

TOP STORIES



The University of Cambodia ASEAN STUDY CENTER



The University of Cambodia launches the ASEAN Study Center as part of its affiliated programs to spread knowledge and understand, about ASEAN and about Cambodia, to its students and the community at large. Excellency Dr. Kao Kim Hourn - pictured left (Minister Delegate Attached to the Prime Minister and President of the University of Cambodia), Excellency Lav Chhiv Eav (High Representative of Excellency Dr. Hang Chuon Naron, Minister of Education, Youth, and Sports), Mrs. Kyawt Kyawt Khaing (High Representative of Ambassador Cho Htun Aung of the Embassy of the Republic of the Union of Myanmar to the Kingdom of Cambodia), and Mr. Bandol Lim (Executive Director ASEAN Study Center) officially launched the center in the presence of Ambassadors, embassy representatives, ministry representatives, dialogue partners, university represen- (Continued on page 6)





January-March 2014

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Apisai Ceremony for King Jayavarman VII Statue

February 17, 2014



In a ceremony called “Apisai,” a statue of King Jayavarman VII received a spiritual blessing by Buddhist monks at the University of Cambodia Phnom Penh campus. The blessing ceremony was to contact divine spirits and invite this good energy into the King Jayavarman VII statue and pass on the good energy to those faculty, staff, and students connected to the University of Cambodia.

The King Jayavarman VII statue epitomizes the foundation of wisdom or enlightenment. Situated at the center of UC’s main building, the statue symbolizes unity, connection, harmony, and peace with oneself and with the

universe.

The blessing ceremony was presided over by Dr. Kao Kim Hourn (Minister Delegate Attached to the Prime Minister and President of the University of Cambodia) and Lok Chumteav Khem Rany (Director General of SEATV) with the assistance of Buddhist monks, and the participation of faculty, staff, and students of the university.

Thanks to Dr. Kao Kim Hourn and Lok Chumteav Khem Rany the UC community has a special place to present all the prayers through the intercession of King Jayavarman VII, the great teacher.

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Academic Foundation Department Graduation Ceremony



By Song Sophoat

The Academic Foundation Department (AFD) of the University of Cambodia (UC) cordially hosted its Graduation Ceremony and Outstanding Awards' Conferment for students in promotion eleven, term one of the academic year 2012-2013, on Saturday, 11 January 2014, at UC Conference Center. H.E. Dr. Kao Kim Hourn (Minister Delegate Attached to Prime Minister, and the President of the University of Cambodia) and Dr. Y Ratana (Dean of Undergraduate Studies Division and AFD Director) presided over the ceremony.

In his opening remarks, Dr. Y Ratana gave a brief history of AFD and its objectives. Since its establishment in 2005, the AFD program has worked to provide the highest quality education for Cambodian students. The Academic Foundation Year courses aim to provide students with fundamental knowledge of different fields of studies. At the same time students from different colleges and backgrounds are given the opportunity to interact with one another, exchange experiences and knowledge to help diversify and enrich the learning experience for every student.

This year a total of 260 students graduated from AFD. Of these students 31 students received B+ grade, and received certificates of recognition for their outstanding performance along with certificates of completion of the Foundation Year Program. 18 out of 31 B+ students are female. Female students continue to do well during the academic foundation year when compared to male students. As for the rest of the students, 93 received Bs, 90 received C+s, 46 received Cs.

This is a big achievement, and thanks to UC's academic leadership development of interesting curriculums and having dynamic instructors facilitating learning. Results from students' evaluations showed that students were more than satisfied with the courses being offered. They could easily comprehend the materials being taught in the curriculum and found them to be useful and practical.

Dr. Y encouraged students to continue to work hard in order to get a better Grade Point Average (GPA).

(Continued on page 11)



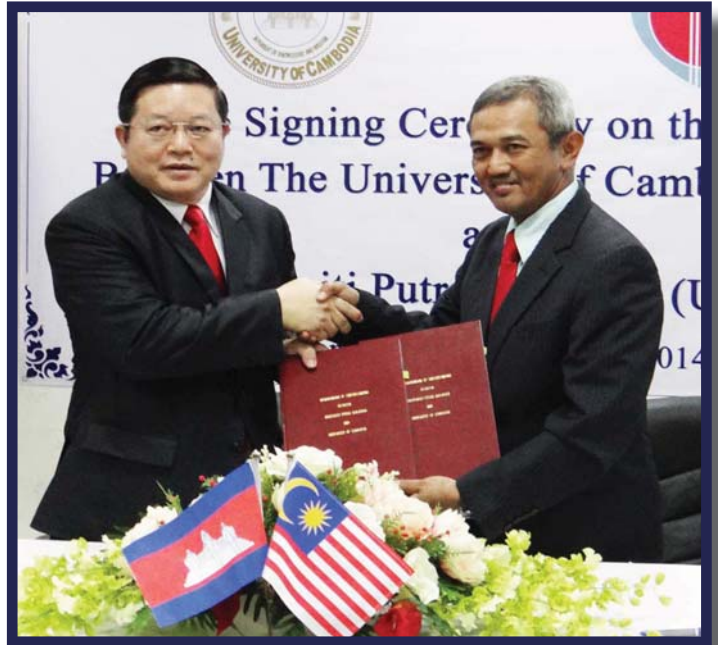


The University of Cambodia (UC) and Universiti Putra Malaysia (UPM) signed a Memorandum of Understanding (MOU)

24 January 2014

The University of Cambodia and Universiti Putra Malaysia MOU seeks to build on initial areas of cooperation through encouraging the faculty of the two universities to visit each other for the purposes of research and other educational purposes; similar visits by non-academic staff to exchange ideas on how to improve operational efficiencies. Also, it aims to promote student exchange between the two universities for the purposes of undergraduate or graduate studies, as well as other activities such as sports and culture. More generally, it seeks to encourage the exchange of academic publications and other scholarly information.

Members of the UPM team who visited UC for the signing ceremony included Professor Datuk Dr Mohd Fauzi bin Ramlan (Vice Chancellor of UPM), Associate Professor Dr. Zulhamri Abdullah (Director of Student Entrepreneurship Centre, UPM), Dr Hanafiah Ayub (Master of Canselor College UPM); and three alums - Mr. Seleman Arif and Mr. Johar Margini (Bioangle Company and Mr Norsham Hj Daud (Aremes Company).



Dr. Kao Kim Hourn shakes hand with Dr. Mohd Fauzi bin Ramlan of Malaysia to bind academic relations

THAKRAL
Provides Relentless Support for UC



On Saturday 22nd of March 2014, the University of Cambodia received another shipment of 278 books, from Dr. Thakral (Executive Director of Thakral Group of Companies, Singapore Holding Group). The books are crucial in helping build the capacity of UC's library in becoming center for knowledge and learning. The University of Cambodia's Toshu Fukami Library is open to the entire community and has one of the most extensive collections of books, periodicals and reference materials to help foster learning, thanks to donors like Dr. Thakral.



Reading is essential in learning. Reading helps develop a creative mind, imagination, and new ideas. The University of Cambodia sincerely appreciates Dr. Rikhi Thakral for answering the call for books to help build a wealth of knowledge and change the destiny of Cambodia. Dr. Thakral has rentlessly supported the University's growth and development throughout the years by providing scholarships, financial support, in-kind donations, book donations, etc.



people is vital. Education is a critical component of any successful strategy for achieving a sustainable ASEAN future," said Dr. Kao.

tatives, faculty, staff, and students.

Excellency Dr. Kao Kim Hourn noted that in mid-January, Excellency Dr. Hang Chuon Naron (Minister of MoEYS) sent an official endorsement letter to the university in support of the establishment of the ASEAN Study Center. The Ministry of Commerce and the Ministry of Foreign Affairs and International Cooperation also voiced their support for the Center's development as well. Excellency Dr. Kao also made everyone aware that the Secretary-General of ASEAN fully supports the development and operation of the ASEAN Study Center of the University of Cambodia.

Excellency Dr. Kao said that ASEAN will be the source upon which member nations, communities, families, and future generations rely on. It is the link between all of us, binding each of us into interdependent communities. Cambodia has a place, we all have a place, and we all have a role in working towards the ASEAN Community and beyond.

"An important step to community building and to integration is educating the people. An education that empowers the people to seek collective ways to overcome the diversity of more than 600 million

The concept of ASEAN presents economical, political, social, environmental, educational, and communicational challenges due to its comprehensiveness and complexity. However, these issues center principally on the needs to enhance public awareness and understanding of ASEAN and of Cambodia. Education and communication are essential elements for the successful and effective implementation of the ASEAN Community and Cambodia's integration. Additionally, it must be recognized that education, communication, and public awareness will play a central role in the implementation of the ASEAN Study Center's programs.

Excellency Dr. Kao reiterated that all of us have a role to play in enhancing awareness and understanding of the ASEAN Study Center, the ASEAN Community, and Cambodia. Each and everyone of us has a role and a range of skills to support and complement one another's efforts.

The ASEAN Studies Center (ASC) will serve as a policy and academic think tank, conducting research on specific issues related to ASEAN. And, the Center will also provide an essential channel to enhance regional integration and cooperation for the benefit of all member-states.

The ASEAN Study Center aims to be a center of excellence focused on ASEAN affairs and Cambodia's integration into ASEAN Economic Community. It will serve two primary objectives:

1. to promote awareness and understanding of ASEAN within Cambodia; and

2. to promote awareness and understanding of Cambodia amongst other members of ASEAN.

Its secondary objective is to provide perspectives and inputs from interested stakeholders, for feedback and recommendations to the Royal Government and to the ASEAN Secretariat and other member states on the impact of existing policies and other initiatives. To achieve this end, the Center will use several approaches including:

1. The local media - contributing articles to local journals and newspapers, such as the Southeast Asia Weekly; providing educational radio and TV programs through SEA Radio and SEATV and other local broadcasters
2. Development of undergraduate and graduate degree programs, and diploma courses, and a focus on ASEAN Studies as component courses at the University of Cambodia
3. Conduct Seminars, workshops, and fora focused on ASEAN related topics
4. Dissemination of information through journals, newspapers, conference proceedings, publications and programs using various media outlets

The ASEAN Study Center is open to everyone wishing to learn about ASEAN, Monday-Friday, 9am -5pm. The Center would like to thank ASEAN member state representatives, embassy representatives, ministry representatives, dialogues partners, academics, faculty, staff, and students for taking time out of their busy schedule to make the official launch of the ASEAN Study Center a success. The ceremony was conducted at the University of Cambodia at 10am, on Saturday, 8 February 2014.

In the Community

2014 Cambodia Outlook Conference

Cambodia The Next Five Years

Reform and Competitiveness in an Integrated Region

27 February 2014

Cambodia Development Resource Institute in collaboration with ANZ Royal Bank organized the eighth annual Outlook Conference to examine Cambodia's development achievements, strategies, and provide policy recommendations for sustainable development. H.E. Dr. Sok Siphana stated that this year's conference focuses on competitive reform, enhancing the business environment, strengthening the rule of law, promoting community access to services, building a more skilled labor force, providing quality education for young people, enhancing public and private sectors relationship to meet challenges and take advantage of opportunities presented by the ASEAN Economic Community.

In Samdech Techo Hun Sen's address he emphasized the need to advance deeper reform for national development based on Cambodia Vision 2030 Statement, Phase III of the Rectangular Strategy for Growth, Employment, Equity and Efficiency, and the National Strategic Development Plan for 2014-2018. Under this policy framework, development is focused on the following areas:

1. Enhancing human resources and competitive capacity in the labor market that will shape Cambodia's future
2. Continued investment and development of infrastructure and improving trade facilitation
3. Increase investment in agriculture to add value to commodities
4. Strengthen governance and the capacity of public institutions to provide efficient and effective services

The Prime Minister stated that Cambodia has made much development progress over the last 20 years, averaging 7.7 percent growth rate with modest inflation. Poverty rates over the last ten years have

dropped to 20 percent. Clearly signs that economic growth has helped improve livelihoods across the country. The government plans to continue to advance Cambodia's development through the implementation of the Rectangular Development Plan for 2014-2018 to sustain Cambodia's development in the next five years.

During the session focusing on "Skilling Cambodia: Human Resources Development and Education for a Competitive and Creative Cambodia" panelists cited that Cambodia still faced many gaps (skills, labor, infrastructure, public and private services, etc) that need to be filled in order to be competitive in an integrated region.

In the next session on "ASEAN Economic Community (AEC) 2015 and Regional Integration: What does it really mean for Cambodia?," panelists challenged Cambodia's public and private sectors to be ready and prepared for regional competition.

Given the challenges and gaps mentioned during the conference, it is not clear whether Cambodia should be competing with other ASEAN member states to sustain its development. Even more, considering Cambodia's development progress over the past 20 years, it is not clear whether it has been driven by market competition or market cooperation.

Cambodia should not be seduced by Western economic rhetoric based on neoliberal ideology of free market capitalism and competition that is driven by greed and exploitation of people and resources. Being a member of the **Association of Southeast Asian Nations**, Cambodia should remember that "cooperation" is one of ASEAN most cherished values. It would gain more from cooperating with other ASEAN member states and being part of the value chain.¹

Please Do Not Slur UC Graduates

By Dr. Angus Munro

In a recent article, “Graduates lacking skills: Report,” the Phnom Penh Post¹ included a large photograph of students at the most recent University of Cambodia (UC) graduation ceremony.

