

## TOP STORIES

### *Dr. Haruhisa Handa and Mr. Wang Jiemin Donate 200 Scholarships*



Dr. Haruhisa Handa, Chairman, International Foundation for Arts and Culture and Chancellor of the University of Cambodia donates 100 scholarships as part of the Samdech Techo Hun Sen-Handa Vision-100, 2013-2017.

Mr. Wang Jiemin, Chairman, China Fairwind (Cambodia) Investment Company Limited donates 100 scholarships as part of the Samdech Techo Hun Sen Vision-100 for academic year 2013-2017.

(Continued on page 3)

### *Dr. Handa & His Team Tour UC Campus*



**January 31, 2013:** Dr. Haruhisa Handa, Chancellor of UC, and his team from Japan visited the University of Cambodia and SEATV at lunchtime. The scheduled visit was in addition to Dr. Handa's opening of a Rehabilitation Center for those with disabilities. Later in the afternoon, they made time in their already busy

(Continued on page 4)

## UC in ACTION

<i>Dr. Rikhi Thakral Makes a Generous Donation</i>	2
<i>Oknha Leang Khun Meets Khmer Brewery Scholarship Students Attending the University of Cambodia</i>	4
<i>The Center for English Studies' Twelfth Graduation Ceremony</i>	5
<i>Round Table Discussion on "Cambodia Today: Business and Investment Opportunities and Challenges"</i>	6
<i>Meeting with a Delegation from Jaborn Group, Guangxi</i>	8
<i>Luncheon Orientation for UC Faculty Members</i>	9
<i>Inha University Students Visit the University of Cambodia</i>	10
<i>Workshop on Locating Research Funding Sources and Grant Proposal Writing</i>	11
<i>Counter-Trafficking Stakeholder Meeting</i>	13
<i>Workshop on Equity and Social Protection</i>	14
<i>Gender Culture and Violence Related to Gender</i>	16
<i>Celebration of International Women's Day</i>	17
<i>Awards Ceremony for High School Winners of Arts Competition 2013</i>	20
<i>The 14th International High School Arts Festival "On Top of the World"</i>	21
<i>Handa Scholar Visits UC</i>	22
<i>UC Makes Promotional Visit to Local High Schools</i>	23
<i>Foundation Year Entrance Exam</i>	24
<i>Orientation for New Students of UC</i>	24
<i>Welcome Dr. Sovathana Sokhom to the UC Family</i>	25
<i>Outstanding CES Teachers Receive Scholarships</i>	26
<i>UC Alumnus Receives Scholarship to Inha University</i>	27
<i>UC Students Visit CDRI Library</i>	28
<i>UC Celebrates Khmer New Year</i>	29
<i>The Process of Accreditation of Higher Education Institutions</i>	31
<i>UC Introduces a Comprehensive Exam for All Bachelor's Students</i>	32
<i>Using Laptops in Class</i>	34
<i>The Need for the Effective Use of PowerPoint</i>	35
<i>UC Management Team Offers Condolences to the Late King Father Norodom Sihanouk</i>	36
<i>Condolences to Oknha-Moha-Pheakdei-Sapboris-Phokea-Thipadei Hun Neang</i>	37



Dr. Rikhi Thakral, Dr. Kao Kim Hourn, Ambassador Dinesh K. Patnaik

## *Dr. Rikhi Thakral Makes a Generous Donation*

**February 19, 2012:** The University of Cambodia convened a special ceremony in the meeting room, attended by faculty, staff and students, to receive a donation of US \$10,000 from Dr. Rikhi Thakral (Executive Director of the Thakral Group of Companies in Singapore) to further the development of UC and our students. The event was graced by the presence of H.E. Mr. Dinesh K. Patnaik, Ambassador Extraordinary and Plenipotentiary of the Republic of India to Cambodia, as a witness.

