.

More generally, what people remember is based on:



- ✓ 70% from body language; and
- ✓ 23% from facial expression.

Thus presentation is very important: what is actually said contributes only the remaining 7% (*Ed: presumably the study was one in an experiment where notes were not being taken by the respondents?*).

Regarding the design of courses and the presentation of material, there is the need to avoid overload through selective information presentation: there should be a maximum of 5-7 important points.

Students learn best by active engagement, with the analysis of relevant material. Thus:

1. students talking amongst themselves about what they have just heard helps to reinforce what they should learn; and
2. learning by doing and gaining practical experience from relevant case studies or, more broadly, case material where detailed studies are not available or not appropriate.

Arising out of this, she noted that it is good to encourage teamwork: there are many advantages of working in groups, provided that care is taken to ensure that the work done does not 'decrease to the lowest common denominator' (*i.e.* the weaker members of a team should not hold back the progress of the better ones).

- ✓ In the subsequent dialogue session, Ms. Gina Lopez (Associate Dean, College of Management) raised the point that Cambodian students not like work in groups: her solution is to make a contract in the first class with the students that there is the need to share and thus help motivate each other; and that the teacher needs to facilitate groupwork through, for example, having buzz groups.

Professor Marshall noted the need to encourage time management by class-members, another increasingly important soft skill. Finally, she observed that, increasingly, there are complaints that what is being taught is not relevant. This is a problem of rapid progress and not knowing what will be needed by the time that students graduate: the

response should be that students need to develop their creative right brains and also their learning-to-learn abilities, as further essential soft skills in today's world of life-long learning. ■



III. Dialogue with Full-Time Faculty on "Curriculum Development and Acquiring the Necessary Hard and Soft Skills"

Dr. Angus D. Munro (Vice-President for Academic Affairs)
with inputs from Song Sophoat (Deputy Director, AFD)

In an informal gathering in the UC Meeting Room on 3 August 2012, chaired by Dr. Angus Munro, Professor Marshall gave full-time faculty and senior support staff her thoughts and insights into how to develop degree programmes which give students the opportunity to not just learn 'hard' skills but further develop their 'soft' ones.

Her starting point was that students everywhere focus on exams and thus on competing with their peers. The result is the loss of a sense of both humanity and fun. Thus there is the need to encourage a change in their approach.

She noted that the reality is that there is a lack of human resources in Cambodia, which is compounded by problems of attitude, reliability and the ability to work with others.

Developing upon themes from a previous dialogue which included part-time faculty, there is the need for core principles.

- ✓ First is integrity – it is important to convey a sense of honesty and other positive social values.

- ✓ Developing upon this is the need for personal reliability and punctuality regarding deadlines, for example; with a commitment to quality so that can be trusted.
- ✓ Imparting a sense of the need for teamwork as a skill to develop: knowing personal weaknesses and sum greater than parts.
- ✓ Being self-aware and open to feedback, with the need to learn to take criticism

Focusing on the students themselves, she noted that studies in other universities indicate that the impact for new students is greatest in the first 20 days. Thus, for example, it is advantageous to hold boot camps to reinforce teamwork (physical activities) as well as presentation skills (writing and speaking) or an ethics retreat before classes start: the aim is to encourage adventurousness and the diversification of students' interests and abilities. ■

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Higher Education in Cambodia

The University of Cambodia and Human Capital Development

Dr. Angus D. Munro (Vice-President for Academic Affairs)

Globalisation has meant that the ‘great divergence’ of the largely colonial period is being replaced by a ‘great convergence’ (O’Sullivan, 2011): developing countries are catching up with developed ones in terms of economic output, and thus their populations have rising expectations about social development.

A prime reason for this process of catch-up has been the developing nations’ advantage of cheap labour. This has allowed China, for example, to establish itself as a major player in the global arena; and also let Cambodia get her foot in the door regarding efforts to return to the world stage through the development of the garment and tourist industries (together with the construction sector as a necessary extra ‘pillar’) as an alternative to largely subsistence agriculture (fig. 1). However, this cannot be relied upon as a sustainable means of advancement: competition with other countries clambering up the development ladder means that there is the need for progressive development in order to avoid the risk of being left behind, trapped in low income-generating activities.

Thus the evolution of globalised open markets, with the resulting increased dynamism of an increasingly ‘knowledge-based’ economy, places a premium on competitiveness, including the capacity for innovation and the adaptation of global information to create local outputs through research and development (UNDP, 2011). As a result, the increasing mobility of jobs means that employees need to be adaptable and flexible to achieve their aspirations, with a ‘skill set’ of the necessary knowledge and various skills and behaviours to be effective in the 21st century (Playfoot and Hall, 2009).

Developing on this theme, the McKinsey Global Institute (Beardsley et al., 2005; see also O’Sullivan, 2011) has identified three main categories of jobs: transformational (manufacturing

and construction), transactional (routine clerical work) and interactional (requiring ‘soft’ interpersonal skills: see below). Of these, only the last is relatively unaffected by efforts to reduce labour and other costs through automation and/or being moved offshore.

The following briefly summarises the major conclusions of two recent reviews: one by the UNDP (2011) on the higher education system in Cambodia in relation to the need for investment in human capital formation; and the other by the World Bank (2012a) on a similar study with regard to an analysis of low- and middle-income Asia (respectively Cambodia, Lao PDR and Viet Nam; and China, Indonesia, Malaysia, Mongolia, the Philippines and Thailand). Overall, both reports focus on public higher education institutions (HEIs), including those related to technical and vocational education and training (TVET), and reach similar conclusions regarding Cambodia’s need to invest in these in order to further evolve with increasing productivity and economic diversification – important for attracting further foreign direct investment (FDI).

Thereafter, it will be considered how programmes at UC (a private HEI) have anticipated these, and what we can do to further improve – especially now that we have moved to our new, much larger, campus. This will also set the subsequent set of articles in this issue in context.

I. Investment in education: the problem of money

By way of background, the UNDP report noted that much of the government’s investment in education to date has – of necessity – focused on lower levels of the education system. The amount of money available has been limited by other competing demands: in particular, the need to kick-start economic growth in the aftermath

(Continued on page 28)

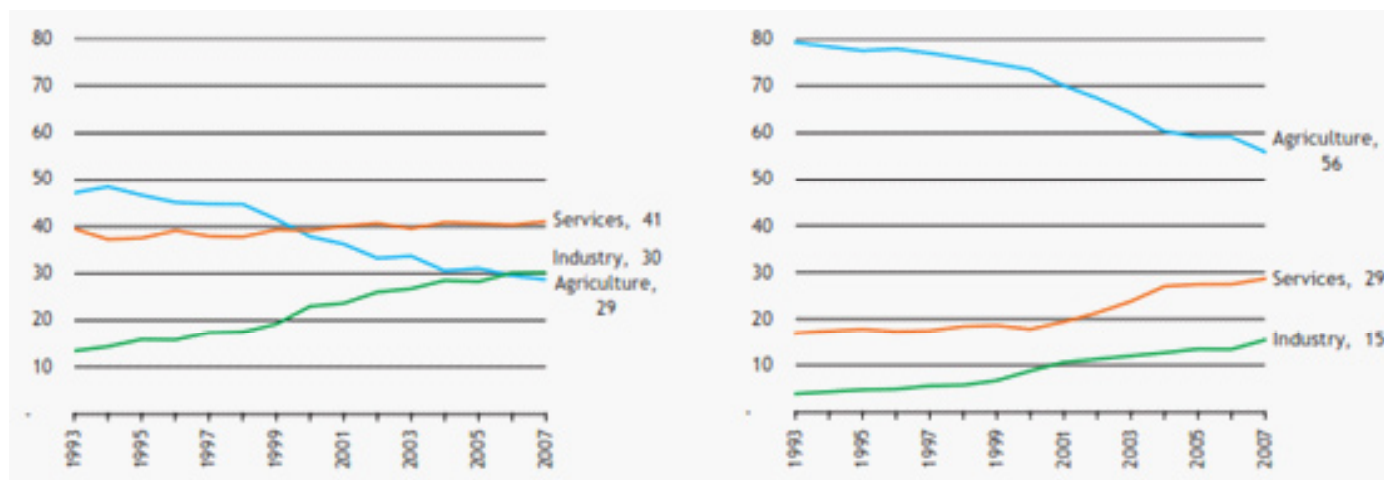


Figure 1 The growth and transformation of Cambodia’s economy, in terms of percentage shares of GDP (*left*) and employment (*right*); note that, although the share for agriculture has decreased in each case, absolute numbers in employment have increased for all three categories (World Bank, 2009).

Leadership and Management in Higher Education

Chheang Sangvath (Associate Dean, College of Education;
Director, Office for Student Academic Affairs)

On November 19-23, 2012, Mrs. Por Malis (Vice-President for Operations) and Mr. Chheang Sangvath (Associate Dean, College of Education; Director, Office for Student Academic Affairs) attended a workshop on Leadership and Management in Higher Education at Angkor Resort in Siem Reap. The workshop was presented by six trainers from the United Kingdom.

There were 120 participants, including those from the Ministry of Education Youth and Sports (MoEYS), the Accreditation Committee of Cambodia, and representatives from various Higher Education Institutions (HEIs) in Cambodia.

In his keynote address, H.E. Pit Chamnan (Secretary of State, Ministry of Education Youth and Sport) noted that “there are three main key indicators which need to be covered ... human resource, improvement, and context,” H.E. Pit Chamnan emphasized that the quality of prospective employees is the main issue that HEIs in Cambodia need to consider: their students develop both the hard and soft skills to serve the job market's needs. “The main objective of the workshop is to turn the theory of training into practice”. This will be the aim of the next meeting between MoEYS and representatives from all HEIs to improve the quality of education in 2013 (see following article). He also thanked the World Bank for funds and their cooperation.

Thereafter, the first speaker, Prof. John Fielden, stated that this workshop aimed to strengthen the quality of management and leadership at HEIs so as to help them respond

to the Royal Government of Cambodia's desire for increased human resource development, especially with the upcoming ASEAN community in 2015. Thus it sought to identify the management challenges that HEIs face and to help them to plan what actions to take, to be followed up in six months' time (see following article). To this end, there is the need to introduce HEIs to global best practices in selected areas of university management; and to encourage HEIs to discuss which of these are relevant to their situation and how they should be applied.

Next, Prof. Stephen Willis presented on Finance and Financial Management, in particular the rules, conduct and approaches for improving effective financial management.

This was followed by two presentations by Prof. David J. Lock. The first was on Leadership and the Need for Strategic Management in the Cambodian Higher Education program. He identified the key components as being planning, adopting, documenting, implementation and monitoring. A necessary first step in the process is to identify Strengths, Weakness, Opportunities, and Threats.

His second presentation was on Human Resource Strategies: Policies and Procedures. He noted that the purpose of human resource management is to enable the objectives of the organization to be achieved most effectively through optimising recruitment; through training and development; through motivation; leadership; by ensuring legal compliance; and by developing and maintaining an organizational culture. Some key performance indicators

for human resources are: staff absences and turnover; staff engaged with PhDs; vacancies filled; local, age, ethnic, and gender profiles; staff satisfaction surveys; and training targets met. What is human resource development for academics? Enhancing the capability and motivation of the individuals in the delivery of their work, which may include development of: academic status; skills and attributes of pedagogy; and leadership/management skills.

The next speaker, Prof. Robert Gibson, presented on Leadership where he examined some important aspects of leadership and management so that institutions can think about best practices and how to develop the motivation and energy necessary to achieve their aims and objectives.