UC believes that much of the content of the article does not apply to its graduates.

The article’s opening paragraph refers to the disproportionate numbers of business graduates (reflecting in part the demand side of the equation for private universities) and states that the banking sector is chary of recruiting them.

Quite why is never really made clear in the rest of the article: it is most certainly at odds with our experience at UC, where top banks and other multinationals have employed our students. The fact that our degree programmes are taught through the medium of English is not the only factor. Thus one of our students was in the first runner-up team which received US\$15,000 in the MayBank ‘Go Ahead Challenge’ in Malaysia last year (UC Bulletin 14, 6). To attach a photograph of our graduating students to the Post’s article is most unfair to our graduates and thus to us.

Subsequently, the article quoted an Acleda executive as saying there is the need for one month of in-house training followed by a three-month practicum. As far as I am aware, this is the norm elsewhere for fresh graduates making the transition to the specifics of a particular work-place where they have to adjust to a particular employer’s work practices. The same executive continued to say that prior knowledge was not requisite (thereby negating the previous criticism he had made): more important were aptitude and attitude. This recalls the fact that physics graduates have been a major target for recruitment by the financial sector elsewhere in the recent past.

Another interviewee noted that the problem is deeper, going back to the variable quality of secondary schooling. UC cannot but agree (Munro, 2013): partly to try to offset this, we have adopted an American-style curriculum, where students have to do a General Education component, with courses on critical thinking, history, geography, globalisation, morals, women’s issues ... In addition, these courses aim to broaden our students’ outlooks and increase their flexibility and adaptability in today’s rapidly-changing employment environment.

Furthermore, UC’s degree programmes (including the General Education component) seek to encourage our students to develop their ‘soft’ skills. Thus we encourage personal accountability (being active learners, having proper time-keeping, holding centralised exams to control cheating ...); and also further personal development through encouraging critical and creative thinking, individual research and an openness to life-long learning.

UC also fully agrees with others quoted in the Post’s article that there needs to be greater exchange of information regarding areas of mismatch between what is taught and what employers expect (Munro, 2013). For example, we have worked with the Garment Manufacturers’ Association of Cambodia to introduce relevant material; and one aim of our UC Alum Association is to promote such dialogues and necessary feedback. Our UC Student Senate is also active in this regard.

In conclusion, given that there are over 100 public and private universities in Cambodia, it would seem simplistic to assume that they are all of a kind, as implied by the photograph accompanying the “Lacking Skills” article. The recent announcement that MoEYS² has imposed a moratorium on opening new universities, together with focusing on quality control amongst the existing ones, should help to ensure that employers and other stakeholders will get the quality assurance which they expect (and which UC aims to provide the best of our ability).

References

Munro, A. D. (2013) The University of Cambodia and Human Capital Development. UC Bulletin 14, 11 and 28-32.

¹ www.phnompenhpost.com/business/graduates-lacking-skills-report
² www.phnompenhpost.com/national/moratorium-new-universities

First Cambodia Education Research Forum

By Dr. Sovathana Sokhom

On February 14th – 15th, 2014, Dr. Angus D. Munro (Senior Vice-President for Research, Development and Policies), Ms. Malis Por (Vice-President of Operations), Dr. Sokhom Sovathana (Vice-President for Academic Affairs), Dr. Y Ratana (Dean for Undergraduate Studies) attended the First Cambodia Education Research Forum (CERF) held at National Institute of Education. The CERF organized by the Cambodian Higher Education Association (CHEA), in cooperation with the Ministry of Education, Youth and Sport (MoEYS). Technical and financial support was provided by UNESCO. H.E. Dr. Hang Chuon Naron (Minister of Education, Youth and Sports) presided over the forum.

CHEA and MoEYS strongly promote research and innovation in Cambodia's higher education institute that will "contribute to strengthening the quality of education and to share and disseminate research results," said Excellency Dr. Hang Chuon Naron. The aim was to improve capacity of young researchers in Cambodia.

The purpose of the forum was to raise Cambodian scholars' awareness of the importance of strengthen research capacity within higher education institutions. And, to promote the importance of collaboration work between higher education institutions in various research fields in order to advance Cambodia's development.

During the research forum, many Cambodian researchers submitted and presented a variety of topics in the following areas:

- Early Childhood Education
- Primary Education
- Secondary Education
- Higher Education
- Comparative Education
- Inclusive Education
- Teacher Training
- Literacy and non-formal Education
- Educational Quality
- Promoting of Gender Equality in Education
- Educational Planning and Management

Many enthusiastic Cambodian scholars presented their topics and research findings. Each plenary and parallel sessions was packed with enthusiasm participants and presenters. Some of the rooms had no place to sit, thus some of participants had to stand. Given the enthusiasm and the commitment by the young Cambodian scholars, CHEA, MoEYS, and UNESCO would like to organize CERF annually, as a platform for the Cambodian scholars to share and exchange their research subjects.

I strongly believe that given the enthusiasm of Cambodian scholars and the commitment from CHEA, MoEYS, and UNESCO, Cambodia is moving in right direction to cultivate ideas, knowledge exchange that eventually will assist Cambodia's economic development.

The University of Cambodia Introduces **KHMER TRACK**
to its academic program in 2013.

We are keeping our original degree programs (taught through the medium of English) as the international track. We are 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 will be other changes to follow...!



Cambodia's Poverty Drops More than 50 Percent

February 20, 2014

By Min Seiha

In collaboration with the Committee for Economic and Financial Policies of the Royal Government of Cambodia and the World Bank, the Cambodia Poverty Assessment 2013 finds that poverty rate in the country has dropped by more than 50 percent. An astonishing number!

H.E. Keat Chhon (Permanent Deputy Prime Minister and Chairman of the Economic and Financial Policy Committee) mentioned that the successful implementation of Rectangular Strategy-Phase I & II by the Royal Government of Cambodia helped achieved poverty reduction numbers. Mr. Alassane Sow (Country Manager of World Bank) and Mr. Carlos Sobrado cited that poverty rate has decrease from 50 percent in 2004 to 20.5 percent in 2011. The total number of poor fell from 7 million in 2004 to just 3 million in 2011.

The bank noted that robust economic growth over the last decade has been distributed to the poor people to share in the benefit. The reduction in poverty rate was driven by:

1. **High rice prices**
2. **Higher rice production**
3. **Higher revenue from non-farm businesses**
4. **Higher wages of rural workers**
5. **Growth in salaried jobs in urban areas**

However, it should be noted that over 3 million families are still susceptible to falling back below the poverty line if Cambodia's development loses momentum. More than 3 million poor families are still vulnerable, \$30 away from falling back below the poverty line. Even more, the decade of economic growth will be unlikely to continue, while growth has not contributed substantially to improving social conditions.

The quality of health care providers to poor populations living in the rural areas still remains inadequate. Many children still remain malnourished. There is a persistent problem in primary and secondary education. Among poor and vulnerable families enrollment is low and dropout rates are high.

Despite all this, the report mentioned that Cambodia has surpassed all expectations and exceeded its Millennium Development Goals for poverty reduction. It also finds that most social indicators have improved significantly as well. The report suggested three key recommendations to focus on:

1. **Improve access to and quality of basic rural infrastructure and strengthened agricultural diversification**
2. **Continued investment in human development**
3. **Implementing an enhanced social protection system**

The World Bank report attempts to explain Cambodia's poverty reduction trends and patterns, identify factors contributing to poverty rate reduction, and provide policy recommendation to further reduce poverty.

H.E Hang Chuon Naron, Minister of Education, Youth and Sport, challenged Cambodia to continue and repeat this achievement by 2020. With the proper strategies and implementation in each of the key foundations laying the basis for economic and social improvement, panelist are optimistic for achieving greater poverty reduction by 2020.

But also to be actively involved in student life too, in order to be well-round society members. The University grading system is one of the toughest in the country to achieve an outstanding level.

“Learning is an endless process. One never gets scientific knowledge within a single day. Even if you have found knowledge within a period of time, it does not mean you have reached and found the ultimate. Learning through sharing and giving to one another, learning through discussion, experiment and writing are seen as good methods for achieving an end in the academic life. Therefore, learning is not silent,” said Dr. Y.

H.E. Dr. Kao Kim Hourn congratulated all AFD graduates on successfully passing one of the major milestones in their academic life. He mentioned that the first year of the Bachelor’s Degree program is a most difficult, when UC students at Academic Foundation Year Program have to overcome. UC students have to overcome many challenges to be successful. First, students have to study in a foreign language, not of their own mother tongue. Second, students

have to learn or understand a vigorous academic program: the university system is unlike that of high school. And third, students have to learn to be young adults, responsible for time management, problem solving, and many other tasks. He encouraged all AFD graduates to learn as much as they can in order to achieve their Bachelor’s degrees.

He added that UC students have more opportunities to do well by the second or third year of their undergraduate program, because by then students have figured out the education system and work towards mastering the material being taught. The University helps students become proficient in English and provide ICT skills. With these tools different doors to the world can be opened. He advised all students that no matter what life’s challenges come your way, to always have a positive frame of mind. Having good friends and family is essential. And, learning is a process that continues until the last days of your life. Students must take the opportunity to learn from many different kinds of great thinkers, leaders, scholars and educators here Cambodia and around the world.

Miss Long Davy (International Relations major in the College of Social Sciences) used four techniques to be successful, which included planning, taking action, self-motivation, and self-assessment. She added that students need to understand who they are and what their goals are, put together a plan of action and putting their action plan into practice, be self-motivated, be kind and share knowledge and experience, and be open-minded to learning from others. Miss Long spoke for all the students in thanking His Excellency Dr. Kao Kim Hourn (Minister Delegate Attached to Prime Minister and the President of the University of Cambodia) for his relentless search for scholarships for student education.

A successful academic life cannot be achieved alone. It takes a combination of student’s effort, lecturers’ guidance, staff assistance, and family and friends encouragement to make it through UC’s rigorous academic program. In the end, we can say that we have done it.



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UC Graduate Programs

18 March 2014



By Dr. Y Ratana

For an inspection on the quality and effectiveness of the training of current graduate programs, a team from the University of Cambodia led by Mrs. Por Malis, Dr. Angus Munro, and Dr. Y Ratana welcomed delegates from the Department of Scientific Research (DSR) and Ministry of Education, Youth and Sports led by Mrs. Lim Ngor (Deputy Director).

Dr. Ratana gave a presentation on the development and progress of the UC Graduate Programs. He highlighted degree programs offered, admissions requirements, requirements to earn a graduate degree, current and graduate students' academic work, facilities supporting the training of graduate programs, strategies to promote graduate programs, and preparation for launching the new School of Government and International Relations in October. In addition, he mentioned that UC will add new programs in College of Law, College of Social Sciences, and College of Management, and other related topics. Dr. Munro followed by giving a brief information about research and plans for Institute of Research and Advanced Studies (IRAS), R&D Conference, and Journal of Cambodia Studies.

Mrs. Lim Ngor informed everyone that MoEYS visit was a part of DSR in Cambodian universities Strategic Plan aimed at studying the past and present development of Graduate Studies and to share updated information on higher education, especially that of graduate studies.

The meeting discussed DSR information requirements of the University's graduate programs so it can be kept in an organized database. The officials from DSR provided their comments and suggestions as follows:

About degree programs that was approved by MoEYS:

- They asked UC to look at sub-decrees and Prakas issued by MoEYS to give license to run the graduate programs;
- If a degree's program was not in the sub-decree and Prakas, it means that MoEYS does not recognize it, thus, the University must prepare documents and submit to MoEYS for approval;

About the School of Graduate Studies:

- It requires a separate and clear structure for graduate school;
- It requires a separate strategic plan and action plan that is separate from the overall strategic plan of the university;
- It requires to have separate policies, regulations, and guidelines for graduate school;
- It requires to have separate governing structure of graduate school;
- It requires to have separate scientific board and research board;

About the establishment for new school, new programs, and transfer degree's program from one College to another, they suggested as follows:

- With regards to adding new degree programs to existing Colleges to be recognized by MoEYS, the University should prepare all documents separately for different degree programs in the different Colleges or School, and then submit them to DSR. The DSR will proceed to One Window Service for any charge;
- For establishing a new school and new programs, the University should prepare all required documents for licensing and approval of the new

school and programs to DSR. DSR will examine the documents and then propose to Minister of MoEYS through One Window Service. This process is much easier and faster than going through One Window Service first and the One Window Service will send all documents to DSR.

Mrs. Lim Ngor updated us about the decision made by Ministry on licensing higher education institutions and all degree programs that:

- Starting from 2013 MoEYS decided that all HEIs in Cambodia must renew their license and degree programs every five years, whether it is a university or an institute.
- With regards to degree programs - for one Prakas, there will be one charge, two Prakas there will be two charges.
- They are satisfied with the development of UC as a whole.
- UC building and facilities are outstanding and could support graduate programs

We asked the DSR help to facilitate UC's proposal to launch a new graduate school and new programs by October 2014. The meeting was fruitful in helping plan a launching of the School of Government and International Relations.