In his introductory remarks, the UC President thanked Dr. Thakral for his most generous contribution, which would be used to help support the proposed new College of Media and Communications. He noted that this was not the first time that Dr. Thakral had offered his support: previously, he had provided financial support for 100 scholarships to new University of Cambodia students (the Samdech Techo Hun Sen's Vision-100 Scholarship for the period of 2008-2012), as well as other support to the University since 2003.

H.E. Mr. Dinesh K. Patnaik continued by noting that this donation is indeed important because it is "to further develop the educational sector of Cambodia, as an important factor for the promotion and progress of other industries". Apart from this, he also mentioned several projects which the Government of India is involved with, including dams in Kandal province and Tasal's water reservoir in Kompong Speu province. Moreover, the relationship between Cambodia and India has been developed and



strengthened over a long period of time: thus the Government of India has frequently provided support to the Royal Government of Cambodia in the educational field.

Dr. Rikhi Thakral then made a brief, humble speech in which he said he did not like making speeches; and that he was sure that the donated money would be put to a good use by UC to further the latter's development.

The scholarship programs aim at providing 200 full-time scholarships to the brightest high school seniors to pursue their academic studies at the University of Cambodia, if they are able to outperform their peers on the UC Scholarship Competition Exam taking place on September 21, 2013.

*Samdech Techo Hun Sen-Handa  
Vision-100 2013*

*Samdech Techo Hun Sen Vision-100  
Academic Year 2013-2017*

**I n t e r n a t i o n a l - T r a c k**  
  
1 0 0 S c h o l a r s h i p s  
  
B . A . P r o g r a m  
  
2 0 1 3 - 2 0 1 7

**K h m e r - T r a c k**  
  
1 0 0 S c h o l a r s h i p s  
  
B . A . P r o g r a m  
  
2 0 1 3 - 2 0 1 7

*The University of Cambodia*

## SCHOLARSHIP COMPETITION 2013

UC will award 200 scholarships to the best performing students of the scholarship exam.

Scholarships Full Tuition	Number of Awardees 200	Who can apply? <u>International Track</u> : Open only to high school graduates in academic year 2012-2013. <u>Khmer Track</u> : Open to all high school graduates.	Application deadline: 18 September 2013 Exam date: Saturday, 21 September 2013 Results posted: 30 September 2013
------------------------------	------------------------------	---	--

Applications are available at the University of Cambodia. For more information, please contact the Office of Admissions, Registration, and Information at 023 993 276.





schedule to return to UC and meet students, staff, faculty and members of the management team in the Conference Center.

During the lunchtime visit, Dr. Handa and his team were given a brief tour of the UC buildings by Dr. Kao Kim Hourn to show them the latest developments. Thereafter they had a brief lunch at the UC Canteen, sampling noodle dishes and the iced coffee.

In a special afternoon extra, decided upon during the lunch-time visit, Dr. Handa spoke about general education issues to more than 250 students, as well as staff, faculty and members of the management team. "It is a great pleasure to be here," Dr. Handa said, adding that studying for higher education is very important: something that all students need to realize. "It takes time

and commitment to pursue what we want to achieve," he added. "Reading books will help clear people's minds and make them able to think well and be smarter," he stated.

He also gave a brief overview about his personal background and how he was able to come so far with successful businesses, sharing his ideas about what budding businesspeople should do to prepare themselves. His success has meant that he has been able to found various charities, such as the Rehabilitation Center and other projects he has established and operated. He concluded by saying that "I am thrilled to see more students attending higher education. I recommend students take personal responsibility in selecting their majors and as soon as possible, to avoid wasting time in other fields. And, I suggest students learn to manage their time wisely and study hard while they are still young."

## *Oknha Leang Khun Meets Khmer Brewery Scholarship Students Attending the University of Cambodia*

**March 18, 2013:** Oknha Leang Khun, the Managing Director of Cambodia Brewery, held a dialogue meeting with the recipients of a Scholarship from his company to attend the University of Cambodia (see UC Bulletin 14, p. 3).

Apart from 36 of the recipients, UC was represented by Dr. Y Ratana, Mr. Por Thearith and Mr. Sry Kimhong. Also present were 25 officials of the brewery company and a team of 35 from the Cambodian Youth Federation, led by H.E. Hun Many.