Finally, Prof. Peter Williams presented on Quality Assurance: Principles and Practice. Quality is about providing good learning opportunities to students. These should be designed to ensure that diligent students learn effectively at the required level, in accordance with predetermined intended learning outcomes. He noted that there is widespread confusion about what quality assurance is and what it can, and cannot, be expected to achieve. In particular, quality assurance is frequently expected to perform conflicting roles: internal quality assurance (self-management of quality and standards by the academic community) vs. external quality assurance (provision of a means of institutional and/or governmental regulation, monitoring and control of higher education).■



Second Workshop on Sub-Sector Higher Education Result-Based Planning and Monitoring

Sam Sophorn (Assistant to the Vice-President for Academic Affairs)

Dr. Y Ratana (Dean of Undergraduate Studies Division and Director of AFD) and Mr. Sam Sophorn (Assistant to the Vice-President for Academic Affairs) attended this workshop at Apsara Angkor Resort and Conference Centre in Siem Reap on December 3-7, 2012. The meeting was organized by the Department of Higher Education and presented by Mr. Beng Simeth, Senior Human Development Operation Officer, World Bank.

In his keynote address, H.E. Mak Nhoy, Director of the General Department of Higher Education, indicated that the goal of the workshop was for each institution to produce a result matrix on how their plans can be achieved in response to the Royal Government of Cambodia's human resource development goals as stated in the Education Strategic Plan 2009-2013 and the National Strategic Development Plan 2011.

Three policy objectives for higher education over the period 2013-8 had been discussed in the first workshop:

1. Ensuring Equitable Access to Education Services
2. Improving the Quality and Efficiency of Education Services
3. Institutional and Capacity Development of Education Staff for Decentralization

Based on the results from the first workshop and the World Bank report in 2012 on Putting Higher Education to Work (see also article on *The University of Cambodia and Human Capital development*: p. 11 in this issue), the second workshop aimed to get Higher Education Institutions (HEIs) to each develop a Results-Based Planning and Monitoring (RBPM) Matrix 2014-2018, to be sent to the Department of Higher Education by 28 December 2012. Thus "Higher Education Institutions (HEIs) shall have their own plan to help achieve the national plan as well as to meet the market needs in ASEAN and to push Cambodia to be a middle income country by 2030".

Thereafter, Mr. Beng Simeth noted that the RBPM Matrix was developed with 16 HEIs who attended the first workshop held in October (see previous article). As soon as RBPM Matrices have been submitted by each HEI to DHE for compilation into a central RBPM Matrix at the end of 2012, a third workshop would then be held at the policy level by presenting the compilation to relevant ministers.

Mr. Simeth then discussed about the problems of skills production by Cambodian HEIs and the disconnects between employers, research institutions, HEIs and training providers, and earlier education.

Mr. Simeth also presented on how to fill in the three worksheets of the RBPM Matrix, one for each of the three policy objectives discussed in the first workshop, in relation the ACC's Nine Standards.

Additional points discussed during the workshop included:

- H.E Mak Nhoy advised that there are eight priority programs called "Mutual Recognition Arrangements" (MRAs) to be implemented by ASEAN Economic Community in 2015: these will enable professional services providers in eight fields (Engineering, Architecture, Surveying, Nursing, Medical Practitioners, Dental Practitioners, Accountancy and Tourism Professionals) to work elsewhere in ASEAN.
- Tracer studies can help to find out about graduates' employment and whether they are matched to what is expected of them: Mr. Simeth suggested that HEIs could get information from their graduates when they came back to get their certificates.

HEIs were requested to submit their RBPM Matrices by 28 December 2012. The DHE would compile these by December 30 2012 and prepare a three-year action plan and budget 2013-2015 by mid-January, followed by an Annual Operational Plan and Budget for 2013. ■

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UC in an International Context

Youth Perspectives on the ASEAN Community

Chhay Daroth (UCSS)

The voice of ASEAN youth had a chance to present their perspectives on the priorities and challenges of ASEAN at a meeting which was attended by many high-ranking officials, scholars, leaders and others from the region and around the world.

This opportunity was given at the Eighth Asia Economic Forum, on the theme of “ASEAN in the Evolving Regional Architecture: Opportunities, Challenges and Future Direction”, organised by the University of Cambodia (UC) and held at Hotel Sofitel Phnom Penh Phokeethra from March 17-18, 2012. Then, four young leaders were invited speakers in Plenary Session IV, “The Voice of ASEAN Youth: ASEAN’s priorities and Challenges”, chaired by Dr. Pradit Takerngrangsarit, President of Payap University.

Mr. Chheng Kimlong (Economic and Commercial Specialist at the Embassy of the United States of America in Phnom

Penh; a part-time faculty in UC’s College of Management) identified three priorities: youth engagement and reengagement; the need for a plan for investment in youth employment; and establishing an ASEAN youth community. ASEAN leaders need to inspire youth and encourage them to exert their energies and talents towards ends which benefit society at large. Thus there is the need to address poverty; the traditional role of rural youth and those from poor urban communities as breadwinners; and the temptation of crime. There is the need to reverse the rising information access gaps and digital divides, which result in a bias towards urban, more developed regions for growth and personal development, thereby exacerbating opportunity gaps.

Mr. Nguyen Duc Tuyen, a Research Fellow at the Diplomatic Academy of Vietnam, reviewed a key principle underlying ASEAN: that of non-interference, meaning that all sovereign states are equal and cannot interfere

in each other’s internal matters. He argued that applying this principle has been flexible, with some interventions by ASEAN members in the internal affairs of others.

Mr. Sothea Oum, an Associate Researcher at the Economic Research Institute for ASEAN and East Asia in Jakarta Indonesia, turned to the ASEAN Economic Community. He identified the various goals to this end, and the necessary domestic and regional initiatives and mechanisms which are required to achieve this end.

Miss Vong Socheata (Democracy and Governance Specialist at U.S. Agency for International Development in Phnom Penh; a UC graduate) discussed about the role of USAID in promoting youth civic and political participation in Cambodia, and how this is being further enhanced by technology advances, including the social media, which promote communication and discussion. ■

Public Lecture on “The Political and Economic Situation in Cambodia”

On January 6, 2012, the University of Cambodia (UC) hosted a lecture for visiting South Korean students from Inha University on the Political and Economic Situation in Cambodia by H.E. Dr. Sok Siphana at the Conference Center. There were also many UC students in attendance.

During his presentation, Dr. Sok addressed the political and economic history of Cambodia, covering a broad range of issues from the perspective of a practicing attorney and adviser to the Royal Government of Cambodia. He explained how today’s political and economic landscape is essentially structured around and in response to years of civil war, the Cambodian genocide, and a 17-year economic embargo. Dr. Sok presented information regarding the construction of Cambodia’s legal system and business environment, and explained how far Cambodia has come since the 1993 Paris Peace Accords. Lastly, Dr. Sok took some excellent questions from students regarding the legal, economic and political system in Cambodia.

Khov Ea Hai, a UC student majoring in International Relations, noted that the speaker was very prominent, and he has learned a lot from his presentation: for example, about the different types of legal models in Cambodia established under different regimes, and about the economic integration of Cambodia into regional and global markets. Ea Hai said he will keep thinking about what Dr. Sok said during the lecture, “What you see is not what you really get, and what you get is not what you really see.”

Dr. Sok was a Secretary of State for the Ministry of Commerce of Royal Government of Cambodia from 1999 to 2005. In that capacity, he played a pivotal role in negotiating successfully

Cambodia’s accession to the World Trade Organization, the international organization that deals with the rules of trade between nations. From 2005 to 2009, he served as the Director for the Division of Technical Cooperation Coordination of the International Trade Center in Geneva, Switzerland. Upon his return to Cambodia in 2009, he was appointed to serve as an Adviser to the Royal Government of Cambodia; he is also a practicing attorney and Principal at Sok Siphana & Associates, as well as being Chair of the Board of Directors for the Cambodia Development Resource Institute (CDRI) and a Member of the Advisory Board of the Asia Economic Forum. ■



Mr. Chhay Daroth asks a question of H.E. Dr. Sok Siphana; the visiting Korean students are to his left.

Public Lecture on “The Road of Cambodia to ASEAN Chairmanship 2012” Song Sophoat (Deputy Director, AFD)

On July 28, 2012, the University of Cambodia (UC) hosted a special lecture at UC Conference Center presided over by H.E. Hun Many, Assistant to Samdech Akka Moha Sena Padei Techo Hun Sen, Prime Minister of the Kingdom of Cambodia.

Dr. Y Ratana (Dean for Undergraduate Studies Division, Director of Academic Foundation Department; Personal Assistant to H.E. Tea Banh, Deputy Prime Minister and Minister for National Defence) warmly welcomed everybody and then gave an overview of UC's history, including its being officially inaugurated by Samdech Techo Hun Sen in June 2003 and its subsequent move to our new campus.

In his address, H.E. Hun Many expressed his high appreciation to the University of Cambodia for developing good human resources. He went on to review the recent history and the impacts of the Viet Nam War. In December 1978, the National Liberation Army of Cambodian People, with the help of the Vietnamese Army deposed the genocidal Pol Pot regime, helping to save many of the remaining people's lives.

However, from 1979 – 1991, H.E. Hun Many quoted Samdech Techo Hun Sen that “Cambodia was in bad situation where one hand fought the rest of Khmer Rouge Army while the other hand tried to develop the country”. The development of a Win-Win Policy was a very good strategy for the Cambodian people to come to live the good



life in full peace. H.E. Hun noted that Cambodia became an ASEAN Member in 1999, and had its first Chairmanship of ASEAN in 2002. This year is its second time as Chair, for which Cambodia is very proud. Thus, in November, Cambodia plans to have a big ASEAN meeting in Phnom Penh, when the Royal Government will invite the President of the United States of America, the President of Russia and the Prime Minister of Japan to participate.

H.E. Hun Many provided the useful comments related to the fact that Cambodia's fate is solely based upon us: thus, we all need to help develop our country fast to be like other countries in Asia. But he argued that we must first know our history and ourselves well. ■

Public Lecture on “US and ASEAN Relations” Chhay Daroth (UCSS)

The University of Cambodia (UC), in collaboration with the US Embassy, hosted an lecture on “US and ASEAN Relations” at the UC Conference Center on Friday, January 20, 2012. The lecture was presented by Mr. Josh Cartin, US Deputy Representative to the ASEAN Secretariat. Dr. Y Ratana, Dean for Undergraduate Studies Division and Director of Academic Foundation Department, moderated the lecture.

During the lecture, Mr. Cartin talked about the opportunities



for ASEAN and US in the framework of US-ASEAN Relations. He said that South East Asia has a population of approximately 600 million people with a diversity of languages, cultures, and religions; and it is a region which the US cannot abandon.

Mr. Cartin also addressed the opportunities and challenges ASEAN nations may face in the future. He noted that ASEAN nations will be able to share with one another opportunities in medical care, and so on, and these nations will prosper together towards a better development. However, he added there will be some challenges that ASEAN may confront: because of the region's long history and deep-rooted cultures, there are the challenges of border conflicts, migration problems, and national identity issues. Besides these challenges, ASEAN may face others related to climate change, food security, human trafficking, and water pollution.

He also considered the opportunities for Cambodia in chairing ASEAN in 2012. Cambodia could achieve its goals during the chairmanship by talking to each member and other dialogue partners such as China and Japan. He finally said US is trying to figure out how it can work best with Cambodia during the chairmanship. At the end of the lecture, Mr. Cartin took several challenging questions from UC students, especially those in the Colleges of Social Sciences and Law. ■

Public Lecture on “The Rising of Giant China and ASEAN”

Min Seiha (Associate Dean, College of Social Sciences)

This was held at the UC Conference Center on November 13, 2012. The panel comprised Mr. Jean-François Tain, a political analyst and director of foreign language broadcasts on Radio France International; and Mr. Puy Kea, correspondent of Kyodo News and a board member of the Club of Cambodian Journalists who has been focusing on ASEAN for the past several years. Mr. Min Seiha, (UC Associate Dean for the College of Social Sciences) was the moderator.