Foundation Year Entrance Examination

By Dr. Y Ratana



On the morning of 21 March 2014, the Academic Foundation Department of the University of Cambodia organized the entrance examination for new enrolled students, Term II, Promotion 12, academic year 2013-2014 at the Conference Center. The total numbers of students who registered to take the entrance examination was 163 students. They registered in five colleges: including College of Arts, Humanities and Language, College of Law, College of Management, College of Science and Technology, and College of Social Sciences – comprising of majors such as in Literature and English Language, Law, Accounting, Business Management, Economics, Finance and Banking, International Business, Marketing, Human Resource Management, Hospitality and Tourism Management, Information Technology, International Relations, and Development Studies.

(Continued on page 18)

Inha University Continues Timeless Tradition



By Dr. Sovathana Sokhom

On January 16, 2014, twenty four students from Inha University, led by Professor Yong-Ho Kim continued their annual tradition of the visiting University of Cambodia to promote cultural and educational exchanges between Cambodia and South Korea.

Mrs. Por Malis (Vice-President for Operations) gave a welcoming speech and thanked Professor Yong-Ho Kim and the Korean students for visiting UC. This is the fourth year that students from Inha University visited the University of Cambodia to receive insights on Cambodia's current political and economical development situation. Dr. Sovathana Sokhom (Vice President of Academic Affairs) delivered a lecture that gave a broad overview of Cambodia's development.

In her talk, South Korea had re-established diplomatic relations with Cambodia in 1996. Since then the South Korea government has committed \$378 million on concession projects and \$105 million of grant assistance to help develop the country. Between 1996 to 2007, South Korea had invested nearly \$1.5 billion in Cambodia. It also gave Generalized Scheme of Preferences (GSP) to 78 Cambodian items, plus another 253 Cambodian items are on the horizon to help stimulate trade between the two countries.

She added that there are three main sectors that constitute Cambodia's economy: Agriculture, gar-

ment, and tourism. With regards to agriculture, in October 2011, Korea International Cooperation Agency (KOICA) and Cambodian counter part of the Ministry of Agriculture, Forests and Fisheries had established a master plan to develop an agricultural investment agency. KOICA would provide \$1 million U.S. dollars to establish the agency. The project had two goals. First is to enhance capacity building in the agriculture sectors; second, to improve the capacity of human resources in agro-industry in Cambodia through transfer of the technical "know-how" from South Korea. Dr. Sokhom cited a study done by CDRI and FAO, working paper series No. 60, which South Korea ranked second after China in investing in agriculture, which accounts for 10.2 percent of the total investment approved by Cambodian Investment Board (CIB) between 2000 to 2010.

In 2013, the garment industry brought in the largest foreign earnings. A report by Ministry of Commerce stated that Cambodian garment industry production had risen 22% in November 2013 from the same period in 2012, with a total export worth \$5.07 billion. The garment sector accounts for about 80 percent of Cambodian total exports.

With regards to tourism, a report by the Ministry of Tourism showed that Cambodia attracted about 4 million foreign tourists in 2013, in the value of \$2.2 billion U.S. dollars. This increase went up 24% from the year before. South Korean tourists are the third largest number of visitors to visit Cambodia after Vietnamese and Chinese tourists.

Pertaining to investment and trade, South Korea is the third largest investor in Cambodia. South Korean investment is only second to China, which accounts for 33 percent of the \$2.28 billion of foreign direct investment in Cambodia in 2012. South Korea's investments include near 600 Korean companies, in the areas such as real-estate, garment manufacturing, and agriculture. In 2013, bilateral trade between Cambodia and South Korea had increased to almost \$1 billion U.S. dollar, doubled from 2012.

Furthermore, Dr. Sokhom mentioned that according to Director General of Ministry of Labor and Vocational Training, as of 2013, there were more than 20,000 Cambodian workers in South Korea. Workers can earn between \$1,000 to \$1,200 per month in four major areas: 13,671 in industrial, 7,809 in agricultural, 275 in construction, and 273 in fish-

ing. South Korea has been a good trading partner, as well as an investor in Cambodia. South Korea has been accepting thousands of Cambodian workers and transferring the technical know-how to Cambodia. Dr. Sokhom is optimistic that both countries will continue to promote mutual friendship and understanding in order to mutually benefit its people.

At the end, Professor Kim thanked UC for taking time to meet the students from Inha. He thanked the University of Cambodia for its commitment to expanding knowledge and understanding to students. He encouraged UC students and faculty members to visit Inha University. The visit of Inha University students to University of Cambodia showed the commitment of both Universities to provide a multicultural experience to students in globalizing world.

DAP News, Friday, October 2011.

(1) Ministry of Tourism: <http://www.tourismcambodia.org/news/index.php?view=detail&nw=96>

Cambodia's The Phnom Penh Post. December 26, 2013. Naro, CICP, July 6, 2009).

(http://www.opendevelopmentcambodia.net/tag/abos/)

(2) http://www.fibre2fashion.com/news/apparel-news/newsdetails.aspx?news_id=146951

(3) <http://www.tourismcambodia.org/news/index.php?view=detail&nw=96>

(4) <http://www.phnompenhpost.com/business/south-korea-leads-asia%E2%80%99s-big-three-cambodia%E2%80%99s-leading-investor>

The Phnom Penh Post, January 31, 2013.

(5) The Cambodia Herald, April 25, 2013.

Women's Rights to Reduce Gender-Based Violence

March 7, 2014

By Por Malis & Kong Rathana



The Men Engagement to Stop Violence Against Women (MESVAW) project is an extracurricular activity for students. The project aim at training trainers to help raise awareness and understanding of gender issues affecting our society. The project provides training focused on gender-related matters on life skills, create a peer networking group, and a friends-help-friends network. After the completion of the train-the-trainer program, new

trainees are expected to use and disseminate information on gender and to help raise gender awareness in their schools and communities across Cambodia. The program intends to raise awareness and understanding and help reduce gender-based violence in our society.

Representatives from the University of Cambodia Ms. Por Malis (Vice President for Operations) and
(Reduce Gender Violence continued on page 18)

Request for Support for Student Dormitories



The University of Cambodia (UC) is seeking funding to construct student dormitories that will serve up to 500 university students at a time. Currently, no such facilities exist on UC campus, although there is land available for their construction. Most of our student body is from rural areas, particularly girls, needing safe, clean, convenient, and affordable accommodations during their university studies. Dormitory will help to promote a safe environment that is conducive to learning and studying, and will make it easier for the students to participate in academic and extracurricular activities offered by UC.

On-campus dormitories will support the academic and personal development of students who will be housed in these facilities. The existence of a dormitory facility will also help to strengthen the capacity of UC staff members who will manage the facility and who will create and maintain programs associated with the facility (e.g., leadership training programs, etc.). Generous funding of this proposal will have a

substantial impact on student learning at UC, and will alleviate some of the obstacles Cambodian students face while they pursue their university degree.

Roughly 5% of Cambodians are enrolled in tertiary education, and this figure is expected to grow every year as a result of national and institutional efforts aimed at increasing the number of college educated students in Cambodia. The university is poised to grow in the upcoming five years and it anticipates a substantial increase in student enrollment (300-400%) and the number of students who will need local accommodations.

There is a high demand for student housing. Currently, the University of Cambodia does not have any dormitory facility for its student. An on-campus dormitory would greatly benefit students who are most at-risk for not completing their university degrees due to financial hardship, family obligations, and geographic remoteness.

Dr. Kao Kim Hourn
President
The University of Cambodia

Ms. Por Malis
Operations Manager
UC Foundation

The University of Cambodia FOUNDATION
Northbridge Road P.O. Box 917 Sangkat Toek Thla Khan San Sok
Phnom Penh, Kingdom of Cambodia Tel: (855-23) 993-274 Fax: (855-23) 993-284
www.ucfoundation.net

“An Initiative for Information Sharing and Research Networking”

Dr. Sovathana Sokhom
February 25, 2014

The second meeting of the ASEAN Research Councils on “An Initiative for Information Sharing and Research Networking” took place in the Philippines. The meetings are part of the Philippines and Thailand’s National Research Council initiatives to form a research network where information can be shared by the Association of Southeast Asian Nation (ASEAN) member states. The Councils objectives are to:

1. To bring together research and development heads and management personnel and equivalent agencies in ASEAN to discuss and implement practical ways of moving towards the ASEAN dream of unity, in terms of economic and socio-cultural development.
2. To encourage the development and setting up of a unified system for data sharing among ASEAN members states.
3. To discuss and find ways to carrying out joint activities / projects / programs for the benefit of ASEAN.
4. To examine and plan strategies for cost-effective development of facilities and regional laboratory.

The overall objective of this meeting is to examine the challenges and opportunities of creating a research council for each member ASEAN countries. Having an ASEAN research network helps facilitate collaborative research, information dissemination, and knowledge sharing across research areas and countries. The funding for this project is supported by Canada's International Development Research Center (IDRC-CRDI). The project consists of three

workshops including:

1. The first workshop examined the challenges and opportunities in “Information and Knowledge Sharing within Country.” It took place at Dusit Island Resort, Chiang Rai, Thailand on January 27-28, 2014.
2. The second workshop looked at challenges and opportunities in having research councils to facilitate “Information and Knowledge Sharing Among ASEAN Countries.” It took place at Astoria Plaza, Ortigas Pasign City, Philippines on February 22-23, 2014.
3. The third workshop will explore mission, stakeholders, resources, processes, and capacity-building initiative in “Information and Knowledge Sharing Among ASEAN NRCs.” It will be conducted in Thailand in May 2014.

Currently, the ASEAN Research Council is looking for a principal research council in Cambodia. The University of Cambodia has the potential to house and act as a focal point for research repository documents for Cambodia. At the same time, the University will be able to network and connect with other ASEAN research councils and institutions.

The broad agreement to form research councils in ASEAN member states was based on the agreement at the Singapore meeting (Sept 10-11, 2007) on “Information Sharing Within ASEAN.” Ideally the formation of an informal and flexible network of national councils with institutional back-up could engage in state of the art reviews of innovation systems, document experiences and successes. The underlying theme would be innovation in and for the Bottom of the Pyramid (Segundo E. Romero, PhD).

Song Competition

បញ្ជីបទប្រែប្រួល

Nodjiman
Recommended Song list

1. 「男と女」	チャゲ&飛鳥
2. 「世界に一つだけの花」	S M A P
3. 「大好きだよ」	大塚 愛
4. 「涙そうそう」	夏川 リミ
5. 「夕焼けの歌」	近藤 真彦
6. 「上を向いて歩こう」	坂本 九
7. 「鳥(すばる)」	谷村 新司
8. 「鳥唄」	THE BOOM
9. 「北風の春」	島 夫夫
10. 「三月日」	梅香
11. 「フラワー」	Kinki Kids
12. 「First Love」	宇多田ヒカル
13. 「未来へ」	Kiroro
14. 「雪の囀」	中島 美嘉

ការប្រឡងចម្លៀង

第5回日本語学習者による『のどじん大会』

កាលបរិច្ឆេទ៖ ថ្ងៃសៅរ៍ ថ្ងៃទី២២ ខែមីនា ឆ្នាំ២០១៤
 ពេលវេលា៖ 2014年 3月 22日 (土) 午後2時~
 ទីកន្លែង៖ មជ្ឈមណ្ឌលសហប្រតិបត្តិការកម្ពុជា-ជប៉ុន
 ទីតាំង៖ កង់ប៉ូឌា ប្រជាជនប្រចាំប្រចាំ (JCC)

សូមអញ្ជើញចូលរួមដោយឥតគិតថ្លៃ
参加無料

សហការប្រើប្រាស់ គ្រឹះស្ថាន៖
 - ស្ថានទូរគមនាគមន៍ប្រចាំប្រចាំ-ភាគីសហប្រតិបត្តិការ
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 カンボジア日本人材開発センター

សហការប្រឡងប្រកួត គ្រឹះស្ថាន៖
 ជនជាតិខ្មែរ-ជនជាតិជប៉ុន
 CAMBODIAN PUBLIC BANK

គ្រឹះស្ថានប្រគល់ជូន៖
 Panasonic

គ្រឹះស្ថានប្រគល់ជូន៖
 Angkor

ការប្រឡងចម្លៀង

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参加無料

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 - ស្ថានទូរគមនាគមន៍ប្រចាំប្រចាំ-ភាគីសហប្រតិបត្តិការ
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 Angkor

There were two kinds of exam papers given out. One exam paper focused on specialization in a particular major and the other focused on either general knowledge, moral civics, or history which was related to student's chosen major. The time allotted for exams focus on specialized majors was 90 minutes, whereas the length of exam on the related topic was 60 minutes.

Out of 163 students there were only eight students absent. Five students in the College of Arts, Humanities and Language, one student in the College of Social Sciences, and two students in the College of Management.