*(Continued on page 30)*



# *The Center for English Studies' Twelfth Graduation Ceremony*

By Mom Pheng

*Congratulation  
to  
CES Class of 2013*



**June 8, 2013:** The Center for English Studies (CES), responsible for providing various programmes to promote the learning of the English language and to bring students up from scratch for entering UC's International Track degree programmes, held its twelfth graduation ceremony, presided over by Dr. Kao Kim Hourn at UC Conference Center. Out of 585 graduates, there were 269 females with 41 outstanding students.

CES Director Mr. Pay Chheng How congratulated the students on their success. After giving an overview of the history of the CES programmes, he reminded the students that learning should not be halted although they graduated from the CES. Apart from improving their command of English, they should also learn to manage time, plan ahead, adjust and face the reality, and keep pushing themselves to be better.

In his keynote address, Dr. Kao Kim Hourn shared his life background and work experience with the students. He inspired them to do the best they can and learn to manage and spend their time wisely, for instance by listening to English radio programs, reading English books, and speaking English with each other.

Thereafter, Dr. Kao Kim Hourn, H.E. Samraing Kam-san, Dr. Angus D. Munro and Mr. Pay Chheng How conferred certificates to the students.

At the end, a graduate representative, Miss Live Makara, gave a speech congratulating all her classmates on a successful experience at the University of Cambodia.



## *Roundtable Discussion on “Cambodia Today: Business and Investment Opportunities and Challenges”*

**March 26, 2013:** A roundtable discussion on “Cambodia Today: Business and Investment Opportunities and Challenges,” was held at the University of Cambodia for a Chinese delegation led by Mr. Xia Linsheng (Chairman of Chinese Enterprise) from Tsinghua University. Dr. Chap Sotharith, Adviser to Deputy Prime Minister Sok An and Research Director of the Cambodian Institute for Cooperation and Peace, and Dr. Sok Siphana, Adviser to the Royal Government and to the of Supreme National Economic Council, led the discussions.

In his opening remarks, Dr. Kao Kim Hourn observed that Cambodian economic growth depends on four main pillars: agriculture; the garment industry; tourism; and construction and real estate. He noted that the ASEAN community will have zero tax tariffs under the framework of free trade agreements by 2015. China also has a long list of items that could be imported from Cambodia without paying tax. EU markets are also not subject to import taxes, apart from arms, for Cambodia. Moreover, Cambodia has a low-cost labor force, and skills development training for the local workforce is on the way. These



Mr. Xia Linsheng & Dr. Kao Kim Hourn

factors, together with the fact that the country has political stability and peace, provide huge opportunities for trade and investment in an open liberal environment. However, one challenge is the high price of electricity.



In his presentation, Dr. Chap noted that Cambodia is a pro-business government and China plans to invest \$1.6 billion US dollars in a seaport in Koh Kong, the construction of railway from Koh Kong province to Preah Vihear, and a mining project in Preah Vihear. Cambodia has special economic zones that are attractive for investment: land for lease, together with power and water supplies are already available and investors can simply set up a factory through leasing. This has contributed to Cambodian recent high economic growth, averaging 7 per cent. He noted that the Council for the Development of Cambodia (CDC) could provide a one-stop service for investment projects. Some development projects have been in the form of concessions and BOT (Build, Operate, and Transfer) agreements. However, Cambodia has an imbalance of trade, with more import than exports. Dr. Chap said that, to address this problem, Cambodia wants to attract more Chinese and other tourists.

Dr. Sok Siphana pointed out that Cambodia is a small country, with the population of just over 14 million, but ASEAN is a big market with a population of over 600 million. "I always encourage students to learn a foreign language like English, which is an official language of the ASEAN bloc," Dr. Sok said, adding that many students are now learning foreign languages, which means that they can get work more easily. He also noted that Cambodia is a member of the World Trade Organization, with the associated commitments and obligations.