Mr. Tain reviewed the most significant events in the history of modern China; China's reform policy on economy, politics, and foreign relations; and the rise of China in the region and the world.

Thus he pointed out that China has expanded its foreign policy not only in Asia, but also in Europe, Latin America and Africa. He also linked China's policies with the United States of America. In the context of defense policy, China has enlarged its military power in Asia, particularly within Asia-Pacific Region. He personally predicted that due to economic prosperity and educational improvement, Chinese citizens might be able to choose their top leaders by their own votes in the next 20 years, just like in the United States.

He proposed that the presence of the United States in the Asia-Pacific is mainly the result of four considerations. Historically, he said that the United States has been a marine super-power in South East Asia since the 19th century. Recently, the pace of economic development in China has been the fastest in the world. Thus, the U.S. wants to counterbalance the rise of China in the Asia-Pacific. This is partly because some nations in Asia Pacific have called for the presence of the United States in the region as such a counterbalance.



Mr. Jean-François Tain, Mr. Min Seiha and Mr. Puy Kea

China has just emerged as the most powerful country in East Asia in areas ranging from economics to politics to the military. In terms of economics, it is predicted that, if there is no further global crisis, China would replace the United States of America at the top since China has widened its economic base with markets across the globe. In international relations and military issues, there is no doubt that China is strengthening itself through close and strategic cooperation with many countries, establishing and maintaining its influence in many parts of the world including South-East Asia, Africa, Oceania and elsewhere.

However, China is still young compared to others and would face fierce challenges. The new economic basis and limited experience in international politics may be a weakness of the country.

One question arising out of this in international political analysis is that, if China becomes the top economic power, how will China behave? Also, despite past fast growth, it has been predicted that, twenty years from now, China might be facing big internal economic and other challenges, with internal

political instability.

China views that ASEAN is an important strategic partner, acting as a buffer with the United States of America. Therefore, China has asserted its influence by helping many countries in ASEAN through grants and other forms of aid and major development projects.

Mr. Puy Kea reviewed some of the main events in the history of ASEAN. He also discussed the possible attendance of President Obama at the 7th East Asia Summit and the absence of UN Secretary-General Ban Ki-moon, President of Russia Vladimir Putin, and Prime Minister Dmitry Medvedev.

Mr. Tain hoped that “The Rising of Giant China and ASEAN” presented an opportunity for students, particularly those whose majors are related to politics and international relations, to be inspired to further analyze this hot topic. Certainly, the lecture offered an insightful and critical perspective, with possible predictions on the future of China with regard to internal politics and international affairs; and thus how this and other powerful countries will interact with each other and the possible consequences.■

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Hours of operations:

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Saturday - Sunday 7:30 a.m. to 6 p.m.

Roundtable Discussion on ASEAN and China Relations

Chhay Daroth (UCSS)



The University of Cambodia (UC) hosted a Roundtable Discussion on “ASEAN and China Relations” in the UC Meeting Room on March 29, 2012. Jointly organized with the Embassy of the People’s Republic of China in the Kingdom of Cambodia, the discussion was chaired by H.E. Dr. Kao Kim Hourn, Secretary of State, Ministry of Foreign Affairs and International Cooperation, Royal Government of Cambodia, President of UC; the guest-of-honour was H.E. Mrs. Fu Ying, Vice Foreign Minister of the People’s Republic of China.

Other participants included H.E. Mr. Pan Guangxue, Ambassador Extraordinary and Plenipotentiary of the People’s Republic of China to Cambodia and other Chinese delegates; Dr. Chheang Vanarith, Executive Director, Cambodian Institute for Cooperation and Peace (CICP) in Phnom Penh; members of the UC management team and faculty from the fields of International Relations, Economics, Education, and Management; and more than 20 students.

After the opening remarks of Dr. Kao, H.E. Mrs. Fu Ying gave a brief introductory speech, describing her background, particularly her experiences with UNTAC for the purpose of maintaining peace and security in Cambodia. Then she took many questions from the participants. The discussion covered a wide range of topics including Cambodia-China relations, the support of China to Cambodia during the chairmanship of ASEAN, economics, peace and security in the region, security architecture, agricultural sector promotion, education, environmental protection, and other topics.

H.E. Mrs. Fu Ying noted that China has the best relations with Cambodia in the region, and China has also provided a lot of exchange programs for Cambodians to explore academic life and the educational system in China. The biggest concern of the ASEAN Community is the need to close the development gap, and she said that China will



Left: H.E. Dr. Kao Kim Hourn and H.E. Mrs. Fu Ying. Top right: the Roundtable discussion in progress. Bottom Right; group photo at the end of the Roundtable.

play an important role in narrowing this gap. Also, China is supporting Cambodian Chairmanship of ASEAN in terms of project support, equipment, expertise, and political and other technical support.

In his concluding remarks, Dr. Kao noted that China had indeed provided a lot of support to Cambodia. He expressed his sincere thanks to H.E. Mrs. Fu Ying for her presence and sharing of her insights at UC. It would be another milestone for our bilateral relations, said Dr. Kao. H.E. Mrs. Fu Ying also hoped to come back to UC again. She then donated many copies of her collected speeches, published as a book entitled “When I Was There”. ■

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University of Cambodia online at www.uc.edu.kh**

Chinese Corner Established at the University of Cambodia Chhay Daroth (UCSS)

The University of Cambodia has established a Chinese Corner in the Toshu Fukami Electronic Library with the donation of 189 book-titles together with five computers and 55 documentary videos, all donated by the Embassy of the People's Republic of China.

These materials cover a broad range of knowledge about China, including Chinese literature, culture, arts, history, geography, and so on. The donation ceremony was held on Tuesday, February 21, 2012 at the UC Toshu Fukami E-Library in the distinguished presence of H.E. Mr. Pan Guangxue, Ambassador Extraordinary and Plenipotentiary of the People's Republic of China to Cambodia; H.E. Dr. Kao Kim Hourn, UC President; Lok Chumteav Khem Rany, President of South East Asia Television; together with delegates from the Chinese Embassy to Cambodia and members of the UC management team, faculty, staff and students.

During his welcoming remarks, H.E. Dr. Kao Kim Hourn said UC is very much honored to receive such donations which make a very highly valued and useful contribution to Cambodia. It will help promote the culture of reading and researching throughout the country because

the UC Libraries are opening for both UC students and the public every day except public holidays: indeed, UC is considering to have these libraries open 24 hours a day. Dr. Kao hoped that other Chinese leaders and researchers will continue to visit the UC libraries.

Thereafter, H.E. Mr. Pan Guangxue gave a speech, saying that the Chinese Embassy is very pleased to establish the Chinese Corner in UC. He added that there is a proverb in China, "Walk 10,000 km, read 10,000 books", meaning books are the source of knowledge. He expressed the hope that this donation will become a very significant part of UC, and provide a broad range of knowledge about China so Cambodians can learn and develop Cambodia and strengthen the relations between both countries. China will welcome and provide opportunities to Cambodian students to visit and learn about China directly.

Bun Penghuy, UC Student Senate President, said it is a great chance for UC students to read Chinese books. On behalf of UC students, he would like to pay his sincere respects and thanks to the Chinese Embassy for this donation, echoing the views of all at UC. ■



Top: H.E. Dr. Kao Kim Hourn and H.E. Mr. Pan Guangxue; Middle: UC staff, faculty members and management with the Chinese delegates. Bottom: LCT Khem Rany bestows a gift to H.E. the Chinese Ambassador.

Two UC Vice-Presidents Attend the China-ASEAN Vocational Education Forum 2012

Dr. Angus D. Munro (Vice-President for Academic Affairs)



Mrs. Por Malis (Vice-President for Operations) and Dr. Angus Munro (Vice-President for Academic Affairs) were members of a Cambodian delegation (led by Under-Secretary of State In The and including representatives from MoEYS and the Institute of Technology of Cambodia) attending the 2012 China-ASEAN Vocational Education Exhibition and Forum in Nanning, Guangxi, China (20-22 September, 2012).

The exhibition was opened after welcoming remarks by Ms. Li Kang (Vice-Chairperson of Guangxi Zhuang Autonomous Region) and speeches by H.E. In The and Ms. Lu Xin (Vice-Minister, Ministry of Education, China), and the signing of MOUs between seven Chinese HEIs and Thai partners. It had many booths featuring the diversity of work being done at various technical

(Continued on page 32)

China-Southeast Asian NGOs Exchange Program in China

Song Sophoat (Deputy Director, AFD)



Left: Mr. Song Sophoat with a Chinese official. Right: The Cambodian delegates at the 2012 China-Asean Vocational Education Forum in China.

The Chinese People's Association for Peace and Disarmament (CPAPD) hosted a China-Southeast Asian NGOs Exchange Program in China from 19 September 2012 to 30 September 2012, with delegates from Brunei, Cambodia, East Timor, Indonesia, Laos, Malaysia, Myanmar, the Philippines, Thailand and Vietnam.

The CPAPD was founded in June 1985, with the objective of promoting mutual understanding, friendship and cooperation between the people of China and the rest of the world, and thus encouraging peace, disarmament, ecological responsibility and sustainable development; it is the largest nationwide non-governmental peace association with a total of 24 influential member organizations in China. Thus it conducts exchanges in various forms with more than 300 NGOs and research institutions in about 90 countries, and takes an active part in multilateral activities with the international NGO community.

After a group meeting with Mr. Liu Jingqin (Vice President of the CPAPD) in Guangzhou on 19 September, when they were briefed on the history of CPAPD, delegates moved to Shenzhen and a further briefing session by Mr. Han Qide (President of CPAPD) on 20 September, followed by a welcoming banquet for them and various NGOs in China.

The world has commemorated the International Day of Peace for over thirty years on 21 September. As part of this, the CPAPD held an Opening Ceremony of Commemoration for the International Day of Peace 2012 (which included a video message from the United Nations Secretary-General) and China-Southeast Asia Peace and Development Forum under the theme of Sustainable Peace for a Sustainable Future. The opening ceremony was presided over by

Mr. Han Qide. The numerous distinguished guests included Mr. Ung Huot, a former Prime Minister of Cambodia and Vice Chairman of the Board of Directors, Cambodian Institute for Cooperation and Peace.

Ms. Renata Dessallien (UN Resident Coordinator in China) delivered a keynote speech, in which she observed that "peace is humanity's most precious asset. It is the essential inter-connectedness between all human beings, and it is the harmony between us and our natural environment. ... China understands that peace, security and equitable, sustainable development are inextricably linked. ... China's principles of peaceful, scientific, harmonious development unite the objectives of economic growth, stability, social inclusion, and environmental sustainability."

She continued: "Governments and businesses are essential for sustainable development but so are social and civic organizations. They provide valuable avenues for extending services for social and environmental sustainability. Just as Shenzhen pioneered China's economic reforms and opening up, so has it fostered the growth of NGOs and social innovation, with very encouraging results."

The following day, delegates went to Lianhua Mountain to release doves and a peace signing activity, after which they went to Shenzhen Municipal Museum and then the ZTE, Splendid China and China Folk Culture Village.