The entrance examination committee of the University of Cambodia organized the entrance exam. They invited nominated officials of Ministry of Education, Youth, and Sports to partake in overseeing the exam. However, according to Mr. Sok San (Deputy Director of Registration Office, Department of Higher Education and as Deputy Head of Proctor Commission of the Commission for Entrance Examination) Ministry officials were preoccupied with the Annual Summit of Education and were not able to join the examination at UC.

Nonetheless and despite the rain the University of Cambodia organized the entrance exam as scheduled, successfully conducted the exam, and submitted the documents and report to MoEYS. There were no problems during the entrance examination, no cheating, and no interrupted noise, and so on so forth.



Ms. Kong Rathana and Ms. Por Malis advocate gender equality at home and in the office

(Reduce Gender Violence Continued from page 15)

Ms. Kong Rathana (University Registrar) signed a memorandum of understanding with Mr. Ou Rattanak (Executive Director of People Health Development Association). The agreement aims to help carry out a three year project to reduce gender-based violence against women and reduce sexual harassment through raising awareness of gender issues. The project intends to increase youth's involvement on the fight against gender-based violence through educational activities and the dissemination of women's rights information to stop all kinds of violence against women.

The gender project is the continuation from the first phase of 2010-2013 program. The current project, which started in December 2013, will conclude on November 2016. The project is funded by the UN Trust Fund and establishes various partnerships among People Health Development Association, Ministry of Women's Affairs, Ministry of Education Youth and Sports, Department of Health Education, CARE International in Cambodia, six universities (University of Cambodia, Pannasastra University of Cambodia, Build Bright University, Phnom Penh International University, Cambodia University of Specialist, and Panha Cheat University), and four high schools (Bak Touk, Hun Sen Chak Angre, Indarak Tevi, Rossuey Keo) helping to reduce gender-based violence in our society.

Help Reduce Gender-Based Violence Against Women

The University of Cambodia Reaches Out to Guangxi University

February 12, 2014

In the effort to provide greater educational opportunities to faculty, staff, and students, the University of Cambodia reaches out to Guangxi University. Dr. Kao Kim Hourn met with Guangxi representative Mr. Wei Zhijiang (Secretary-General of College CCPC) and Dr. Meng Benman to discuss formulating a memorandum of understanding that will encourage academic cooperation between the two respected institutions.

The outlined MOU aims to advance learning through:

- Helping each other to establish or augment, as appropriate, degree programs and non-degree programs in their respective languages;
- Facilitating the admission of qualified students, from one university to the other, for the purpose of enrolling in degree and non-degree programs;
- Encouraging visits by faculty, staff and students, from one university to the other, for the purpose of engaging in language training, research, or other educational activities;
- Promoting international understanding of Cambodia and China;
- Fostering exchange of academic publications and scholarly information; and
- Promoting other activities to enhance the above-mentioned goals.

Mr. Wei Zhijiang informed everyone at the meeting that Guangxi University for Nationalities intends to donate books worth over 500,000 yuan to only two institutions in Cambodia. One being the National Library of Cambodia and the University of Cambodia. In addition, Guangxi aims to develop an exchange program for faculty, staff, and students in order to help promote knowledge and cultural exchange between UC.

He highlighted the Chinese Government Scholarship 2014 initiatives aimed at providing educational opportunities for Cambodian students interested in pursuing a Master or a Doctorate degree in China. The Ministry of Education of China, as part of the Chinese Government Scholarship program, has approved for Guangxi University for Nationalities to recruit 45 international students for this program. Full and partial scholarships will be offered to those accepted into the program.

Those interested in pursuing a Masters or a Doctorate in China should take their own initiatives to explore this opportunity with the College of International Education, Guangxi University for Nationalities at: <http://english.gxun.cn/>.

“These are great opportunities for UC. I encourage our faculty, staff, and students to take advantage of the Chinese Government Scholarship 2014 program,” said Dr. Kao.



Dr. Kao Kim Hourn and Mr. Wei Zhijiang discuss academic opportunities for faculty, staff, and students in China



Valentine's Day Blood Donation

January 17, 2014

By Seang Sokcheng

Ms. Seang Sokcheng (UCSS President) and Mr. Yun Makara (UC Administrative Staff) joined representatives from other universities in a meeting at the National Blood Transfusion Center located at Ang Dong Hospital. The meeting led by Dr. Hok Kim Cheng (Director of National Blood Transfusion Center) and Dr. Sek Mardy (Technical Officer for Transfusion from World Health Organization) aimed to gather participants' feedback on how to best conduct a blood-drive during Valentine's Day under the blood donation campaign called "Give Blood, Give Love." The campaign was set to be conducted on February 14, 2014.

Dr. Hok Kim Cheng encouraged all participants to help by the following means:

He asked university representatives to help in promoting, motivating and urging students from their own universities to participate in the "Give Blood, Give Love" campaign.

For those universities willing to help the National Blood Transfusion Center will provide leaflets, pamphlets, posters, digital posters, short promotional video clips, etc. to help promote the campaign to save lives. Also, the NBTC will offer trainings for students who are helping to promote the campaign, in order to answer inquiring questions about the blood donation campaign.

He would like to conduct an on-going concert during the blood drive campaign and asked if people would be willing to conduct student performances. It could be anything ranging from having singers, dancers (both traditional and modern), to having a fashion show.

Dr. Hok Kim Cheng added, for those universities participating in the blood drive campaign, their logos will be placed on the backdrop of the event and will be given an information booth to market their school to the greater public.

UCSS is eager to help and we are anticipating the approval of the formal proposal to participate in the "Give Blood, Give Love" campaign.



UC Students Rock the Valentine's



UC



Valentine's Day Blood Drive to Save Lives!



"Give Blood, Give Love"

14th February 2014

By Chan Chakrya

As follow up from a meeting in January, the National Blood Transfusion Center conducted an event called "Give Blood, Give Love." Thousands of people showed up to donate their blood to help build a national blood stockpile to help in emergency situations. Dr. Hok Kim, Director of the National Blood Transfusion Center said that "this year's Valentine's Day is special because it is on the same day as Meak Bochea. So, get out there and donate blood to show your love for humanity."

The students from various universities including Royal University of Agriculture, Phnom Penh International University, University of Health Science, Institute Technology of Cambodia, and University of Cambodia helped encourage people from vast walks of life to participate in the blood drive to save lives.

"Hundreds and thousands of heroes came out and donated their blood to help save lives," said a UCSS member.

During the ceremony, Dr. Hok Kimcheng announced that the aim of the "Give Blood, Give Love" blood drive on Valentine's Day was to raise awareness among citizens, especially the youths on the vital importance of blood donation, because it saves lives. Moreover, it aimed to change people's negative perception of blood donation in Cambodia. Motivational speeches from students helped eliminate false rumors and misconceptions of blood donation to convince people to give blood and give love in order to save patient's lives across the country.

It was a great event! Collaborative efforts by the youth and other stakeholders made the event successful and meaningful for everyone. The event was sponsored by the World Health Organization which is committed to saving lives around the world.



UC Student Senate 8th Mandate Election

By Khun Seiha

On Saturday 11th January 2014, the University of Cambodia Student Senate (UCSS) organized an election for the 8th UCSS Mandate. The election aimed at selecting five new student senate officers to continue UCSS' work of helping promote a vibrant student body on campus. The electoral process was held at the University of Cambodia's Conference Center.

Every year end, one of the most important and final task for each UCSS mandate is to organize an election to recruit new officers to lead UC's student body in conducting activities and events on and off campus the following year. During this year's UCSS election 20 candidates contested for top student leadership positions that included President, 1st Vice-president for Administrative Affairs, 2nd Vice-president for Technical Affairs, Treasurer and Secretary.

Dr. Y Ratana provided introduction to the election and briefed the nearly 200 student voters on how to proceed in casting a vote for the student representatives of their choice. After a quick campaign by the candidates, student moved to the ballot box to casted their votes for who they deemed fit to lead UCSS in 2014. There was a total of 138 ballots cast, 4 ballots were considered invalid.

The final result showed the student's choice to lead the UC student body in 2014. The following candidates were elected into UCSS leadership positions. CONGRATULATIONS!

Ms. Seang	Sokcheng	President of UCSS 8th mandate
Mr. Mov	Youpheng	1st Vice-president of Administrative Affairs
Ms. Soun	Khanra	2nd Vice-president of Technical Affairs
Mr. Sara	Prakath	Treasurer
Ms. Theam	Panhatheary	Secretary

These five students will serve and lead the UCSS 8th Mandate. The remaining 15 candidates automatically became members of the UCSS and together they will work to promote a vibrant and active student body for 2014. Congratulations to all!

During the election, UC President H.E. Dr. Kao Kim Hourn acted as Chairman of the Advisory Committee with H.E. Samraing Kamsan and other UC faculty and staff, and UCSS 7th Mandate members serving on the advisory committee to help facilitate the event.

On behalf of UCSS 7th Mandate members, we would like to wish the new UCSS 8th Mandate members much success in their upcoming work to enrich UC's student body and campus – into being the best.

PTC Computer - Awarding Laptops to Outstanding Students in Information Technology and Other Majors



By Rim Nalo

On the 17th January 2014, H.E. Hun Manet presided over the “PTC Computer Award Ceremony” which awarded laptops to outstanding students in information technology and other majors for their outstanding achievements in their studies. H.E. Kao Kim Hourn and Lok Chumteav Khem Rany were there to support and congratulate UC students for their remarkable achievements.

PTC Computer hosted the award ceremony at Beltei International University. The ceremony recognized sixty outstanding university students who excelled in the field of Information Technology and other majors, from 30 well-known universities in Cambodia. Among which, two UC students, Mr. Rim Nalo, major in Information Technology and Mr. Thorn Movtech, majoring in International Relations were from University of Cambodia.

The sixty outstanding students were each awarded brand new Toshiba laptops for their remarkable achievements in academic studies, as well as for their successful performances in outperforming thousands of their student peers in IT and other majors.

Cambodians widely believed in the notion that “Pure gold never afraid of fire.” And through this belief, many Cambodian students successfully completed the competition and were well rewarded for their knowledge from PTC Computer and Toshiba Singapore Pte. Ltd. With fairness, the computer competition showed many Cambodian students that with true knowledge and understanding comes success.

*PTC Computer
Award Ceremony at
Beltei International University*



CONGRATULATIONS!

Mr. Rim Nalo

&

Mr. Thorn Movtech



Academic and Life Advices for Success

For Students

By Former Students

Mr. Soksereyors Diep

Legal Officer
Kanetake Emiko

Earned a Bachelor's Degree
Major: International Relations
Graduation Class of 2012

1. What did you like about UC program?

There are two things I like the most about UC program. 1. All courses are conducted in English. Students are challenged to learn in English, to build their capacity in a free-market economy for the upcoming ASEAN integration. Imagine if students do not know English well when we integrate into the ASEAN Economic Community starting December 31, 2015. What will happen to those students? How can any of them compete in the job market without knowing English?

English is the official ASEAN language. Therefore, I appreciate UC English-based program.

The other thing is that UC adopts credit system where students can choose their own elective courses.¹ It's very good system and offers lots of flexibility to learn in other fields of study. In my case, I majored in International Relations. However, I was able to choose many elective courses in law. After graduation, I have the capacity to work not only in IR but the legal sector as well.

2. What did you think of your program's facilities such as available technology, resources, and the classrooms?

Technology and resources are limited for students. Classrooms are acceptable.

3. What accomplishments did you achieve during your university experience?

I have obtained broad knowledge from the program and it made me a well round individual. By studying at UC, my English has been steadily improving. Because of excellent English-based program at UC, I had the opportunity to take advantage of other scholarship program from Cambodian Mekong University (CMU) and Limkokwing University of Creative Technology (LUCT).

4. Was there a professor, staff, fellow student who made a lasting impression on you or helped you when you were here at UC? How? Why?

Regarding professors, I considered three professors who help me a lot. Dr. Prum Virak, former Dean of Social Sciences, has taught me much on how to be successful in academic and in life. Another key person is Dr. In Sophal who taught me more about Cambodian politics and provided me a broad understanding of our today-society. Last but not least, Mr.

¹ Now UC is on a fixed degree program; see article on 2013-2014: A New Academic Year ... Some Major Changes for Undergraduate Students, p. 27

Neng Vannak who always encourage students to be more involve in group discussion, learn about team building, help build the capacity of each student in the classroom. His outgoing and funny personality made learning enjoyable for all of us.

Regarding staff, Ms. Kong Rathana is always been helpful with all administration matters.

5. Do you still keep in contact with any of your classmates, professors, or staff?

Yes, I do. I still keep in contact with some of my classmates, some professors and some UC staff as well.

6. What was your most memorable moment as a student of the University of Cambodia?

The most memorable moment as a student at UC was the time I was selected to receive my Bachelor's Degree from Cambodian Prime Minister. Thank you, UC.

7. What do you like to tell prospective students about the University or the program?

UC is a good place where all students can obtain a broad knowledge and understanding of our world. One can take English courses, while focusing on specialized courses. For instance, my major at UC was International Relations. However, I had the flexibility to take course in Law and I learned about Cambodian laws, as I mainly chose law subjects as elective courses.² In addition to that, my English has improved rapidly.