Dr. Sok Siphana, Dr. Kao Kim Hourn, Dr. Chap Sotharith



The University of Cambodia

# FOUNDATION

If you have a passion for improving higher education to help Cambodia develop its human resources and would like to learn more about how to help UC continue its tradition of providing academic excellence to the entire community, please contact the UC Foundation and make a generous contribution to a brighter tomorrow.

[www.ucfoundation.net](http://www.ucfoundation.net)



# *Meeting with a Delegation from Jaborn Group, Guangxi*

By Yun Makara

**Thursday May 9, 2013:** The University of Cambodia management team held a meeting with a delegation from Jaborn Group, a company based in Guangxi, China, which invests in industry, agriculture, finance and real estate.

Mr. Cheng Li, a Chairman of Jaborn Group, said that this was the first time that he and other members of his company had come to visit Cambodia. He said that the main objective of the meeting was to obtain information and learn about the investment opportunities in Cambodia. In particular, a principle objective of their visit was to promote a new website by Jaborn Group which uses the three languages (Chinese, English, and Khmer) to post information on, for example:

- Cambodian laws and policies;
- Cambodian culture, traditions and geography;
- Various aspects of the Cambodian economy, such as labor costs and real estate value and to compare with competitors;
- Investors and Cambodian products in order to increase familiarity with the Cambodian market.

They would also provide a consultancy service and financial services, as intermediaries and through internet payment to make it easy for investors to access Cambodia's markets and promote Cambodian products on the global market.

Ms. Por Malis, Vice President for Operations, thanked Mr. Cheng for his interest and briefed him on the University of Cambodia and its future plans. She hoped that there would be the possibility for collaboration and build closer ties between UC and the Jaborn Group.

In reply, Jaborn Group expressed much interest and appreciation of the UC team and its future intentions, and they hoped to take matters further in the near future.







## *Luncheon Orientation for UC Faculty Members*

By Sam Sophorn

**March 16, 2013:** The management of the University of Cambodia held a meeting for all faculty members teaching undergraduate and graduate courses, to familiarize them with UC policies on teaching and related issues, and recent updates on these. The meeting was chaired by Dr. Angus D. Munro, Senior Vice-President for Research, Development and Policies.

At the start, Dr. Munro introduced Dr. Sokhom Sovathana as the new Vice-President for Academic Affairs: Dr. Munro has been promoted to Senior Vice-President for Research, Development and Policies. Thereafter, Dr. Sokhom described her background and experiences in academic and non-academic fields, as well as local and international working experiences. Dr. Sokhom emphasized her commitment to raise UC's profile to be one of the top universities in Cambodia and the region.

Afterwards, Dr. Munro gave a presentation covering an overview of UC's history, guiding principles, the facilities available, background information on Bachelor's and Master's programs, general expectations of UC students and faculty, UC's policies on attendance and grading (including the issue of plagiarism and class assignments). Thus he emphasized and sought to clarify issues related to workflow, to ensure a smooth process between academic and operation sides: the need for proper signing-in and -out for each session, and to sign the pay-slip between the first and fourth day of each month.

There have been many recent changes which have been approved and implemented as part of continuing efforts at quality improvement and/or efforts to meet evolving requirements from the Ministry of Education, Youth and Sports and/or the Accreditation Committee of Cambodia

(ACC). Dr. Munro drew particular attention to the following, whilst noting that other changes are included in the recently-issued Undergraduate Handbook 2012 (the 'Yellow Book': updates of the Green and Blue Books will be issued shortly).

First is that, starting from Academic year 2012-2013, UC has introduced a Bachelor's Comprehensive Exam to replace the existing Exit Exams. This comprises three papers - two related to the student's major and one 'general' paper done by all students (see article on page 32).

Another major change is that, starting from term I of academic year 2013-2014, UC has had to implement fixed degree programmes, where students have no choice in the courses they take, to meet the requirements set by MoEYS. The fixed-degree programmes only apply to new students joining UC in October 2013 and thereafter.