On 23 September, all delegates left for Nanning in order to visit the China-ASEAN Expo. The following day, all delegates visited South China City Light Industry Expo and attended a Conference on the China-ASEAN Free Trade Zone, chaired by Mr. Tang Jianing, Deputy Director-General of Foreign Affairs Office of Guangxi Zhuang

Autonomous Region. There, a representative of Guangxi Commerce Department made a brief introduction on the China-ASEAN Free Trade Zone: its location as the permanent venue of the China-ASEAN Expo mean that Guangxi offers the most favorable conditions for opening up exchanges within the region, with investors enjoying preferential policies for a China-ASEAN Free Trade Area. Furthermore, the Central Government has approved Qinzhou Free Trade Port Area, Pingxiang Integrated Bonded Zone, Nanning Bonded Logistics Center and affiliate logistics and bonded function to Beihai Export Processing Zone to promote the opening up and development of Guangxi. Thus the China-ASEAN Free Trade Area was completed in January 2012, as scheduled, offering new and important opportunities for the development of Guangxi. Currently, Guangxi enjoys sound and relatively fast economic growth, social harmony and stability, ethnic unity and harmony, border peace and its people are enjoying their life and work in peace and stability.

On 25 September, all delegates visited Xialu Village (New Rural Construction of China) and Guangxi National Museum in Nanning, China.

The following day, delegates left for Beijing and the Roasted Duck Restaurant for a lunch hosted by CPAPD Vice-President Liu Jingqin.

At a conference hosted by the CPAPD on 27 September, there were two segments. In Part One, on "Development Experience of China since Reform and Opening-up Policy (1978)", Mr. Wu Shumin (Director, China Center for International Exchanges) reviewed events since President Deng Xiaoping introduced reforms to develop "Socialism with Chinese Characteristics" and partially opened China to the global market. Reforms have been effected not only in the economic but also the justice and political spheres, to modernise the country and revitalize the Chinese nation. He said that the Communist Party of China is a group of committed patriotic Marxists; they have never had any ambition encompassing foreign aggression or expansion, but love

(Continued on page 33)

“Drinking from the Same River”: First Lancang-Mekong College/University Presidents’ Forum on Education for Regional Development

Mr. Min Seiha (Associate Dean, College of Social Sciences) & Mr. Chheang Sangvath (Associate Dean, College of Education)

On November 25-28, 2012, participants were from 34 colleges and universities in Cambodia, China, Lao PDR, Myanmar, Thailand and Vietnam attended this joint First Lancang-Mekong College/University Presidents’ Forum on Education for Regional Development, hosted by Lincang Teaching College.

The three representatives from the University of Cambodia were Mr. Chheang Sangvath, Director of the Office of Student Service and Academic Affairs and Associate Dean for the College of Education; Mr. Min Seiha, Associate Dean for the College of Social Sciences; and Mr. Chum Chandarin, a part-time member of the faculty of the College of Education.

The forum aimed to strengthen the growth of higher education institutions and their mutual cooperation in the Greater Mekong Subregion. Participating institutions each gave a short presentation on topics related to the theme of the Forum. Mr. Chheang Sangvath

presented on “Construction of Advanced Higher Learning Institutions for Regional development”, Mr. Min Seiha presented on “The Higher Learning Institutions’ Roles in the Development of the Greater Mekong Sub-region: Social Development”, and Mr. Chum Chandarin presented on “Higher Education in Cambodian: from Nationalization to Globalization”.

At the end of the forum, there was a ceremony for the signing of Memoranda of Understanding (MoUs) between Lincang Teacher College and various colleges and universities in the region. As a result of fruitful discussions, the representatives of UC were asked to consider signing such an MoU between Lincang Teacher College and the University of Cambodia at the next annual meeting.

In addition, there was a guided campus tour of Lincang Teacher College and traditional shows of minority ethnic dances, as well as tea-making and food and beverage serving. ■



Left and middle: group photos of the participants. Right: Mr. Chum Chandarin, Mr. Men Seiha and Mr. Chheang Sangvath.

National Conference on Approaches to Security Sector Governance and Reform: Lessons learned from International Experience

Chhay Daroth (UCSS)

On Thursday, October 4, 2012, two students from the University of Cambodia joined this conference, co-organized by the General Department of Policy and Foreign Affairs of the Ministry of National Defense of Cambodia and the Cambodian Institute for Cooperation and Peace, as part of the ASEAN Defense Ministers’ Meeting Retreat Retreat).

HRH Prince Norodom Sereyvuth, Founder and Chairman of CICP’s Board of Directors, gave the welcoming remarks.

H.E. General Tea Banh (Deputy Prime Minister and Minister of National Defense) gave the keynote speech.

Other speakers included Ms. Rachel Boesch (Head of Cooperation

Office Cambodia, Swiss Agency for Development and Cooperation), Prof. Dr. Heiner Hanggi, (Assistant Director and Head of Research, Geneva Centre from the Democratic Control of Armed Forces), Lt. Gen. Nem Sowath (Advisor to Deputy Prime Minister H.E. Gen. Tea Banh and Director General, General Department Policy and Foreign Policy and Foreign Affairs, Ministry of Defense).

This was followed by a panel discussion which included presentations by other distinguished speakers. The topics discussed included the security of sector reform and governance within and around ASEAN countries. ■

Sam Sophorn (Assistant to the Vice-President for Academic Affairs)

Even though the training program was short, it offered an integrated approach to learning, where participants experienced language learning and cultural presentations in class and explored traditional and modern Chinese culture by visiting historical sites and shopping. Simple Chinese dialogues for greeting and shopping were introduced, together with a folk song. Besides the language, Chinese

This particular study visit did not just provide the opportunity to learn about Chinese language and culture, but also offered possibilities for collaboration in terms of running Chinese programs and using Chinese materials for classroom teaching. Moreover, Xiamen University's Southern Headquarters of the Confucius Institute is willing to collaborate with Cambodian institutions in the area of Chinese language teaching. ■



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Senior UC Officials Attend Training Program on Chinese Teaching Materials

Sam Sophorn (Assistant to the Vice-President for Academic Affairs) with inputs from Inn Tong Ann (Deputy, Office of President)

Two senior officials from the University of Cambodia, Mr. Kao Phalla (Vice-President for Special Projects) and Mr. Inn Tong Ann (Deputy Director, Office of the President) joined a delegation with representatives from other private and public universities, government officials and school principals to visit Xiamen University for a Chinese Training Program for university leaders 5-12 September, 2012.

The delegation, which was organised by the Confucius Institute of the Royal Academy of Cambodia and led by H.E. Dr. Chan Samnoble (Vice-President of the Royal Academy of Cambodia), was warmly welcomed by Dr. Zheng Tongtao (Director of the Southern Headquarters of the Confucius Institute) in a formal

opening ceremony where he emphasized the long-lasting relationship between China and Cambodia. H.E. Dr. Chan Samnoble also addressed the relationship and collaboration between the two nations.

During the stay the delegation explored various activities including learning basic Mandarin, singing Chinese folk songs, paper-cutting, learning the history of Chinese characters, drawing and viewing paintings and other art from various dynasties and learning Tai-chi (a type of Chinese Martial art). As part of this introduction to Chinese culture, the delegation also visited several historical sites: temples, islands and museums. ■



Left: Mr. Kao Phalla receives a certificate for the training.
Right: Mr. Kao Phalla and Mr. Inn Tong Ann visit Museum.



The University of Cambodia has moved.
Our new location and address is:

The University of Cambodia

Slong Roleung Village, Sangkat Toek Thla, Northbridge Road, P.O. Box 917
Khan Sen Sok, Phnom Penh, Kingdom of Cambodia

Telephone: (855-23) 993-274, 993-275, 993-276

Fax: (855-23) 993-284

Please update your records accordingly. For more information, you may contact the Office of Administration. Thank you.

Explore the wonders of reading and learning at the Toshu Fukami Library and E-Library. Computers with Internet access and free Wi-Fi are also available for use.

Our library is open to the UC community and the public seven days a week, except holidays.

Hours of operations:

Monday - Friday 7:30 a.m. to 9 p.m.

Saturday - Sunday 7:30 a.m. to 6 p.m.

UC in a Local Context

UC Students Visit the Extraordinary Chambers in the Courts of Cambodia Chhay Daroth (UCSS)

On January 12, 2012 in the afternoon, 122 students from the University of Cambodia visited the Trial of Case 002 at the Extraordinary Chambers in the Courts of Cambodia (ECCC). The visit led by Dr. Y Ratana, Dean for Undergraduate Studies Division and Director of Academic Foundation Department.

The hearings on January 12 aimed to seek additional information about the history of Communist Party of Kampuchea from Khieu Samphan, former Head of State of Democratic Cambodia. However, Khieu Samphan and his attorney decided to give up the right to defense with the judges' questions. Therefore, Mr. Nil Nonn, President

of the Judges, adjourned proceedings early and announced that the next hearing would be on Monday, January 16, 2012 to review the governing structure of Democratic Cambodia.

Khieu Samphan has been indicted and sent to trial for Crimes against Humanity, Grave Breaches of the Geneva Conventions of 1949 and Genocide, offences which are defined and punishable under Articles 4,5, 6, 29 (New) and 39 (New) of the Law on the Establishment of the Extraordinary Chambers as amended on October 27, 2004. ■

Workshop on "Connecting Girls, Inspiring the Future" Chhay Daroth (UCSS)

The University of Cambodia Cambodian Red Cross Youth (UCCRCY), in collaboration with the UC Student Senate (UCSS), conducted a workshop on "Connecting Girls, Inspiring the Future" to commemorate the 101st Anniversary of International Women's Rights Day on March 7, 2012 at the UC Conference Center.

The workshop was hosted by Mrs. Por Malis, UC Vice-President for Operations, and honored by the presence of H.E. Mrs. Khim Chamroeun, Secretary of State, Ministry of Women's Affairs (MWA) and Mr. Ou Ratanak, Executive Director of People Health Development (PHD) Association. Members of the UC management team, NGO officers, Red Cross Youth from Cambodian Mekong University (CMU) and about 120 UC students were also in attendance.

This was the second workshop organized by UCCRCY. It was held to highlight the day celebrating women's struggle to claim their rights, and it was also to send the message to all women that they are the cells of society and they are the backbone of the economy, so they need to be strong and courageous to ensure their rights. Sann Sethvitou, UCCRCY President, noted that this is consistent with the policy of the Royal Government of Cambodia, which has the MWA as the main actor in promoting gender equality and the general understanding about women's rights by the public and particularly by students.

In her address, H.E. Khim Chamroeun noted some of the many activities done by women which men cannot do. Thus only women can bear babies, and so if we promote and take care of girls, they will become great mothers in the future. Those mothers are the ones who stay very close to children, and they are the first teachers of those children. When children grow up with mothers who have enough understanding and knowledge, their future will be inspired. She quoted the Khmer proverb that men are like pure gold, but women are like white cloth. That means women are easily affected by many activities rather than men. Therefore, the five-year strategy Neary Rattanak of her Ministry is to convert all that white cloth into diamonds for Cambodian society.

Mr. Ou Ratanak said the proportion of girls in Cambodia entering schools is still low compared to boys. On the other hand, there has been a notable positive change during the last few years on the involvement of women in the political sector resulting from the state's complying with the 1993 Constitution stating about equal rights between men and women.

Mrs. Por Malis also noted that the event was to remind about women demanding for equality, peace, and recognition of their value in promoting the family and society. On behalf of UC, she expressed her



Mrs. Por Malis, H.E. Mrs. Khim Chamroeun, and Mr. Ou Ratanak,

sincerest appreciations to MWA and PHD for their meaningful presence and to the Cambodian Red Cross (CRC) for permitting UC students to become CRC Youth and have the chance to serve society including by marking this event.