8. What advice can you offer to incoming or current students?

I strongly encourage the new generation of students to focus first on mastering the English language, as it is the basis to learn other skills. For instance, if your English is good, you can search and learn about other subjects such as law, politics, mathematics, physic and so on by using the internet. Imagine if you don't know English well! With a strong command of English you can stay close to the internet and get updated information all the time from around the world.

Please don't spend time uselessly but wisely. Time does not wait for you, so do not waste it.

9. What is your current job? Is your current job related to your study program from the University of Cambodia?

Currently, I am holding two positions. One is a legal officer position with Japanese Project affiliated to the Ministry of Land Management, Urban Planning, and Construction. And the other is legal advisor to a local law firm.

As I mentioned earlier, the flexibility in being able major International Relations and being able to take elective law courses contributed much to my professional success. Today, I am practicing law, so I can say my current job is related to the program.

10. How has UC program encouraged you to pursue your career?

The most important thing is student capacity building. Most of UC students are well-educated and their command of the English language is very good in general. Therefore, I can say most UC students are equipped with a quality higher education, including me, so it is easy for us to get a job after graduation. The English base program is the strongest encouragement and should be for every student.

11. What are your career achievements you would like to share with students?

Having a good English language skill, plus a specialized skill has enabled me to grab many opportunities. I have worked for GIZ (formally known as GTZ - a German organization in Cambodia), JICA (a Japanese Organization) assisting Cambodia's development in various sectors of the economy, and a private company and at a law firm.

12. What career advice would you like to give to students to better prepare them for the real world?

Please do something you like that fits your background and can make long-lasting impact on our society. First, please do not expect to make much money after graduation, as you are not of big value or have much power to discuss with your employer high salary rates. Get the job first! Then build your skills capacity, so you are able to discuss and have more leverage with salary negotiation.

13. Do you still believe in the same principles as you did when you were a student?

No. Time flies, so things have occurred and impacted me positively. I hope today principles are far better than what we had before.

15. What is your lasting impression of UC?

Thank you UC for providing me a good knowledge and understanding of the real world. It is the place where I grew up. I will not forget university.

¹ Now UC is on a fixed degree program; see article on 2013-2014: A New Academic Year ... Some Major Changes for Undergraduate Students, p. 27

Student to Student: Life-changing Experiences

By Siem Pichnorak
International Business Major
College of Management

Like many outward-looking students out there, going abroad was the opportunity to be exposed to the big world. Studying abroad had always been one of my goals. In late 2012, my dream came true when I received a scholarship to attend an exchange program at Deajeon University in South Korea.

I am not sure if other exchange students felt the same way, but to me the study abroad program was an exciting opportunity, as well as a challenging one, which marks a turning point in my life.

Following my ambition to study abroad, I become an avid scholarship hunter. I had applied to so many programs, but failed. Yet, I never gave up. I relentlessly kept on looking for study abroad scholarships and opportunities until I landed one. To all you students, there is no success without struggle!

As an exchange student everything was tough for me. It was the first time I had ever been away from home. Culture, food, lifestyle, language, and a new learning environment were all challenges I faced every day. But these are not at all bad things, for they helped me grow, learn, become more mature, and independent.

I was challenged to be different. To walk the extra kilometer. To think outside the Cambodian box and look at the world to see the bigger picture. Personally, I believe that life's challenges are good opportunities to help people grow and become better successful individuals. Without life's challenges, one would tend to be complacent in life and less committed to improving society.

Tough and joyful times came and went. Going through life's challenges should make you a better and brighter person. I believe being pressured help reinforce my commitments in life. What didn't kill me, only made me stronger and better.

Besides tough times, I also had countless joyful moments like living under the same roof with citizens of the world; sneaking out for parties, cooking, learning different courses, shopping, travelling and talking to people from different countries are unforgettable



memories that I will cherish for the rest of my life. These are all things that I call life-changing experiences.

I was able learned and lived with people from around the world, a priceless lesson which I can never acquire in Cambodia.

For all you students, if you want to study abroad, don't just dream it, go fight for it! The path to success is rough and complicated. It requires lots of commitment and hard work to achieve it. If you want to apply for scholarships be committed! Get involved! Work hard! Be open-minded!

To get a scholarship to study abroad, what you need to have social experiences, excellent English skills, and impressive academic performances. The Center for English Studies of UC is good starting point. Getting involved in university activities and student programs, build your social network through volunteering, internship, workshops and other various social activities are extremely important. The English language and your academic performances make you qualified, while your social experiences make you the priority.

I dare not to say I am a successful one. But life is short. If you dare do nothing in life, you gain nothing. If you dare do something, you gain something. Do not just dream, do!

2013-2014: A New Academic Year ... Some Major Changes for Undergraduate Students

By Dr. Angus Munro

Starting in Academic Year 2013-2014, the University of Cambodia launched a second undergraduate track where all but language courses are taught in Khmer: the programmes taught on this, the Khmer Track, are otherwise comparable to the existing ones taught through the medium of English in what is now called the International Track.

The aim of this initiative is to attract students who are either weak in their language abilities (like this writer) or who want to proceed to a degree programme without first doing intensive English classes at our Centre for English Studies or elsewhere. However, students in the Khmer track will have to do some basic English courses to give them some exposure to that language.

Foundation Year programmes were started in **Accounting, ? : scholarships ?** As noted above, these are meant to be comparable the established same programmes in the International Track.

In addition, as a result of MoEYS' requirement that all Cambodian universities have to impose fixed degree plans, various other changes have been introduced for our Bachelor's programmes which will affect all students on the Khmer track and students on the International Track who joined our Foundation Year in October 2012 or thereafter.

- Previously, we have followed the American system, where there is scope for flexibility in the courses which a student can select (especially for 'Other Electives').
- This is no longer possible: all students in a particular major will have to follow a prescribed degree-plan, not just in the Foundation Year but during the rest of their programme.
- We recognise that this is a straitjacket for students who wish to change their major at UC or would like to transfer credits from a different programme at another university, but we have no choice in the matter

In preparing these fixed degree-plans, we have also made some changes to the basic structure of each Bachelor's programme.

1. The number of General Education courses remains the same (16: 36% of the total minimum degree requirement), although now there is no choice.
2. The number of Major courses has been increased from 18 to 24 (53% of the total minimum degree requirement): this may also apply for existing Bachelor's students from earlier intakes, allowing for existing timetabling constraints.
3. Thus the number of Other Elective courses has been reduced from 11 to five (11% of the total minimum degree requirement).

Given that there is now no choice for what a student can take as 'Other Electives', we have selected courses for each major which we feel would be the most useful in later life for students doing a particular programme:

- Non-English majors in the International Track take four other English courses to strengthen their confidence and capability in that language.
- Students not in the College of Management also do BUS304 (Leadership Skills); whereas Management students do an extra mathematics course.
- English majors do applied courses on marketing, public relations, etc., from the College of Management instead.

FOUNDATION

Request for Scholarship Funding

The University of Cambodia (UC) requests funding to support its UC Scholarship Program. A large majority of potential Cambodian university students are unable to afford the tuition fees to attend a local university, so the Scholarship Program is critical to alleviate this major obstacle to self-advancement. At the same time, funding for the Scholarship Program helps the University to cover its operating expenses and maintain its high academic standards.

Although much development progress has been made in the past two decades, the consequences of Cambodia's recent history continue to limit the formation and development of skills among Cambodian youth, particularly those most affected by exclusionary factors such as poverty, gender, ethnicity, and geographic remoteness. The UC Scholarship Program is a targeted effort to support the educational development of high-achieving Cambodian students across the country, so they can develop the necessary skills and competency to become knowledgeable employees and engaged citizens.

Because of the consequences of Cambodia's recent history, a large majority of Cambodian students need financial assistance to pursue and complete their higher degree programs and have other enriching educational opportunities. Roughly 80 percent of the 4,000+ students enrolled at UC are on full or partial scholarship, made possible by generous donors. The University anticipates that this figure will remain high for several years until a majority of Cambodian families are financially secure enough to make this investment on their own. Additionally, there are currently no government agencies or private institutions that offer student loans to Cambodian students to help them pay for university tuition, living expenses, or learning enrichment opportunities that include research, internships, and teaching.

The University is seeking financial and in-kind donations for more scholarships for needy students: as in the past, these targeted through competitive exams to impoverished students, students from rural areas, ethnic minority students, and female students.

Funding in the Scholarship Program will substantially help UC raise the standards for research, critical thinking, innovation, and problem solving—the ultimate goal is for UC students to be marketable not only in Cambodia, but also regionally and globally. By providing access to high-quality learning opportunities for students, as well as emphasizing fluency in the English language for students on the International Track, UC trains and prepares its students to make strong, positive contributions to Cambodian society through social and economic development.

If you would like to contribute to the UC Scholarship Program and give students across the country the opportunity to live their dreams and change lives, please contact UC Foundation representatives to help give a gift that matters most, a higher education.

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The Busy UC Undergraduate: An Interim Report

By Dr. Angus Munro with the assistance of Sam Sophorn and Travis Mitchell

Introduction Cambodia would seem to be relatively unusual in that many undergraduate students do parallel or alternative degree programmes at other universities. Also, many seek to hold down jobs as a means to support themselves in the absence of access to student loans or other sources of funding to cover living expenses (scholarships typically only cover course fees).

Whilst these outside activities are generally recognised, there are no data as to their extent. Such information is clearly necessary in order to help get a broader insight into the problems facing our students and how widespread they are. Thus:

1. Are students trying to diversify their qualifications or are they duplicating their degrees either through e.g. lack of confidence in doing one particular programme or through trying to 'artificially' inflate their CV?
2. Depending on the answer to this, should ways be looked into how to rationalise degree programmes so that universities are able to offer joint degrees to obviate the need for students to shuttle between two institutions in order to pursue two different (often quite distinct) majors?

The following is an interim report of a survey of undergraduate students at the University of Cambodia, conducted in August-September 2012. It gives essential insights into the situation regarding the competing (and potentially conflicting) demands on their time in pursuit of a Bachelor's degree at UC. A more detailed statistical analysis of the whole data-set will be published elsewhere (Munro et al., in preparation).

Methods A survey form was prepared in consultation with full-time faculty at UC. Undergraduate students at all levels (Foundation Year and other Bachelor's students) who were signing up for classes in Term I of Academic Year 2012-13 during the scheduled registration period were invited to complete the form anonymously. Thereafter, the resulting data were collated in Excel spreadsheets and analysed using SPSS 15.

Results Background studies indicated that about three-quarters of both Foundation Year and other Bachelor's students responded. A χ^2 crosstabs analysis of the raw data indicated that the profile of Foundation Year respondents was not significantly different from that for overall enrolment between Colleges. On the other hand, there was a significant difference for the raw data on other Bachelor's students: the residuals indicate that this reflected, in particular, a much higher proportion of respondents in the College of Management together with a much lower proportion in Science & Technology. Other analyses found that, overall, there was no significant difference in the proportion of respondents between sessions (morning, afternoon, evening or weekend) for Foundation Year or other students; other issues related to the sampling returns (for example, transfer students: a murky grey area where more in-depth study needs to be done) will be considered elsewhere (Munro et al., in preparation).

Table 1 summarised the key information. About half of both Foundation Year and other Bachelor's students were studying at another university. Whilst a minority of Foundation Year students had jobs, about half of other Bachelor's students did so. This means that almost one in five other students was holding down both studying at another university and held a job. χ^2 comparisons indicated that there were significant differences between Colleges in the proportion of students also studying at another university and, for Foundation Year, those who were also working (Table 1). The end result was that 60% of Foundation Year students and more than 80% of other Bachelor's students had an outside commitment in terms of studying for another degree and/or having a job.

Table 1 Overview of outside activities of respondent students (%), together with a χ^2 analysis (sample vs. expected) of the original data for the individual Colleges.

	Studying at Another University and/or Working		Studying at Another University		Working		Studying at Another University and Working	
	FY	Higher	FY	Higher	FY	Higher	FY	Higher
Overall Percentage of Respondents	60.1	81.5	51.8	51.1	13.1	50.3	7.00	19.9
χ^2	9.32	3.13	14.3	23.8	23.2	3.13	3.71	8.87
d.f.	4	5	4	5	3	5	2	5
P	0.053	> 0.65	< 0.01	< 0.001	< 0.001	> 0.65	> 0.15	> 0.10

Regarding the respondents who were also doing an undergraduate degree elsewhere (about half of all undergraduate students: Table 1), the majority were doing so at a public university (Munro et al., in preparation). Moreover (Table 2), most were doing so in a distinctly different discipline; the ‘lure’ of scholarships accounted for almost half of those involved. Amongst those who indicated their scholarship status at both UC and the other HEI, the majority were recipients of Scholarships from UC (Munro et al., in preparation).

Table 2 Overview of responses from students who also study at another Higher Education Institution (HEI).