Similarly, for Master's students joining UC in October 2013 and thereafter, there is the need to do an extra common course in addition to the existing FDN501, FDN502 and FDN503: FDN504 (Ethical Leadership).

At the end of the presentation, teaching faculty members were encouraged to ask questions and provide comments. Regarding a question about syllabi and whether there was flexibility for lecturers to set their own textbooks, etc., Dr. Munro responded that there needs to be standards across sessions: rather than having it completely fixed or totally flexible, there should be a balance to ensure that the basics are adequately covered but with some scope for differences regarding illustrative details, examples, etc., to reflect different lecturers' personal approaches, their different experiences and so on. As an example of the need for some

*(Continued on page 13)*



## *Inha University Students Visit the University of Cambodia*

**January 14, 2013:** Twenty students from Inha University, led by Professor Yong-Ho Kim, visited UC. This is the third year that students from this South Korean university have come to see us and receive insights into Cambodia's history and her prospects. Dr. In Sophal, a UC lecturer in the College of Social Sciences, made a presentation on the recent turbulent history and economic development of Cambodia.

Mrs. Por Malis, Vice-President for Operations gave a welcoming speech and thanked Prof. Yong-Ho Kim and the twenty students for visiting UC. She then gave a brief profile of UC.

Thereafter, Professor Kim thanked UC for taking the time to meet their group, including Dr. Y Ratana for his previous help. He noted that Inha University is one of the top ten universities in Korea, located in the city of Incheon next to Seoul International Airport. It has a broad range of programmes, including Engineering, Information Technology, Medicine, Finance and Banking, various Social Sciences and more. He concluded by saying that "all UC students and faculty members are welcome to visit the Inha University."

The slide presentation by Dr. In Sophal surveyed the political situation in Cambodia and her economic development since November 9, 1953 when independence was won from France under the guidance of King Norodom Sihanouk. Initial economic growth was remarkable, associated with the opening of an Olympic Stadium in 1960, as well as the Chaktomuk Theater and Phnom Penh University.

However, there were problems with Cambodia's neighbours. "In 1957, South Vietnam invaded Cambodian territory, and in the same year the CIA supported the Free Khmer against King Sihanouk; then, in 1959, Thailand invaded the area of the Preah Vihear Temple" The Khmer Republic was formed in 1970, with King Sihanouk exiled to China after a coup d'état by Lon Nol with the support of the United States. In 1969-1973, the US bombed Cambodia and killed more than half a million of the population.

Subsequently, the Khmer Republic was replaced by Democratic Kampuchea: thus, on April 17, 1975, the Khmer Rouge forced people to leave Phnom Penh. They were a Maoist regime which believed that "all people must learn from the basic life without owning private property," and were responsible for destroying existing social structures and for the Killing Fields with over 1.7 million people dying as a result.

Then, on January 7, 1979, over 200,000 Vietnamese troops entered Cambodia to take over the administration of much of the country with the support of the Soviet Union. With the collapse of the Berlin Wall and the end of the Cold War in 1989, Vietnamese troops withdrew from Cambodia shortly thereafter. Thus the scene was set for Cambodian political reform and the integration of all political parties.

The visit provided knowledge and cultural exchange experience between UC and Inha university students.





## *Workshop on Locating Research Funding Sources and Grant Proposal Writing*

By Dr. Y Ratana

**July 22 -25, 2013:** Dr. Y Ratana (Dean of Undergraduate Studies Division and Director of the Academic Foundation Year Department) and Mr. Min Seiha (Associate Dean of College of Social Sciences) participated in a workshop on “Locating Research Funding Sources and Grant Proposal Writing,” organized by the Ministry of Education Youth and Sport (MoEYS) held at Angkor Century Resort and Spa.

In his opening remarks, Mr. Mak Ngoy (General Director of Department of Higher Education) pointed out the need for the development of ASEAN through building strong human capacity. He noted that MoEYS has been striving to enhance the research capabilities of Cambodian researchers by providing equal access to education for all, high quality education to compete in ASEAN and the whole region, and the promoting capacity building in higher education institutions. Thus MoEYS intends to be more active in promoting research in higher education

institutions. He highlighted that the main problem of Cambodian researchers was that they were not aware of the procedure of writing funding proposals and the methods in which to write an attractive grant research proposal.