Chanpheakdey Nuon, a UCSS member, expressed his opinion that it was a very interesting and meaningful workshop. It provided a lot of essential knowledge about gender equality and helped promote the respect for women. A special educational role-play and question-and-answer stage also made the event much more interesting and meaningful. He added, "It provided a lot of necessary information to me, more than what I had expected."

Khan Sokummono, the Student Project Manager, said that successfully organizing this project had made her feel much more confident. "This new project has taught me a lot of new knowledge and experiences that cannot be learned in the classroom," she said. "I learned about applying teamwork and leadership skills ... I used to learn only the theory in class." She learned how to write a project proposal, prepare a budget plan, and other administrative work required to run the project. "In my opinion, team spirit is the most important factor to success because we cannot work alone from the start until the end," said Mono. A strong leadership, knowing how to motivate people to do the specific works. Finally, having a good network is also necessary when we need support, she added.

Her last message to other student leaders is that to avoid mistakes and confusion over the roles of each member involved, the leader needs to make sure that they are assigned clear and specific duties. After that, they should keep contact with all members related to the project and inspire in them the spirit of teamwork. Where necessary, they should seek advice from people experienced with such tasks. ■

Poetry-Writing Competition at the University of Cambodia

Chet Pisey (Head of Training and Translation)



In response to a joint request from the Anti-Corruption Unit and the Ministry of Education, Youth, and Sport to each Higher Education Institute, UC held a

poetry competition. Students were invited to submit a poem in Khmer on the theme of corruption: why it is bad, and what should be done to avoid it.

By the deadline of October 18, 2012, a total of 11 poems were received. These were reviewed by a committee comprising H.E Samraing Kimsan (chair), Mrs. Por Malis (vice chair), Dr. Y Ratana, Mr. Chet Pisey, Mr. Mam Thanna and Mr. Min Seiha.

UC would like to congratulate Miss Menh Kimsin who submitted the winning entry in a strong field. Her poem was sent to be

adjudged along with the winning entries from other universities by the Anti-Corruption Unit, scheduled for the 13th of November. In this, Miss Menh Kimsin won the second place and received US\$800 and UC's congratulations. ■



English Writing Competition

Chet Pisey (Head of Training and Translation)

The University of Cambodia held an English Writing Competition for all interested students from various Universities around Phnom Penh. Of the 208 who submitted applications for the contest, 12 did not turn up.

The English Writing competition was organized by the UCSS collaborated with the CES office. The English Writing Competition was held at the UC Conference Center and lasted for three hours. Each participant was requested to write an essay on a topic related to the environment.

“The English Writing Competition aimed

to promote students with English writing skill, encourage the talented writers, and enhance the general English study as it's important to utilize in all field of work,” Bun Penh Huy, UCSS president, 6th mandate said.

The University of Cambodia has the honor to announce that the first place winner was Miss Hor Kimsophorn, a UC student who received a laptop; in second place was Mr. Sok Bunthorn, another UC student who received \$200; and in third place was Mr. Kuy Kakada from the Royal University of Phnom Penh who received \$100. The conferment of the award winners with their prizes and

letters of recognition was conducted during the International New Year's Celebration organized by UCSS on December 29, 2012 at the UC Campus (see page 25). ■



STOP PRESS!

The University of Cambodia is planning to introduce fundamental changes to its academic programs in 2013.

We are keeping our original degree programs (taught through the medium of English) as the **International Track** and introducing selected parallel programs taught in Khmer: the quality is the same, so the only difference in the **Khmer Track** is the language of instruction. *And there are other changes to follow ...!*

**For the latest news, please go to visit the
University of Cambodia online at www.uc.edu.kh**

First Anniversary Meeting of the UC Cambodian Red Cross Youth Chet Pisey (Head of Training and Translation)

UCCambodia Red Cross Youth (UCCRCY) celebrated its first anniversary on July 22 2012 by reviewing its achievements over the previous year. Mrs. Por Malis, UC Vice President for Operations and Adviser to the club, presided over this special occasion, with about 100 participants including a representative of Cambodian Red Cross, representatives of Red Cross Youth from other universities, UC faculty members, the UC Student Senate, the UC Speech and Debate Society, and other UC students.

“We are young, but we do not want to be kids anymore,” remarked Mr. Sann Sethvitou, UCCRCY President. “UCCRCY wants to grow bigger in order to serve the interests of UC students as well as Cambodian society as a whole.”

Vitou reported that UCCRCY had accomplished much in its first year, including sessions on Basic Red Cross Youth Training and First Aid Training; a Pagoda Cleaning in Kandal Province; a campaign to Promote

Awareness on Road Safety; an exercise to deliver Cambodian Red Cross donations to flood victims in Prey Veng Province and another to meet the basic needs of a beggar in Kampong Speu Province.

UCCRCY is committed to completing the remaining projects by the end of 2012 including My City without Beggars, a Second First Aid Training, Promoting Primary School Enrollment, Teachers’ Day, and Promoting the Three-Zero Strategy.

In her review, Mrs. Por Malis appreciated what the club had achieved, and she encouraged the club to continue implementing the remaining projects. She hoped that all stakeholders would help this club to foster the development and ability of the club to fulfill its projects.

“The previous achievements and the upcoming ones can be accomplished only if there is a strong cooperation between UCCRCY and other stakeholders, particularly UC Cambodian Red Cross, and other Red

Cross Youth Clubs,” she added.

She also inspired UC students to involve in the club activities since it will give them working and other experiences and thus develop their soft skills. Moreover, it would enhance their opportunities to be employed or selected for scholarships abroad.

At the end, UCCRCY performed a short educational role-play which illustrated the activities of Red Cross Youth club to prosper their society with humanitarian hearts “I am very proud to be a UCCRCY member, as I can help my university and my society, and I have learned various experiences from working in the club,” said Ms. Khan Sokummono, Head of Planning, UCCRCY. On behalf of the club, she expressed her deepest appreciation to UC for supporting the club both financially and otherwise. Afterwards, to give a good message and be a model to others, UCCRCY took the opportunity to clean up the University in a cooperative and pleasurable manner. ■

UC Students Participate in the White Ribbon Campaign Chet Pisey (Head of Training and Translation)

On November 25, 2012, the University of Cambodia, (UC), in collaboration with the Ministry of Women’s Affairs and the People Health Development (PHD) Association, hosted a program entitled “I Pledge to Stop Violence against Women and Children for Development”, to celebrate the 16 days of the Action and White Ribbon Campaign: an international effort to eliminate violence against women and children.

In his opening remarks, Mr. Ou Ratanak (Executive Director of the PHD Association) said that there are many types of violence committed by men while women and children are mostly victims. He added that many girls drop out of school at a low grade in order to get a job and generate income for supporting their families. However, those women risk being badly abused in their daily lives by violence as they lack of knowledge, information and abilities. Mrs. Por Malis (Vice-President for Operations at the University of Cambodia) underlined that the university has tried its best to inform all people, particularly men, to stop violence. She stressed that the University of Cambodia continues to encourage students to be thoughtful and be responsible for their actions and words towards other individuals and improve understanding of people’s obligations and the need to abide by all laws including those related to the protection of women’s rights as well as to eliminate all types of violence against women.

The opening session was followed by a skit, a question-and-answer session, and a certificate presentation ceremony.



(Left to right) Mrs. Por Malis, LCT Dr. Ing Kantha Phavi, Ms. Ith Visal, and Mr. Ou Ratanak

in supporting government policies on improving gender relations and eliminating all forms of violence against women and children. Her Excellency continued that the strong support of the University in this campaign will help raise awareness among the youth about

(Continued on page 34)

e-Learning Course on Customer Relationship Management for SMEs at CJCC

Chet Pisey (Head of Training and Translation)



On July 30 till August 2, 2012, Mr. Chet Pisey (Head of Training and Translation for the Office of Human Resource and Administration) and Mr. By Bunsothearith (Deputy Director of Human Resource) participated in a course on 'Customer Relationship Management for SMEs' at the Cambodia-Japan Cooperation Center (CJCC).

It was an e-Learning course where training was given over a video link on the first two days to participants in five countries (other participants were from Indonesia, the Lao PDR, Philippines and Fiji). It consisted of seven modules presented by Dr. Sudarsana Karmar; the associated hand-outs were clearly written.

On the third day, all Cambodian participants went for a site-visit to Cambodian Beverage Company, the local producers of Coca-Cola. There, a brief but thorough presentation was given by the Head of Administration and other key staff. There was a tour of



Left: Class discussion related to e-Learning on Customer Relationship Management. Right: Group photo after the completion of the course.

the production lines where staff were standing by to explain how Coca-Cola is produced.

After the visit, we returned back to CJCC and were assigned to groups to compile the information obtained and do a presentation, to enter for a Tele-competition with groups via video conference from the other four countries. Indonesia won, Cambodia was fourth and the Lao PDR last.

We are grateful to the University of Cambodia for sending us to this special training workshop: we learned a lot to share with others and implement at the University. ■

Training of Trainers (ToT) and Gender-Care

Chet Pisey (Head of Training and Translation)

On August 22-24, 2012, Mr. Chet Pisey (Head of Training and Translation for the Office of Human Resource and Administration) and Ms. Kong Rathana (Registrar) attended the Training of Trainers (ToT) and Gender-Care Training held at the Khmer Surin Restaurant, Phnom Penh.

Nine other universities and Angkor Brewery participated in this event, which was organized by People Health Development (PHD).

On the first day, a brief introduction covered class expectations and participation about understanding the relationship between gender and sex as well as violence related to gender and the abuse of power against women in society. After that, students were asked to get into groups of six or seven to act out in class and perform role-plays representing these powers mentioned above. Once all groups had done their performance or role-play, each trainee was asked to give feedback about the role-plays by each group and then the groups had to decide whether the demonstrations matched each of powers or not.

On the second day, students were asked to recap on gender issues and how strategies, transferring, and sharing of knowledge used and

learned is useful. The second day then focused on ideal men and women and their roles precisely defined and thoroughly explained. The trainers then tested all trainees to see if they understood. The third day focused on gender related to violence and power-abuse. Again, students were asked to get into groups and perform role-plays of different scenarios and then come up with perspectives on how to deal with the situation. ■



UCSS Hosts International New Year's Celebration

Chet Pisey (Head of Training and Translation)

The University of Cambodia Student Senate (UCSS) hosted its annual International New Year's Celebration on the evening of December 29, 2012, based on the theme of "UC Community: Night of the Year, Contribution, Entertainment and Humanity". Hundreds of students, faculty, staff and members of the public participated in the festivities, which included games, food and a performance by UC students.

Two pairs of UC students served as the Masters of Ceremonies. Bun Penghuy, UCSS President of the outgoing Sixth Mandate, delivered some opening remarks and expressed appreciation to all parties who had contributed to the success of the event: The University of Cambodia, students, volunteers, staff and faculty advisors, members of UCSS, and sponsors.

H.E. Dr. Kao Kim Hourn, President of UC and Adviser to Samdech Techo Prime Minister Hun Sen, delivered the opening address and wished everyone a happy and joyous holiday season. He also encouraged students to strengthen their skills and build their capacity so they can contribute to the growth and development of the country.

During the two-hour show, UC students performed both traditional and modern songs and dances; in addition, a group of orphans performed a traditional dance. Adjacent to the stage

and performance area, students in the UC Cambodian Red Cross Youth (UCCRCY) managed a booth as a way to fundraise money for volunteer activities planned by the student organization, and teams of UC students sold food, drinks, and other products under a large tent opposite the stage, as part of a business initiative for their courses at UC.