	<u>Study in Same ‘College’</u>				<u>Receipt of Scholarship from Other HEI</u>					
	<u>FY</u>		<u>Higher</u>		<u>FY</u>			<u>Higher</u>		
	<u>Yes</u>	<u>No</u>	<u>Yes</u>	<u>No</u>	<u>None</u>	<u>Partial</u>	<u>Full</u>	<u>None</u>	<u>Partial</u>	<u>Full</u>
Percentage of Respondents	6.72	93.3	9.63	90.4	52.3	7.17	40.2	49.5	7.58	42.9

Table 1 indicates that about 13% of Foundation Year students and half of other undergraduate respondents had a job. For those who had jobs, work was most frequently in the private sector and there was a trend for higher level students to hold proportionately more full-time jobs (Table 3). Being a recipient of a scholarship from UC had little clear effect on whether a respondent had a full or part-time job (if any), especially for higher-level respondents (Munro et al., in preparation).

Table 3 Overview of respondent students’ jobs

<u>Level</u>	<u>Involvement (%)</u>			<u>Nature of Job (%)</u>					
	<u>Part-time</u>	<u>Full-time</u>	<u>Not Stated</u>	<u>Self-empl.</u>	<u>Family</u>	<u>Private Company</u>	<u>Govt.</u>	<u>NGO</u>	<u>Not Stated</u>
Foundation Year	52.8	44.4	2.77	5.56	13.9	52.8	5.56	16.7	5.56
Other Bachelor’s	27.3	69.4	3.27	6.48	5.80	59.2	10.7	10.9	6.96

The data in Table 4 indicate that respondents were about evenly split between whether their job was related to what they were studying at UC; and that there was a skewing towards their jobs being related to their proposed future careers. A more detailed analysis will be reported elsewhere (Munro et al., in preparation).

Table 4 Overview of students’ jobs (% of respondent) in relation to what they are studying at UC and their proposed future careers.

<u>Level</u>	<u>Relevance to:</u>					
	<u>UC degree</u>			<u>Proposed career</u>		
	<u>Yes</u>	<u>No</u>	<u>NS*</u>	<u>Yes</u>	<u>No</u>	<u>NS*</u>
Foundation Year	47.2	47.2	5.55	52.8	44.4	2.77
Other Bachelor’s	47.4	50.5	2.14	59.5	32.1	8.33

* NS: not stated

Discussion and Conclusions Table 1 shows an astonishing result: 7% of Foundation Year respondents and almost a fifth of higher-level undergraduates are not only studying at another university but holding down a job. These and the other data in that and subsequent tables provide an essential insight into the dilemma facing higher education in Cambodia, which will be explored in more detail elsewhere (Munro et al., in preparation). The following will focus on a few essential points.

The need to develop the higher education sector is essential for Cambodia to be able to compete in the modern world, especially with the looming formation of the ASEAN Economic Community. However, a recent report by the ILO (2013: 55) claimed that the highest rate of unemployment amongst youth (aged 15–24) was amongst those with a university degree, at 21.1%, being higher amongst males (24.8%) than females (17.3%). Assuming these data are meaningful, the ILO attributed the result to “difficulties transitioning from university to jobs due to lacking the skills needed by the labour market, or most likely to skills inadequacies.” Certainly employers in Cambodia, as elsewhere, complain about the quality of graduate output (see Munro, 2013), but the ILO’s conclusion would seem to be a generalisation based on little hard evidence from their study. What is needed are data on how many graduates enter jobs directly related to their major (or even

requiring a degree in the first place). Given the fact that there are now over 100 universities in Cambodia, there is clearly the need for rationalisation and quality control, to ensure that the output converges with the expectations of employers and other stake-holders (Munro, 2011, 2013).

Looking to the future and given the competition for limited numbers of potentially lucrative jobs, many students at UC would seem to be maximising their options by studying a different degree elsewhere, typically at a public university. The fact that it is in a different discipline implies that they are aiming for diversification, and have confidence that what they are studying at UC is *bona fide*.

- It would be much more efficient, including in the allocation of students' and other resources, if Cambodia introduced a system of 'joint degrees' where a university is allowed to let students do a double major in two distinct disciplines/Colleges (for example, Accounting and English Language & Literature or Development Studies), as is common practice elsewhere.¹

Confronted with financial problems in the present, many students have to seek some sort of employment – including those on scholarships, which only cover tuition fees and thus exclude essential items such as textbooks, never mind basic living expenses.

- On the plus side, keeping the future in sight, a good proportion of the present respondents would seem to be already in jobs related to their proposed career (Table 4).
- Nevertheless, the need to deal with the pressures of a job can only be expected to impact on the academic performances of these and other working students.

As reviewed by Munro (2013), where earning a degree is otherwise considered to be worthwhile in terms of earning power, financial support to pursue academic studies is subject to not only cash-constraints but also debt-aversion. Student loans have become well-established in the US and, with the transition from government-funded grants (to cover not only tuition fees but also basic living expenses), the UK. However, there have been problems in their realisation as a means of providing a sustainable way to promote an individual's efforts at self-advancement. The large volume of debt in the form of student loans² has long-term effects on the individual and on the economy, especially in times of high unemployment with the problem of default.³

In Cambodia, whilst some universities have provided student loans to cover fees, this creates extra paperwork and potential problems down the line, where previously agreed contracts have to be re-negotiated:⁴ thus the favoured approach is through the offering of scholarships. Similarly, there is the reported reluctance on the part of banks to enter into the student loans market because of the problem of potential defaults, where loanees cannot repay their debts; and also reluctance of students' families, give that default would mean that they would lose property as collateral.⁵ Recently, Aceda Bank has designed student loan packages of up to \$30,000 to be repaid within one year after the completion of the loan-payment. However (unlike in the US and the UK), the loan cannot exceed the requisite tuition fees of the institution to be attended; and there obviously needs to be evidence of "proper work, salary, or sufficient income (students' parents or guardians)," as well as collateral.⁶

In conclusion, how does the foregoing relate to the perennial problem of students dropping out from their degree programmes at universities in Cambodia, as elsewhere?

1. The possibility of students doing double majors at a single university should be looked into by MoEYS, as a way to minimise time wasted in travel, for example, and to build up student loyalty.
2. Ways should be looked into developing a student loans scheme in the longer term, to also cover basic living expenses, so that students can concentrate on their studies more effectively.
3. In the meantime, universities should continue to offer scholarships as a simpler option with less work-load requirements.
4. However, ways need to be seen to ensure that students strive to work hard on their chosen degree programmes, rather than taking what is now the easy option of dropping out when the going gets tough because of other conflicting demands on their time or other reasons.

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Munro, A. D. (2014) The Best Students for Academic Year 2012-3, in the Context of Previous Years. UC Bulletin (this issue).

The Best Students for Academic Year 2012-3 in the Context of Previous Years

By Dr. Angus Munro with assistance of Kong Rathana

Overview As in previous years, starting in Academic Year 2009-10, the proportion of enrolled Bachelor's (non-Foundation Year) students receiving top grades was higher in Term III than in the other two terms. Overall, female students continued to have a proportionately higher representation amongst awardees than in the general student population. There was some evidence for differences between sessions, with evening classes tending to have fewer awardees. Over the four years, there was considerable between-College variability in the proportion of awardees. Some of the possible factors underlying this variation are considered.

Introduction In order to help further motivate students as a result of the decision to introduce a more stringent grading scheme with centralised exams (Munro, 2009), the University of Cambodia introduced a means to recognise our best-performing students each term and for the whole of each academic year.

Thus students who get an overall 'A' for a term are nominated to the Vice-President's List for that term; maintaining that performance for the whole academic year means that they qualify for the Chancellor's List. For students with at least 'B+' grades overall, the corresponding lists are the Dean's and President's. In each case, the students must have enrolled for the minimum number of courses (five in Terms I and II, and three in Term III: 13 overall).

The Best Students for Academic Year 2012-3 A list of the nominees to these various lists for Academic Year 2012-3 is appended to this article. It goes without saying that the recipients should be congratulated for their academic success; and that we hope that, rather than become complacent and rest on their laurels, this will encourage them to maintain this same high standard in the future. We also hope that it will inspire others to strive harder for something extra on their degree transcripts, to help them stand out from the competition.

An aggregate score (where being on the Dean's or the Vice-President's List in one term counts as 1 or 2, respectively) indicates that there are nine top students (with by-term aggregates of 4: all appeared on the Vice-President's List for one term), as listed in Table 1. It is interesting to note the preponderance of female students (see also Munro, 2013a) and the absence of weekend students: these points will be explored further below.

Table 1 The top students for Academic Year 2012-3, each with an aggregate score of 4 over the three terms (see text for details: all also appeared on the President's List).

College	Student	Gender	Major	Session
Arts & Humanities	Hor Kimsophorn	F	English Literature	Morning
	Than Chansandab	F	English Literature	Morning
Management	Khieu Sunlong	M	Business Management	Evening
	Mao Phirun	F	Finance and Banking	Evening
	Prom Titdarya	F	International Business	Afternoon
	Tang Sreyneang	F	Business Management	Evening
Social Sciences	Bun Seng Kong	M	International Relations	Afternoon
	Hoy Sreynan	F	International Relations	Afternoon
	Ok Sam Ang	F	International Relations	Afternoon

It is important to remember that many good students studied for fewer than three terms in order to meet their graduation requirements: they have been duly recognised in the appended table.

The Bigger Picture Rather than a more detailed analysis focusing on the results for Academic Year 2012-3 alone, the following will take a broader perspective based on an overview of the results since this way of recognising our best students was introduced. As noted by Munro (2013), most students receive an award for only one term, at least within an academic year: this patchiness in performance cannot be attributed solely to students graduating during the year.

Figure 1 indicates that the proportion of awardees has been consistently higher in the third term than in the other two terms for each Academic Year. Furthermore, there was also a clear difference between the first two terms of both 2009-10 and 2010-11, but this subsequently disappeared.

- This is despite the students having to do about the same amount of work (three courses in 10 weeks vs. five courses in 15 weeks: 13.5 vs. 15 formal classroom hours/week).
- One possible explanation for the consistently higher percentages in Term III is that this is when many other universities do not offer classes, so that students who are also studying at another university can concentrate on their studies at UC (see also Munro, 2014) – clearly this hypothesis needs further testing
- There is no clear explanation for the erstwhile differences in performance between Terms I and II, or their subsequent disappearance after the move to the new campus: it would appear to be coincidence in

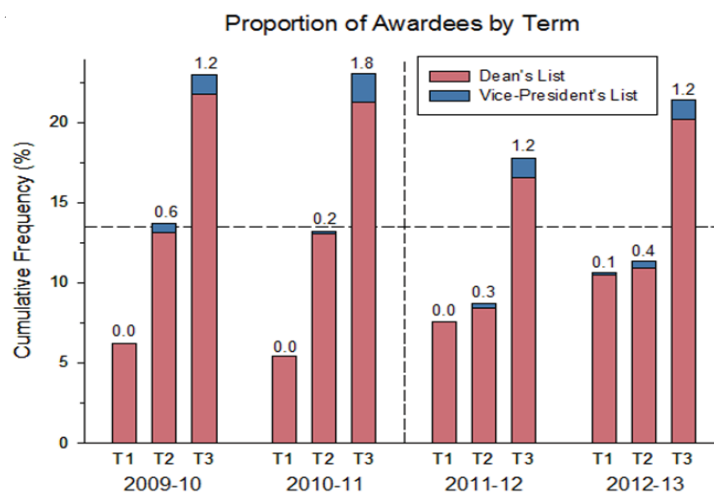


Figure 1 The proportion of nominees for the Dean's and Vice-President's Lists by term, as a percentage of the total undergraduate enrolment (excluding Foundation Year). The dashed horizontal line indicates the overall average for both Lists combined; the dashed vertical line separates terms at UC's old campus from those at UC's new location.

Figure 2 The by-term sex-ratio (numbers of females/numbers of males) of the total undergraduate enrolment excluding Foundation Year (bars); and of nominees for the Dean's and Vice-President's Lists (triangles). The dashed horizontal line indicates the overall average for the total undergraduate enrolment; the dotted line indicates that for both Lists combined.

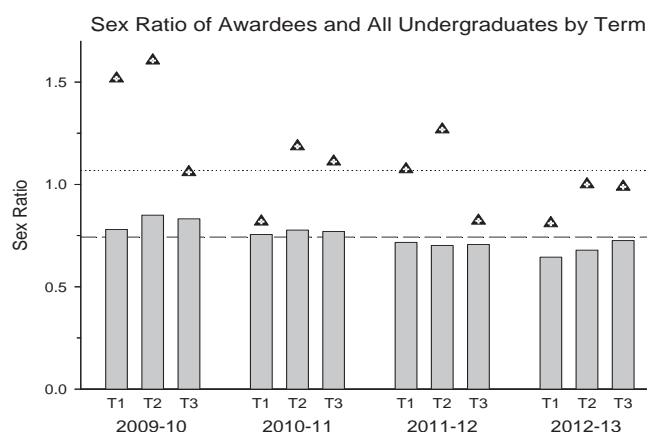


Figure 2 indicates that, whilst there are more male than female students in the undergraduate population as whole (this also applies for Foundation Year),¹ females were proportionately better represented in the list of awardees. This was particularly the case in the first two terms of Academic Year 2009-10, but has persisted to a greater or lesser extent thereafter.

- There is possible hint that the move to the new campus may have had an effect on the sex ratio (with an apparent recent rebound, which is difficult to explain), although further study is required of intake and subsequent relative drop-out rates to determine whether the changes reflect long-term trends or are just random noise.
- The greater proportion of male students is consistent with prevailing patterns of enrolment in higher education in Cambodia,² despite UC's efforts to redress the balance through its scholarship programmes (Munro, 2013b).
- In this respect, Cambodia resembles the Lao PDR and Indonesia; and thus it contrasts with several other ASEAN countries (no data were available for Singapore or Vietnam), as well as many other countries, where there is at least gender parity in terms of the proportion of female tertiary students (UNESCO, 2012). Thus, according to the review of DiPrete and Buchmann (2013), the female:male ratio of College students in the US has changed from about 0.8 in 1970 (cf. Fig. 2) to about 1.2 in 2010, associated with increased proportions of female graduates (including with Ph.D. and especially Master's degrees – again in contrast to current data for UC) and a partial decrease in the gender-gap in wages.
- The issue of female students tending to perform better will be returned to below.

¹ Compared with a ratio of 1.03 in favour of females for the 20-24 age-group in Cambodia as a whole, based on data in ILO (2013: calculated from their Table 3.1).
² data.worldbank.org/indicator/SE.ENR.TERT.FM.ZS; ILO (2013), p. 26.

Another dimension of analysis is the fact that undergraduate students enrol for one of four sessions: morning, afternoon, evening or weekend. Figure 3 indicates that the proportion of awardees (weighted for differences in enrolment between sessions) was generally higher for students in the morning and the afternoon sessions, although there is considerable between-term variability.

- In general, the difference in relative performance between genders noted above applied across all sessions for awardees (data not shown).
- Other data (Munro, unpublished) indicate that there has been a general trend for students in the evening and weekend sessions to perform less well than those in the morning and afternoon sessions.

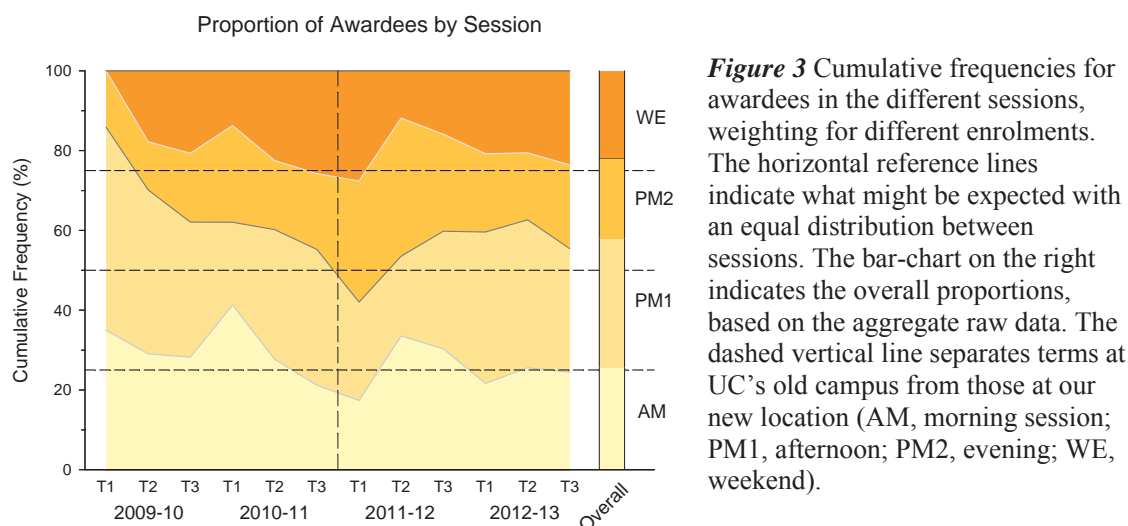
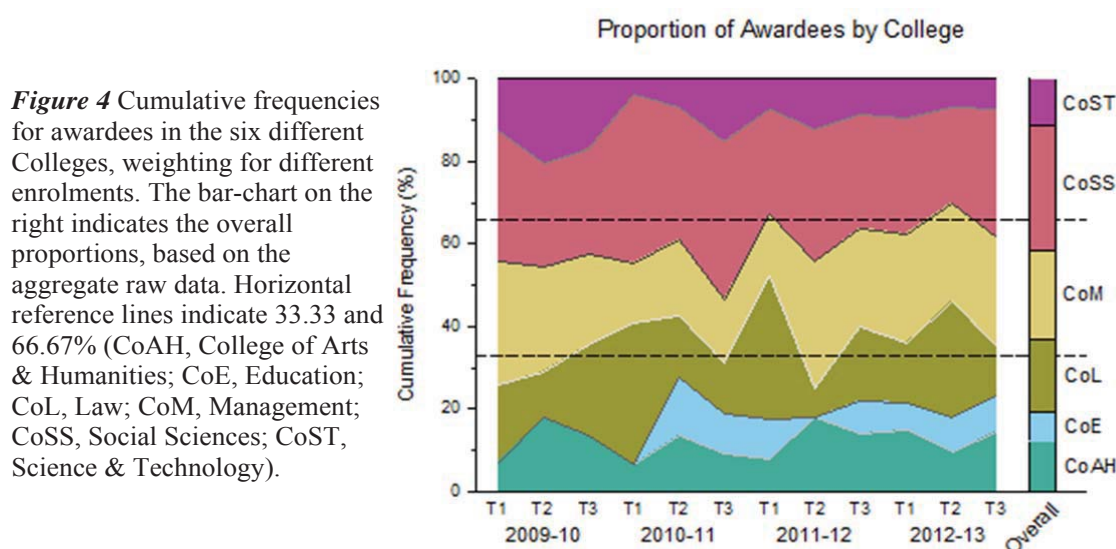


Figure 4 compares the distribution of awardees amongst Colleges after weightage for differences in enrolment between these.

- The overall rankings might be attributed to differences in quality of students and/or aspects of their major courses (e.g. content-difficulty, strictness of marking): the fact that students have to take subjects outside their major might argue against the latter, but again more detailed analyses are required.
- There are no consistent between-term changes for particular Colleges (for example, consistent higher proportions in Term III, given between-College differences in enrolment at other universities: Munro, 2014a and in preparation).
- However there are wide between-term variations in the relative performance of different Colleges – most especially Law and Management – which have no immediately obvious explanation.



General Discussion and Conclusions To summarise the results for AY 2012-3 in relation to the previous three years in which students have been recognised as list nominees:

- There is a continuing trend for a greater proportion of awardees in Term III (Fig. 1), whatever the underlying reason(s) – understanding the latter is critical for fine-tuning UC's future educational strategy.
- There would seem to be a trend for declines in both the proportion of females in the student population

- as a whole and the proportion of female awardees, although this will require further study to confirm.
- There are long-term variations in between-session and between-College performance, the nature (random or otherwise) of which bears further investigation.

The consistent skewing of gender-ratios deserves further consideration, with that amongst awardees being opposite to that for the general student population (Fig. 2).

On the one hand, there is a male-bias in terms of the total student enrolment (more starkly obvious at post-graduate levels): as reviewed by Munro (2014), this is likely to reflect (i) traditional values regarding the broader roles of the two genders in Cambodian society, including in the context of (ii) the need to prioritise a family's often limited resources in favour of male offspring (see also ILO [2013], pp. 27-28) given problems of access to sources of funding (Munro, 2014).

To consider first the latter point: at the institutional level, one obvious way to obviate the problem of giving priority to male offspring is to promote the enrolment of female students through scholarships, which UC seeks to do.

However, whilst this might help to promote a more fundamental societal change in gender-perception, it goes only a small way towards addressing the need for updating traditional values to promote greater gender-equality (one of the Millennium Development Goals).

- To this end, UC has a compulsory General Education course (WMN201) to promote gender-awareness in the upcoming generation of future leaders.

Furthermore, it could be argued that traditional values are limiting the male half of Cambodia's youth from reaching their full potential. A starting point is to consider the conclusions of a recent detailed survey of gender in higher education in the US (unfortunately not consulted in full).³ DiPrete and Buchmann (2013) attributed the recent dramatic change in gender-ratio to differences in attitude at earlier levels.

- This is presaged by a pre-College achievement gap, with girls outperforming boys despite no overall difference in cognitive abilities.
- This was related to differences in engagement (motivation and enjoying school) and effort vs. socializing and other activities: young males are essentially more complacent about educational pursuits.
- They attributed these explanatory differences to societal norms in the US rather than intrinsic sex-based differences.
- They argue that schools need to set high expectations without gender-stereotyping and seek ways to motivate male students, in particular, to take a longer-term view of the importance of education.⁴

A recent study in the UK argued that female students may have a greater psychological resilience in the need to adapt to the new challenges they confront in entering the higher education system.⁵

- Thus it was proposed that there is the need for more counselling, especially of males, to ease the transition to the new learning environment.

One way of interpreting the foregoing is in terms of preconceived male entitlement and females' perceived need to advance themselves.

- Thus female students, whether in the US, the UK or wherever, are motivated to work harder in order to advance themselves as individuals in today's more equitable world.
- Male students are more complacent because of their upbringing and their perceived 'birthright' in all spheres – for example, in Alaska⁶ – which reflects a sort of motivational inertia in the face of a changing global environment.

To now focus in on the Cambodian situation:

- Female students have difficulty finding suitable accommodation outside the family (in contrast to males, who can stay in pagodas).⁷ thus UC has long-term plans for the construction of hostels, as part of the remit of the UC Foundation.
- It is possible to explain the increased proportion of female awardees at UC (Fig. 2) in the light of what was reviewed above regarding studies in the US and UK, but further analyses are required to determine whether better female performance applies to the student population as a whole, and whether there are any potential modifying factors.

³ Executive Summary: http://www.russellsage.org/sites/all/files/riseofwomen_brief_04082013_web.pdf

⁴ See also <http://www.nytimes.com/2006/07/09/education/09college.html?pagewanted=all>

⁵ <http://www.leedsmet.ac.uk/news/1471.htm>

⁶ <http://www.insidehighered.com/quicktakes/2010/02/01/another-take-gender-gap>

⁷ <http://www.phnompenhpost.com/7days/women-still-falling-higher-education-ladder>

- Male-specific complacency, argued to apply elsewhere, can be seen in a broader cultural context (including engrained sexual attitudes).⁸
- Cross-gender complacency can be expected because of the problem of the perceived lack of meritocratic transparency in various job-appointments (something reflected in students' responses to the Comprehensive Exam taken to complete their Bachelor's degrees: Munro 2014): some students may not bother to work hard, because there is no need to prove themselves in competition with others (who may become cynical as a result).
- Superimposed on this, 'inter-institutional complacency' might be expected, given the range of quality in local universities, with some having a better reputation with employers than others: thus simply being accepted to a degree programme in one of the 'better' universities gives a student an inherent advantage, with a scholarship as the icing on the cake to further lull them into a feeling of complacency.

So, how else can UC further improve its educational programmes for the benefit of all (apart from long-term plans to build student hostels: see above)? UC sets high performance standards, and its students are attractive to employers. This could give rise to two potentially conflicting issues: a good institutional reputation vs. 'inter-institutional complacency.'

1. To consider the level of standards first:
 - We set high standards regarding scoring students' performance (although presumably our faculty adjusts their marking accordingly), aiming to motivate students to earn high grades, and thus be nominated for the lists which are the subject of this article.
 - Whilst we do have induction courses in the Foundation Year to help new students make the transition to a new learning environment, there would seem to be the need for further counseling to make new students (including in CES for International Track students) more psychologically resilient, with increased capacity to adapt.
 - Based on the foregoing UK study, this might be expected to help male students to adapt to the new study situation and UC's high grade expectations, all else being equal.
 - This is one of the aims of the Student Development Centre, currently in the planning stage.
 - The bottom line is that we must promote personal responsibility and seek to help students to realise the fruits of this.
2. Regarding our students' employability:
 - Our reputation is such that our students have an intrinsic advantage in applying for jobs in at least certain areas ... which might encourage complacency.
 - This attitude is potentially reinforced by the fact that many students are on scholarships – they have no concrete personal investment to lose (in contrast to when their source of financing is through their parents directly or via loans).
 - Thus, if the going gets tough, then scholarship students start giving up, with nothing to lose: an argument for offering student-loans rather than scholarships? (but see Munro, 2014a).
3. The situation is further complicated by the fact that about 80% of UC students are studying at another university and/or having a job (Munro, 2014a): thus there is no focus of commitment for the majority of them.
 - The problem could be ameliorated if universities in Cambodia were allowed to offer joint degrees, so that students do not need to transit between two universities to study two separate majors and thus are able to focus more on their studies (Munro, 2014).