Thus the purpose of the event was to not only entertain the UC community and welcome in the New Year, but also to educate students and others about Khmer culture. The celebration also served as a valued learning opportunity for students: some learned how to plan and manage a large-scale event, while others learned how to manage a budget and operate a small business venture. These activities complement the traditional learning experiences which students get at the University and further enrich their skills set.

The University would like to congratulate the UCSS Sixth Mandate for coordinating a successful school-wide event, as well as other services to UC students, the University, and the general community. Collectively, these students have helped to strengthen student leadership, university activities, and the school spirit at the University – all of which contributes to the development and expansion of activities and resources that are available through the University. ■



Clockwise from top left: H.E. Dr. Kao Kim Hourn and LCT Khem Rany join the International New Year; two pairs of UC students serve as the Masters of Ceremony; H.E. Dr. Kao Kim Hourn and LCT Khem Rany confer Certificates of Recognition to the top three winners of the English Writing Contest (see page 24); a group of UC students performs a comedy skit.

of the Pol Pot era through the resurrection of infrastructure and institutions. Thus the transition from a closed to an open economy has meant that the limited money available had to be diverted away from education and investment in the future towards the more immediate problems of promoting current growth, with migrants from the countryside serving as a source of cheap unskilled workers to sustain mainly urban, labour-intensive industrial growth.

This investment in the school system, to meet the demands of the baby-boom of the 1990s, has achieved much in terms of enrolment and completion of primary school, in particular (UNDP, 2011). However, despite additional investment in secondary schools, there has been a progressively increasing drop-out from successively higher levels of education (see also World Bank, 2009). The UNDP (2011) review considered that this was due to the lack of incentives in Cambodia's largely informal economy: apart from family commitments, another major factor which they identified was that, although recent growth has created unskilled job-opportunities, low wages and the lack of promotion opportunities mean that there is little to gain from a secondary education. Additional factors include problems in the transition into urban secondary education programmes faced by children whose parents migrate to the cities, in part due to the increased pressure on the existing already-strained school system.

II. Supply-side constraints

The World Bank (2012a) considered supply-side constraints in Cambodia (as well as the region in general) in greater detail, and identified five 'disconnects' which are restraining the development of the higher education system to a greater or lesser extent (fig. 2), together with making proposals about how these could be ameliorated.

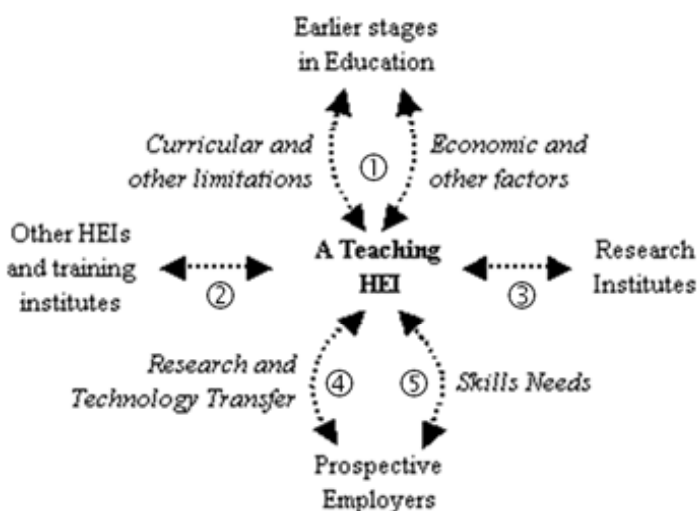


Figure 2: The five major disconnects which the World Bank (2012) has identified as affecting a university's performance

As noted in the preceding section, one major disconnect is on the input side. Apart from the quantity of children completing secondary education, there has been the question of variable quality of different schools' output which may lead to

misalignments between what is expected of a student and what was done at school. Family income is another major factor, further accentuating the urban-rural divide.

The World Bank identified a second disconnect as being the lack of communication amongst universities and TVET-providers, resulting in constraints on student mobility for example. They generalised this as raising the problem of the need for quality assurance, so that students, prospective employers and other stake-holders know what to expect (and what they are paying for, in the case of tax-payers and private students). However, the report does not acknowledge the efforts of the Accreditation Committee of Cambodia (ACC) and MoEYS to address these problems. Thus, like the report of the UNDP (2011: *cf.* its Table 2.10, which has an entry for 'Foundation Year'), that of the World Bank overlooks the role of the ACC, a body set up in 2003 to oversee the structure and running of the first year of a student's undergraduate studies at listed public and private universities (see also Munro, 2011a, b).

A third disconnect is the fact that most universities do little or no research, and do not have close relations with research institutions. This was attributed to low research capacity because of financial problems, including lack of infrastructural resources, and lack of qualified personnel (see also Kwok et al., 2010).

This in turn contributes to the fourth disconnect identified by the World Bank, and one of the two on the output side: universities play little role in research transfer, technology adaptation and upgrading. Apart from the constraints pertaining to the preceding disconnect, another contributory factor is the lack of communication between universities and employers regarding what is available and what is needed with regard to R&D and technology transfer.

Each of the foregoing affects the final disconnect, which also relates to the output side: the quality of the graduates produced in relation to what is expected by potential employers. This is considered in the next section.

III. The reported shortcomings of Cambodian graduate output

The UNDP (2011) analysis referred to a variable, generally low quality of output, the lack of standardisation and the problem of corruption, with consequences for the employability of various universities' output. It is important to note that many of the problems mentioned in the UNDP report are not specific to Cambodia: they apply to much of the region (World Bank, 2012a), to developing countries elsewhere (Playfoot and Hall, 2009; IFC, 2011), and also to the developed world (Bishop, 2011).

Playfoot and Hall (2009) observed that an effective education for employment is the transmission of a 'skill set' of the necessary knowledge and the various skills and behaviours which are requisite to be an effective employee in the 21st century.

Complaints regarding graduates relate to both 'hard' and 'soft' skills (see fig. 3).¹ In the case of 'hard' (technical) skills – those specific to a particular job – the UNDP noted that many graduates with degrees in the field of business (where there is the greatest over-production in Cambodia: HR Inc. Cambodia, 2010) do not have the essential skills or practical experience that is expected by employers. Thus they have to undergo internal training at a

¹ This is in addition to a third category: academic (UNDP, 2011).

(The University of Cambodia and Human Capital Development - Continued from page 28)

company's expense, with further frustration if the now-upgraded employees then move on to pastures new at a higher wage. Apart from problems related to disconnect 1 (specifically, the variable quality of high-school education and thus the need to start from a relatively low base-line) and the fact that (as elsewhere) the rapidity of change means that there is an inevitable time-lag so that students' specific hard skills may be out-of-date by the time of graduation, the World Bank report highlights a third: the lack of any information about what exactly are the hard skills expected by employers of the recruits whom they want to hire (see also Playfoot and Hall, 2009; IFC, 2011).

the requisite skills for professional positions was also reported to be for the ability to solve problems and for leadership, according to more than half of Cambodian respondents; amongst the other categories, technical skills emerged as being a concern of about a third of respondents, whilst language skills were relatively unimportant (fig. 4: based on data from CAMFEBA, 2008).⁵

The CAMFEBA (2008) survey included a more extensive analysis of the employers' responses, as well as a survey of students and employed and unemployed youth (although unfortunately details of the questionnaires themselves were not

Skill	Vietnam ^a	Cambodia	Indonesia	Malaysia ^b	Philippines	Thailand ^b	Mongolia	Average
Technical	7	4	5	7	7	5	5	5.7
Communication	6	5	7	5	5	4	4	5.1
English	5	5	3	4	3	7	7	4.9
Problem solving	—	7	5	4	6	4	3	4.8
Leadership	—	6	4	4	6	4	4	4.7
Information technology	—	3	4	6	3	6	6	4.7
Creativity	—	—	6	5	4	4	4	4.6
Work attitude	7	5	6	4	4	3	3	4.6

Figure 3 Regional priorities regarding the importance of technical and 'soft' (thinking and behavioural) skills for hiring college graduates as professionals and other skilled workers: ranking with 7 as the most important (World Bank, 2012).

Concerning 'soft' skills,² there is the particular need to teach people how to learn and thus be adaptable – something which is impossible to measure and difficult to implement (being dependent on variables such as attitude and aptitude, the results of experiences from birth onwards: universities can only do so much in order to build upon what was established earlier) (Playfoot and Hall, 2009; UNDP, 2011). In the local context, the UNDP notes that these are more difficult to find than hard skills: for example, many employers complain about poor work-attitudes such as lack of punctuality, which may be attributable to the transition from rural agriculture. More generally, lack of the requisite soft skills is a major issue in relation to globalisation, reflecting a global disconnect between what HEIs provide and what public and private employers require.

Compared with other countries in the region (fig. 3), Cambodian employers considered that the most important soft skill for professionals³ is the ability to solve problems, followed by leadership, then work attitude, communication and English skills; in contrast to many other countries, technical skills were not rated highly.⁴ The greatest difficulty in finding qualified candidates with

included). Thus, one general feedback from employers (fig. 5) was the need for the right attitude – presumably including the need for good time-keeping, keeping to deadlines, etc.

Professional Staff Attribute	Important for Job	Lacking in Applicants
Analytical	53	64 (1)
Decision-making	49	55 (2)
Experience	47	37 (3)
Foreign Language	38	19 (7)
Work Attitude	38	29 (5=)
Communication	36	29 (5=)
Technical	25	32 (4)
Education	23	6 (9=)
Computers	16	7 (8)
Other	7	6 (9=)

Figure 4 Results (%) of a survey of employers on what they consider important attributes of professional staff and whether these are easy to find in local applicants, with rank (based on data of CAMFEBA, 2008: see footnote 5).

² For example, thinking capabilities, such as being critical, logical and creative; and positive behavioural ones, including responsibility, self-discipline and teamwork, as well as basic IT competency and a willingness to learn. Being generic and thus less related to a specific job, they are thus 'transferable', albeit difficult to measure (Playfoot and Hall, 2009).

³ A professional staff was defined as "a person who works independently, performs a variety of tasks and requires a high level of skill or understanding" and includes "managers, supervisors, accountants, IT staff, administrative staff ..." (CAMFEBA, 2008).

⁴ It is not clear whence the Cambodian data (Appendix figure F1.1: World Bank, 2012a) were obtained: it would not seem to be from CAMFEBA

(2008).

⁵ The CAMFEBA (2008) study was based on a survey of senior management in 220 companies, mainly in Phnom Penh, but broadly representative from small (< 10) to large (> 100) workforces, being equally divided between local and foreign-owned; 71% were private, and the rest NGOs; a professional staff was defined as "a person who works independently, performs a variety of tasks and requires a high level of skill or understanding" and includes "managers, supervisors, accountants, IT staff, administrative staff ..." (CAMFEBA, 2008).

(Continued on page 30)

Also identified as important were:

- ✦ doing voluntary work in order to learn practical skills (according to the CAMFEBA survey, almost half of responding employers said that they had internship openings); and
- ✦ choosing appropriate courses (which presumably means particular degree programmes at specific universities): it is interesting to note that only about 10% of employers recommend students to complete more than one degree (fig. 6).

Another feedback was to educators at all levels. Of the six specific recommendations listed (fig. 6), the third was the need for educators to seek inputs from employers about what they needed. Logically, this should be the first, and then only as a half-component (employers should also take the initiative and provide such feedback to educators). It is a good illustration of the World Bank's fifth disconnect (see Section II), and the need for an

increased dialogue between universities (and other HEIs) and potential employers as stakeholders. However, as noted elsewhere (Playfoot and Hall, 2009; IFC, 2011), there is the problem of a lack of information about what employers, individually and more particularly as sector-related groups, actually expect regarding the profiles of qualities looked for in prospective employees.

In conclusion (IFC, 2011), there is the need for information transparency, so that it is possible to 'match-make' education providers and students with each other and with employers. Whilst employers can complain, they need to make sure that they are part of solution through working together as an industry to co-shape curricula with HEIs and provide career-counselling. This will help HEIs to produce work-ready employees, and reduce the costs of the in-house training (where this is provided, rather than just expecting new employees to learn by themselves on the job) and retention of an effective workforce. It will also help to provide career guidance for students, and thus minimise the costs and risks of 'mis-recruiting'.

V. UC and Human Capital Development

In the setting up of UC and the subsequent fine-tuning of our degree programmes (including to meet the requirements of ACC and MoEYS: see *e.g.* Munro, 2011a, b), we have pre-empted many of the institutional recommendations made by both the UNDP (2011) and the World Bank (2012a). Furthermore, our Strategic Plan goes further towards meeting these recommendations.

1. Regarding the first disconnect – the transition from school to higher education – we have taken various steps.
 - a. Whilst we cannot directly help to further diminish the problems of pre-university education which MoEYS has been addressing, our General Education programme aims to provide our undergraduate students with courses outside their major, to broaden their knowledge and increase their flexibility when it comes to looking for jobs.
 - b. We have sought to expand access to higher education through the offering of competitive scholarships (*e.g.* see p. 3). This aims to partly overcome two of the three barriers to entering a HEI: the cash-constraint ('liquidity') barrier due to being unable to meet immediate costs; and the debt-aversion barrier, where there is no desire to incur debts even if there are expected to be long-term returns.⁶
2. To facilitate greater communication between HEIs (disconnect 2) and the broader issues covered by the World Bank (2012a) there-under, we have:
 - a. met the ACC's requirements regarding our Foundation Year (see Munro, 2011a), as well as preparing to meet their forthcoming university-wide Nine Standards;

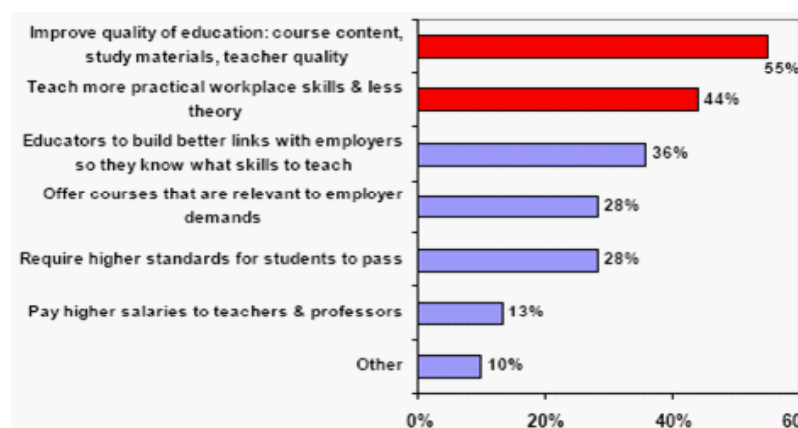


Figure 5 Cambodian employers' general advice to youth (not just graduates) for all job openings (from CAMFEBA, 2008).

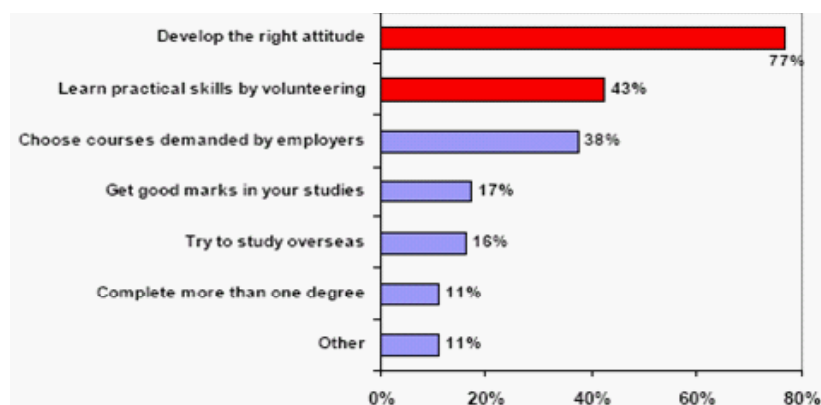


Figure 6: Cambodian employers' general advice to educators (not just those at HEIs) for all job openings (from CAMFEBA, 2008).

⁶ World Bank (2012): the third is the cost-benefit barrier, where expected returns in investment are presumed to be less than immediate costs (see Section I).

(The University of Cambodia and Human Capital Development - Continued from page 30)

- b. sought to be transparent about our course descriptions and syllabi and the criteria for accepting transfer edits (in contrast to other universities), and thus facilitate both student choice and student mobility;
 - c. made sure that our examinations are professionally run, to minimise problems of cheating (Munro, 2009); and
 - d. sought to encourage QS-type external evaluations (see Munro, 2011b), with the ultimate aim of introducing national qualification frameworks for public and private HEIs.
3. To promote a research ethos (disconnect 3):
- a. we expect all graduate students to do courses which give them the basic groundings in doing research in methodology, statistical design and analysis and writing research papers;
 - b. we expect all graduate students to do a serious research paper to use the skills learned in the foregoing courses;
 - c. we have progressively introduced similar courses into our undergraduate programmes (including one on Research Methodology, to be taken by all Bachelor's students), to the same end;
 - d. we also provide all students with a good grounding in the effective use of our library and e-library facilities;
 - e. we are planning the launch of our Institute for Research and Advanced Studies, together with other measures to build up an active and vibrant research community at UC, as a necessary counterbalance to our existing teaching strengths which will help to refocus and further reinforce the latter.
4. To encourage the transfer of research and technology to employers and other stakeholders (disconnect 4):
- a. we are expanding the activities of our UC Student Senate and UC Alumni Association to promote a dialogue with faculty and others;
 - b. we make our library and e-library facilities open to the general public for personal research;
 - c. we plan to use the large, newly-equipped computer and IT labs at our new campus to run non-degree (TVET-related) courses on specific software technologies (see p. 32);
5. To anticipate the problems of the transition to the work-place (disconnect 5), our Curriculum Development Committee is expected to function as a component of the Internal Quality Assurance system and:
- a. further develop courses on leadership, to be taken by all undergraduate and graduate students, so that they can be active participants in the further development of society (*cf.* figs. 2, 3);
 - b. continue to seek feedback from local employers and other stakeholders about their needs – and provide feed-forward information about what is available – through further development of existing activities (*e.g.* seminars organised by the UC Student Senate: see p. 8), and others (*e.g.* workshops) organised by the UC Alumni Association and individual Colleges all important vehicles to bridge the gap between the 'ivory tower' and the work-place (Playfoot and Hall, 2009; Bishop, 2011);⁷
 - c. use these inputs as the bases for continued efforts to regularly review and upgrade existing programmes, as well as introduce new ones; and thus both
 - d. require that syllabi ensure that students of a particular course acquire the appropriate up-to-date 'hard' skills, as appropriate; and also
 - e. encourage the judicious use of different teaching techniques and approaches (individual and group assignments, including class presentations; other lecture-based strategies) to encourage the augmentation of existing 'soft' skills;⁸
 - f. extracurricular workshops and other activities will be offered to further augment students' skills in, for example:
 - i. resumé-writing and interview techniques;
 - ii. entrepreneurship and being self-employed;
 - iii. the need to take responsibility for one's own future, continually upgrade one's skills and acquire new expertise in a time of rapid change in an increasingly fluid labour market (Bishop, 2011) – something that UC can help with through short courses and workshops, *etc.*, for graduated students.
 - g. we are exploring furthering the possibilities of providing students with opportunities for internships and work placements during their studies, although the present transition to a fixed-degree plan means that this is difficult to include in existing programmes (but see footnote 8);
 - h. In addition, the General Education programme will be further fine-tuned to the same ends, as well as to make our graduates more flexible and adaptable – essential for today's workforce (IFC, 2011);
- Also, as noted by the World Bank (2012a), internationalisation allows HEIs to better meet the latter four disconnects (that related to the input side is less direct). To this end, UC has been actively seeking to establish meaningful connections with other universities overseas. Examples include:
- 1. Ohio University (USA)
 - 2. Inha University (South Korea)
 - 3. Ban Somdej Chaoproya Rajabhat (Thailand)
 - 4. Chosun University (South Korea)
 - 5. Dongseo University (South Korea)
 - 6. Kalinga Institute of Industrial Technology (India)
- ⁷ And thereby encourage employers to build up specific profiles of what is expected of new recruits, to the benefit of all: it will thus also help in career guidance for students, and thus minimise the costs and risks of 'mis-recruiting' (Playfoot and Hall, 2009).
- ⁸ Case-studies and other approaches provide a much broader foundation than does on-the-job training (UNDP, 2011).

(Continued on page 32)

(The University of Cambodia and Human Capital Development - Continued from page 31)

7. Kyung Hee University (South Korea)
8. Osaka International University (Japan)
9. Payap University (Thailand)
10. Tulane University Freeman School of Business (USA)
11. Houston University (USA)
12. Jenderal Achmad Yani University (Indonesia)
13. Tsinghua University (People Republic of China)

V. Conclusions

Given the emerging economic situation, the UNDP report identified the need for a 'Human Capital Development Roadmap' – a structured strategy to plan for the future with a long “gestation period” which should anticipate not only the needs of industry but also of government and of research and development, including information and communications technology, with the need for life-long learning. Such a roadmap requires a comprehensive approach which includes the government, private enterprises and civil society to identify skills-gaps and mismatches between supply and demand, in the public as well as in the private sector (e.g. HR Inc., Cambodia, 2010; ILO, 2010; Maclean *et al.*, 2012; World Bank, 2012b), and thus devise policies to correct things.

The UNDP's proposed Roadmap would seem to be as yet undefined, and is laudable in theory. In practice, there are problems: the stated gestation period means that there is the presumption that Cambodia must remain in a state of limbo until the roadmap is realised.

Nevertheless, UC has already sought to start to put the essential components of such a map into place and, as the following articles in this volume of the UC Bulletin indicate, there have been an acceleration in the continuing efforts of governmental bodies to do likewise. ■

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Two UC Vice-Presidents Attend the China-ASEAN Vocational Forum 2012 - Continued from page 18

and vocational institutes in China and the region, including work by Cambodian students related to the environment; there was also the opportunity to visit the rest of the Guangxi Museum of Nationalities (dedicated to chronicling China's minority populations, including Tibetans), in which building the Exhibition was held.

In the afternoon, at the associated Forum, Ms. Lu Xin and a representative from each of the ten ASEAN members presented papers. Dr. Munro gave a paper on 'Vocational Education and Training

in Cambodia – a Private University's Perspective': in this, he highlighted the possibilities for UC to work together with SEA-TV and SEA Radio to promote vocational and continuing education programmes to also reach out to those in the provinces.

The following morning, the Cambodian delegation visited Guangxi University of Foreign Languages, with its President, Zhou Zhaoxiang, as host. This is a private university with seven undergraduate schools: Occidental Languages and Cultures; South-East Asian Languages and



Left: Dr. Munro gives UC's presentation; Right: The Cambodian delegation with their hosts at Guangxi University of Foreign Languages.

Two UC Vice-Presidents Attend the China-ASEAN Vocational Forum 2012 - Continued from page 32

Cultures (with one room devoted to each of the ASEAN member states); International Business Administration; Information Engineering; International Trade and Economics; Humanities and Arts; International Accounting; International Education; and Continuing Education. It also has its own TV studios for the production of educational programmes.