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⁸ <http://www.cambodiadaily.com/archives/un-report-says-1-in-5-cambodian-men-have-raped-42122/> "Men Unsurprised by Statistics Showing Prevalence of Rape"

Best Students, Academic Year 2012-13

Note: DL, Dean's List; PL, President's List; VPL, Vice-President's List

Arts & Humanities

	Term I	Term II	Term III	Overall		Term I	Term II	Term III	Overall
Beang Moly	--	--	DL	--	Ngor Kavhong	--	--	DL	--
Chea Yuthan	--	--	VPL	PL	Ngov Sodaneth	--	DL	--	--
Chhat Bunnary	DL	--	--	--	Nguon Sony	--	--	DL	--
Chhay Vuochmenh	DL	--	--	--	Nov Monyroth	--	DL	DL	PL
Chheng Chhunla	--	--	DL	--	Nuon Arun	DL	DL	--	--
Chhorn Soputhea	--	--	DL	--	Ouk Somnang	--	--	DL	--
Chhun Khantey	--	--	DL	--	Pen Chanpisey	--	--	DL	--
Chin Saem	DL	--	--	--	Phal Sokmonyroth	--	--	DL	--
Chou Cheameas	DL	--	DL	PL	Phok Ratana	DL	--	--	--
Hang Raksa	DL	DL	DL	PL	Samreth Serey Oudam	--	--	DL	--
Heng Sereysear	--	--	DL	--	Sang Sereyvathana	DL	--	--	--
Heng Socheat	DL	--	--	--	Sao Layhour	--	DL	--	--
Hor Kimsophorn	DL	DL	VPL	PL	Seng Bouyky	DL	--	--	--
Hor Rechana	DL	--	DL	PL	So Sovannara	--	DL	--	--
Hornn Vothy	DL	--	--	--	Socheat Prophorsarak	--	DL	--	--
Huo Naihean	DL	--	--	--	Sreng Mengkoing	DL	DL	--	--
Im Phallyka	--	--	DL	--	Srorn Piseth	DL	--	--	--
Inn Sotheara	--	DL	--	--	Sun Thida	--	DL	DL	--
Jock Sony	--	--	DL	--	Sun Vinh	DL	DL	DL	PL
Khorn	--	--	DL	--	Tann Eang David	--	DL	--	--
Darasambath	--	--	DL	--	Tep Chetra	DL	--	--	--
Leang Soklang	--	DL	--	--	Tep Phearong	--	--	DL	--
Lim Kim Y	DL	DL	DL	PL	Thean Akara	--	--	DL	--
Ly Chanratana	DL	--	--	--	Ung Keorattanak	--	--	DL	--
Men Vorleak	DL	--	--	--	Vannavuth	--	DL	DL	PL
Minh Manita	--	--	DL	--	Sochanmalisphoung	--	DL	DL	PL
Moul Sreysross	--	DL	--	--	Vichet Chanmakara	DL	--	--	--
Nan Sambath	DL	--	--	--	Yang Dara	--	--	DL	--
Ngim Souykong	--	--	DL	--					

Education

	Term I	Term II	Term III	Overall		Term I	Term II	Term III	Overall
Horn Sophal	DL	--	DL	PL	Sam Sochet	--	DL	DL	--
Mak Heangsovann	DL	DL	--	--	Say Lalin	--	--	DL	--
Mouen Sophet	--	DL	DL	PL	Tom Sokachna	--	--	DL	--

Law

	Term I	Term II	Term III	Overall		Term I	Term II	Term III	Overall
Bun Penghuy	DL	DL	DL	PL	Meng Lim Korng	DL	DL	DL	PL
Chea Chakrya	--	--	DL	--	Menh Someta	--	DL	DL	--
Chhat Udom	DL	--	--	--	Mon Samedy	--	DL	--	--
Chheang Vantak	--	DL	--	--	Naing Youswerithy	--	DL	--	--
Chinket Tola	DL	DL	DL	PL	Ngorn Vicheada	--	DL	--	--
Dy Virak	--	DL	--	--	Ny Sophy	DL	DL	DL	PL
Em Sida	--	DL	--	--	Phauk Pauvsokheng	DL	DL	--	PL
Hoeu Sotheara	DL	--	--	--	Say Solyda	--	DL	--	--
Huy Sambor	--	--	DL	--	Seng Chheanglay	--	--	DL	--
Khatty Ekvisoth	DL	--	--	--	Teng Ratana	--	--	DL	--
Khiem Sreyneath	--	DL	--	--	Tex Kimmey	--	--	VPL	--
Khin Borey	--	--	DL	--	Thok Buntheam	DL	--	--	PL

Management

	Term I	Term II	Term III	Overall		Term I	Term II	Term III	Overall
An Sita	--	DL	DL	--	Oum Linda	--	--	DL	--
Ang Sunghourt	--	DL	--	--	Pech Morakat	DL	--	--	--
Aun Sokagnata	--	DL	DL	PL	Peou Sopheak	--	--	DL	--
Bun Bopith	DL	--	--	--	Phal Chanpheakdey	DL	--	--	--
Bun Seng	--	--	DL	--	Phath Vicheth	--	--	DL	--
Chan Prethbotr	--	--	DL	--	Phun Oudom	--	--	DL	--
Chan Soly	--	DL	--	--	Pich Sovireak	--	--	DL	--
Chan Sonichsim	--	DL	--	--	Pol Chantha	--	DL	DL	PL
Chan Vathanak	--	DL	--	--	Prak Sela	--	--	DL	--
Chea Sopheak	--	--	DL	--	Prom Titdarya	DL	DL	VPL	PL
Chea Sophy	--	DL	--	--	Puth Sopherk	DL	DL	DL	PL
Chhay Daroth	DL	--	--	--	Rith Bunroath	--	--	DL	--
Chhim Vathanak	--	--	DL	--	Rith Phyna	--	DL	DL	PL
Chhom Piseth	--	DL	--	--	Rong Ratneary	DL	DL	DL	PL
Chhun Sokkheang	--	--	DL	--	Ros Sithat	DL	--	--	--
Chum Pheaktra	DL	--	DL	--	Sam Chanraneath	DL	DL	DL	PL
Dul Tola	--	DL	DL	--	Sann Sethvitou	DL	DL	DL	PL
Hang Visal	DL	--	DL	PL	Saran Sotharin	DL	DL	DL	PL
Heang Sorphea	--	DL	DL	--	Saveth Nheanpanha	DL	--	--	--
Heng Leang Kim	DL	--	DL	PL	Sdeoung Samphors	--	--	DL	--
Heng Malyka	DL	DL	DL	PL	Sea Ngich Hong	DL	DL	--	PL
Heng Mory	DL	--	--	--	Sem Thida	--	--	DL	--
Heng Samnang	--	DL	DL	--	Seng Kimsong	DL	--	--	--
Hong Kimhour	DL	--	--	--	Seng Kimsorn	DL	--	--	--
Huy Sambath	--	DL	DL	--	Seng Sosamphors	DL	--	--	--
In Sokhom	--	--	DL	--	Seu Sokly	DL	DL	DL	PL
Keo Anita	--	--	DL	--	Siem PichNorak	--	--	DL	--
Keo Muyleng	DL	DL	DL	PL	Sim Sovann	--	--	DL	--
Ket Phally	--	--	DL	--	Sith Socharakvatey	--	--	DL	--
Khannara Mutita	--	--	DL	--	Sok Chhorda	DL	--	--	--
Khay Sovat	--	--	DL	--	Som Moniraksa	--	--	DL	--
Kheang Pov	--	DL	DL	--	Sreang Boromey	--	DL	DL	--
Khieu Seiha	--	DL	DL	--	Srey Ratakna	DL	DL	DL	PL
Khieu Sunlong	DL	VPL	DL	PL	Suon Chanthea	DL	--	DL	--
Khoung Suong	--	--	DL	--	Tang Sreyneang	DL	DL	VPL	PL
Kim Mea	DL	--	--	--	Te Chengsreng	DL	--	--	--
Kol Rotha	--	--	DL	--	Tepchamroeun Jeudina	--	DL	DL	--
Kong Sokmeng	--	--	DL	--	Thamarong Indiana	--	DL	DL	PL
Ky Veasna	DL	--	DL	--	Theam Chankesar	DL	DL	--	--
Lach Mankanyka	--	--	DL	--	Tim Channmonyka	--	DL	--	--
Lay Sophanith	DL	--	--	--	Tum Malis	DL	DL	DL	PL
Lim Lida	--	--	DL	--	Ty Raksme	DL	DL	DL	PL
Lim Nguon	VPL	--	--	--	Un Nây	DL	--	--	--
Long Chantola	DL	--	DL	PL	Ung Sophanith	DL	--	--	--
Ly Kunthea	--	--	DL	--	Ung Sothea	DL	--	--	--
Mao Phirun	DL	DL	VPL	PL	Van Phanit	DL	--	--	--
Meach Sokea	--	--	DL	--	Vannthoeurn Channpitou	DL	--	--	--
Meav Vanneath	--	--	DL	--	Ven Chanratha	DL	--	--	--
Meth	DL	DL	DL	PL	Vy Samdy	--	DL	DL	PL
Sreysovoleak	DL	DL	DL	PL					
Mey Mara	--	--	DL	--	Yam Sok Eng	DL	DL	--	--

Neak Sovoleak	--	DL	DL	--	Yearn Narin	--	DL	DL	--
Ou Sokong	--	DL	--	--	Yun Sreytoch	DL	DL	DL	PL

Social Sciences

	Term I	Term II	Term III	Overall		Term I	Term II	Term III	Overall
Beang Phalkun	--	--	DL	--	Meas Pisey	--	--	DL	--
Borin Rebekah	--	DL	DL	--	Mony Sothim	DL	--	DL	--
Bou Borith	--	DL	--	--	Muon Chan Raksmeay	DL	DL	DL	PL
Bun Seng Kong	DL	DL	VPL	PL	Neang Sovatha	--	--	DL	--
Chao Sokyoudy	--	--	DL	--	Nith Ponika	--	--	DL	--
Chau Sophon	--	--	DL	--	No Sophearith	DL	--	--	--
Chey Somala	--	DL	DL	--	Norn Soreimeas	--	--	VPL	--
Chheng Samuth	--	--	DL	--	Nuon Soneta	--	--	DL	--
Chhun Molika	--	--	DL	--	Ok Sam Ang	DL	VPL	DL	PL
Chhuon Pagna	--	--	VPL	PL	Ouch Kithya	--	--	DL	--
Chim Sreymom	DL	DL	DL	PL	Pav Kimseak	--	--	DL	--
Chiv Chanmeardey	--	--	DL	--	Phal Kimsan	DL	DL	DL	PL
Chorn Neardey	--	--	DL	--	Phok Moni Amara	DL	--	--	--
Heng Soryan	--	--	DL	--	Pol Sorayuth	--	--	DL	--
Hin Kimchhin	--	--	DL	--	Reth Oudomvuthina	DL	DL	--	--
Hou Soklin	--	DL	DL	--	Rom Molyka	--	--	DL	--
Hoy Sreynan	DL	VPL	DL	PL	San Menghong	--	--	DL	--
Hun Seney	--	--	DL	--	San Somalin	DL	--	--	--
Huot Kakvey	--	--	DL	--	Saya Linda	DL	DL	DL	PL
Hy Chanty	DL	--	--	--	Seak Riya	DL	--	DL	PL
Ith Isa	DL	--	--	--	Seang Sopagna	--	--	DL	--
Keo Chakriya	--	DL	DL	--	Sen Sopheara	DL	--	--	--
Keo Racha	DL	DL	DL	PL	Seng Sotheavith	--	DL	--	--
Ket Chanpunleu	--	--	DL	--	Serik Chanbouto	DL	--	--	--
Khan Sokummono	--	DL	--	--	Sin Thavy	--	--	DL	--
Khan Vannak	--	--	DL	--	So Dara	--	DL	--	--
Khorn Dalin	DL	DL	DL	PL	Som Phiroeun	DL	DL	--	PL
Khov Ea Hai	DL	--	--	--	Soy Ratana	DL	DL	--	--
Ko Bunthoun	--	DL	--	--	Sun Kimleng	--	DL	DL	PL
Koy Kannika	--	--	DL	--	Suon Kimsreng	--	--	DL	--
Kuok Chamroeun	DL	--	DL	--	Tek Soklida	--	--	DL	--
Kuy Envichear	DL	DL	DL	PL	Than Chansandab	DL	DL	VPL	PL
Ky Sivchou	--	--	DL	--	Theam Pich Visal	--	DL	--	--
Leav Kimlay	DL	DL	DL	PL	Touch Sokkakada	--	--	DL	--
Leom Thary	--	--	DL	--	Trea Sivcheng	--	--	DL	--
Long Youpheng	DL	VPL	--	PL	Ung Keopiseth	--	--	DL	--
Ly Dara Piseth	--	--	DL	--	Yan Sinith	--	--	DL	--

Science & Technology

	Term I	Term II	Term III	Overall		Term I	Term II	Term III	Overall
Chan Riddhdara	--	--	DL	--	Nget Sina	DL	--	--	--
Heng Vichet	--	DL	--	--	Rim Nalo	DL	DL	DL	PL
Keo Sambath	--	--	DL	--	Sam Oeurn Sith	DL	--	--	--
Khouch Koeun	--	DL	DL	--	San Sok Him	DL	DL	DL	PL
Kiev Chanraingsey	DL	--	--	--	Ton Mara	--	--	DL	--
Ly Kimlay	DL	--	--	--					



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