Its students include those from Cambodia and other ASEAN countries, who study Chinese language and culture or other programmes whilst also teaching their native language. During the visit and the subsequent extended lunch, there was the opportunity for Ms. Malis to network and establish connections, especially with regard to setting up future exchanges of faculty and students. ■



Above: H.E. In The (center) and other members of the Cambodian delegation; right: Mrs. Por Malis with President Zhou Zhaoxiang.



China-Southeast Asian NGOs Exchange Program in China- Continued from page 19

peace and have always focused on domestic issues. Thus the theory of socialism with Chinese characteristics is a masterpiece shaped by a large group of patriotic communists, including Deng Xiaoping, Jiang Zemin and Hu Jintao, which spells out how to shake off China's poverty and backwardness, and so build a modern, prosperous, strong, domestic, harmonious, and culturally-advanced socialist country.

In Part Two, on "China's Endeavor for the Building of a Harmonious Society and Peaceful World" the chairman expanded on this. Thus China will accelerate the reform of political and social systems, improve basic public services, develop new mechanisms for social management and make such management more efficient, and improve income distribution and the social security system. The goal is to ensure that all people have the right to education, employment and

pay, medical and old-age services and housing, so that all the people share the responsibility of creating a harmonious society and enjoy life and the full benefit of development in such a society.

China also will continue to promote friendly relations with the other countries on the basis of the Five Principles of Peaceful Coexistence. Thus China will increase strategic dialogue with the developed countries to promote mutual trust and explore ways to establish and develop China's relations with these countries. China will continue the policy of developing good-neighborly relations and treating China's neighbors as partners and enhance friendship and cooperation with both neighboring and other Asian countries.

China is committed to pursuing a defense policy which is defensive in nature. It faces multiple traditional and non-traditional security challenges and the threat of separatists and

terrorism. It is therefore necessary and justified to modernize China's defense capabilities in order to uphold China's security and protect its peaceful development. The fundamental purpose of modernizing the Chinese armed forces is to safeguard China's sovereignty, security, territorial integrity and the interests of national development. Thus China will not engage in an arms race with any other country, and it does not pose a military threat to any other country. China's defense expenditures are appropriate and moderate, and are in keeping with the need to safeguard its security.

The following day, delegates visited Liuminying Ecological Farm, (LEF) and the Imperial Palace. Thereafter, on the last day, they went to see the Great Wall and then attended a Roundtable Discussion chaired by Mr. Zhu Rui, Secretary General, CPAPD. ■

STOP PRESS!

The University of Cambodia is planning to introduce fundamental changes to its academic programs in 2013.

We are keeping our original degree programs (taught through the medium of English) as the **International Track** and introducing selected parallel programs taught in Khmer: the quality is the same, so the only difference in the **Khmer Track** is the language of instruction. *And there are other changes to follow ...!*

UC Students Participate in White Ribbon Campaign - Continued from page 25

violence against women and children. She emphasised that the youth play important roles in the promotion of gender equality and equity within Cambodian society.

The White Ribbon campaign was established in 1991 and commemorates 14 women who were killed at a Canadian University in 1989 by a gunman because of gender discrimination. Shortly afterward, a group of Canadian men came together and decided that it was their responsibility to encourage others to speak out about violence against women, and that they would wear white ribbons to signify a “Personal pledge to never commit, condone, or ignore violence against women”. The wearing of white ribbons is observed for a 16-day period. ■



LTC Dr. Ing Kantha Phavi and some of the UC management team who attended.

(Overview of Student Awards- Continued from page 6)

There has been a progressive drop in the proportion of female students in the Colleges of Education and Law (Table 2) compared with previous years (Munro, 2011b, c). Nevertheless, Table 1 also indicates the proportion of female high-performing students each term and overall. It is notable that there were proportionately more of these, compared with the general student population (Table 2), in the Colleges of Arts & Humanities and Science & Technology; the same applied for Law, for all but Term III. Table 3 indicates that most students received an award in only one term. For most Colleges, where a student received two awards, this was typically for Terms II and III. For the year-end President's Award, there was considerable variability in whether the awardees had also been recognised during the preceding three terms (Table 4).

Regarding the overall results, female students tended to be proportionately more represented amongst those receiving the President's Award. Overall, the College of Management had the most students, followed by Social Sciences (Table 1): whilst Management has retained its first ranking compared to previous years, the second place has been ceded by Arts & Humanities, although about the same total number of students were recognised (Munro, 2011d). ■

Table 3 Numbers of Students (Percentage of Females) who received an award in a least one term*

College	Single Term			Two Terms			Three Terms
	I	II	III	I + II	I + III	II + III	
Arts & Humanities	7 (100)	7 (71.4)	26 (53.8)	3 (50)	--	5 (60.0)	4 (75.0)
Education	--	--	3 (0)	--	1 (100)	--	--
Law	6 (16.7)	--	9 (11.1)	1 (100)	6 (16.7)	--	1 (100)
Management	12 (58.3)	5 (40.0)	35 (36.3)	7 (50.0)	2 (50.0)	23 (56.5)	7 (42.8)
Social Sciences	8 (50)	5 (75)	20 (65.0)	1 (100)	5 (40.0)	11 (41.7)	7 (66.7)
Science & Technology	2 (0)	3 (0)	5 (0)	--	1 (0)	1 (100)	3 (33.3)
Overall	35 (54.2)	20 (47.3)	98 (44.2)	12 (61.5)	15 (33.3)	40 (53.6)	22 (57.1)

*Undergraduate, excluding Foundation Year

Table 4 Numbers of President's Awardees (Percentage of Females) who were also recognised in a least one term*

College	Single Term			Two Terms			Three Terms
	I	II	III	I + II	I + III	II + III	
Arts & Humanities	--	--	1 (100)	1(100)	--	1 (100)	4 (75.0)
Education	--	--	--	--	1 (100)	--	--
Law	--	--	--	1(100)	3 (100)	--	1 (100)
Management	--	2 (50.0)	2 (100)	2 (100)	1 (100)	7 (28.6)	7 (42.85)
Social Sciences	--	1 (100)	--	1 (100)	--	9 (33.3)	6 (66.7)
Science & Technology	--	--	--	--	1	1 (100)	1
Overall	--	3 (66.7)	3 (100)	5 (100)	6 (50)	18 (38.9)	19 (57.9)

*Undergraduate, excluding Foundation Year

The University of Cambodia FOUNDATION

If you have a passion for improving higher education to help Cambodia better develop her human resources, and would like to learn more about how to help us in continuing the UC tradition of academic excellence, please contact the UC Foundation to learn about giving opportunities, or visit our website.

www.ucfoundation.net

List of Awardees for Academic Year 2011-2012

Dr. Angus D. Munro (Vice-President for Academic Affairs)

Name	Term I	Term II	Term III	All Year
Aun Sokagnata (Accounting)		DL	DL	
Ban Chenda (Human Resource Management)		DL		PL
Beang Phalkun (International Relations)		DL	DL	PL
Boeum Bopharey (Human Resource Management)	DL	DL		PL
Bora Angkearath (English Literature)	DL	DL	DL	PL
Bour Ratha (Business Management)			DL	
Chan Otdomrachna (English Literature)			DL	
Chan Raksa (International Relations)	DL	DL	DL	PL
Chan Vannara (English Literature)	DL			
Chanty Pisal (Human Resource Management)			DL	
Chau Sophon (Development Studies)	DL			
Chea Nich (Business Management)	DL			
Chea Sokty (Computer Science)	DL		VPL	PL
Chea Sophy (Finance and Banking)	DL			
Chen Narin (Law)	DL			
Cheng Reaksmeay (International Relations)			DL	
Chey Phalsokun (English Literature)		DL	DL	PL
Chhang Samnang (English Literature)	DL			
Chhat Udom (Law)			DL	
Chhay Daroth (Finance and Banking)	DL	DL	DL	PL
Chhea Sakheana (Law)			DL	
Chheang Vantak (Law)	DL			
Chhem Nita (Economics)		DL	DL	
Chheng Samuth (International Relations)		DL	DL	PL
Chhim Vathanak (International Business)		DL	DL	PL
Chi Sothea (Law)	DL		DL	
Chim Sreymom (International Relations)			DL	
Chin Saem (English Literature)			DL	
Chin Tyheng (International Relations)		DL	DL	PL
Chinket Tola (Law)			DL	
Chorn Neardey (International Relations)		DL	DL	
Chou Cheameas (English Literature)			DL	
Dok Sokmey (English Literature)			DL	
Dul Tola (Economics)	DL	DL	DL	PL
Eang Satya (Finance and Banking)			DL	
Ek Pichmony (English Literature)	DL	DL	DL	PL
Eng Ramin (International Relations)	DL	DL	DL	PL
Eng Sokunthea (Political Science)			DL	
Eung Kimmuyly (International Relations)		DL		
Hang Raksa (English Literature)		DL		
Hanz Tso Teerra (Economics)			DL	
Heng Channeath (English Literature)			DL	
Heng Chanpanhavuth (Finance and Banking)			DL	
Heng Kimlinna (International Relations)	DL	DL		PL
Heng Leang Kim (International Business)	DL	DL	DL	PL
Heng Malyka (Finance and Banking)	DL	VPL	DL	PL

Heng Mory (International Business)		DL	DL	PL
Heng Parigna (Information Technology)			DL	
Heng Socheat (English Literature)			DL	
Hoeu Sotheara (International Relations)	DL		DL	
Hong Kimhour (Marketing)	DL	DL		PL
Hong Rotana (Economics)	DL	DL		
Hong Srey Pov (Economics)	DL			
Hor Kimsophorn (English Literature)			DL	
Horn Sok Heng (Finance and Banking)		DL		
Horn Sophal (Education)			DL	
Houn Soriya (International Relations)	DL			
Hoy Sreynan (International Relations)			DL	
Hy Chanty (International Relations)			DL	
Ith Isa (International Relations)			DL	
Jock Sony (English Literature)		DL	DL	
Keo Buntheng (International Relations)	DL		DL	
Keo Chakriya (International Relations)	DL			
Keo Muyleng (Accounting)		DL	DL	
Keo Sambath (Computer Science)			DL	
Ket Chanpunleu (International Relations)			DL	
Khan Sokummono (International Relations)			DL	
Khatty Ekvisoth (Law)	DL	DL		PL
Khe Longsean (Information Technology)		DL		
Khieu Seiha (Finance and Banking)		DL	DL	
Khieu Sunlong (Business Management)		DL	VPL	PL
Khlaing Reaksmeay Pich (Education)	DL		DL	PL
Khorn Dalin (International Relations)	DL	DL	VPL	PL
Khoun Theara (Law)	DL			
Khov Ea Hai (International Relations)		DL		
Kim Mea (Business Management)		DL	DL	
Kim Vicharien (English Literature)			DL	
Kim Y Piseth (Business Management)	DL			
Ko Bunthoun (International Relations)			DL	
Kong Chhom Keovoleak (English Literature)			DL	
Kong Sokmeng (Finance and Banking)			DL	
Korng Vantha (International Relations)	DL		DL	
Koy Piseth (Law)	DL		DL	
Kuok Chamroeun (International Relations)		DL	DL	PL
Ky Veasna (Hotel and Tourism Management)			DL	
Lak Chansok (Law)	DL		DL	PL
Lay Sophanith (Economics)		DL	VPL	PL
Lay Sopheak (Law)			DL	
Leak Karineth (English Literature)			DL	
Leang Vandaro (Law)	DL			
Leav Kimlay (International Relations)	DL	DL	DL	PL
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