In addition, Mr. Mak highlighted the importance and expectations of the workshop, which was designed to encourage the MoEYS and Higher Education Institutions (HEIs) toward developing a research culture. He made several recommendations for MoEYS:

- Give priority to HEIs by having a clear goal for youth development, without discriminating on economic background, religion or culture;
- Ensure equity for enrollment and employment, and for staff capacity-building;
- Allocate funding to the total of \$23 million dollar in order to build a solid foundation of HEIs;
- Promote governance of HEIs by sending HEI staff to

pursue their studies in foreign countries;

- Provide scholarship for poor students
- Monitor the development of HEIs
- Grant research funding for researchers at HEIs

He emphasized that research helps HEIs to build and strengthen their capacity.

In welcoming remarks, Dr. Nith Bunlay, Deputy General Director of Higher Education, said that it was the first workshop held on the topic matter. Its primary objectives were to build a strong research capacity and a research community network in higher education in Cambodia. He continued that once Cambodian HEIs have built a strong research capacity, it will help them contribute to ASEAN community development.

The workshop was run by two guest speakers from Northern Illinois University, Dr. Judy Ledgerwood (Director of the Centre of South East Asian Studies) and Dr. Andrea Bufford (Senior Research Development Specialist). Participants included representatives from all levels of Cambodian public and private HEIs, and representatives from the World Bank.

The objectives of the workshop were:

- To raise the awareness on how to search for support and fund from various national and international sponsors
- To familiarize participants with the appropriate available research sources inside and outside Cambodia
- To improve the capacity of participants to meet application requirements
- To encourage participants to apply for research funding
- To broaden the knowledge and understanding of the methods of proposal writing, and thus their technical expertise in writing competitive grant proposals, and
- To provide feedback on the grant proposals through proof-reading to improve the quality of the proposal

writing

- To initiate and strengthen the culture of research and establish an Academic Research Group for Higher Education Institutions in the future

The workshop covered the need for positioning for external funding and the importance of self-assessment in this regard; a discussion of sample action plans and the preparation of action plans based on the self-assessment; locating institutional collaborators and fellow scholars; and a review of potential funders in the US and elsewhere.

Overall the workshop produced fruitful outcomes for participants to help toward building a solid foundation for research culture to grow. The Department of Higher Education plans to continue to organize workshops aimed at promoting a research culture in Cambodia. Future workshops will have students' participation so that they can learn about the research world in higher education from experienced researchers.





standardisation, he pointed out that, in the past, students in weekend session have scored lower than those in other sessions. It was pointed out that it is hard for a lecturer to check proper attendance for large class sizes; thus, is it possible to split the large classes? Dr. Munro responded that splitting classes was a decision by the Operation side or the President. UC was looking into the possibility of having someone help to check attendance.

Another faculty member pointed out that there are many holidays in some terms, so it is hard for instructors to make up classes: would it be possible to have another extra week to make up? Dr. Munro responded that UC is well aware of the problem, but that the schedule for three terms in a 52-week year is already so tight. Faculty should try to avoid postponing lectures for personal reasons and be flexible about when to hold make-up classes: a recent survey of students at UC showed that many of them either are also doing a degree at another university or have a job (and about a quarter are doing both), making it difficult to find a time convenient for all.

In response to a question regarding the purchase of software to detect plagiarism, and on a follow-up question on regarding why he thought that using Powerpoint presentations encourage plagiarism, since only main points are included, Dr. Munro said that UC had looked into

such software, but it did have its limitations. He noted that it is often easy to detect if a student plagiarizes and then google for the sources (assuming that the material is copied from the internet). As to the use of Powerpoint, he agreed that only the major points should be included in slide presentations, but he has observed during peer evaluations that many students just copy and paste large amounts of text from a source and then just read from the slides.

Asked whether it would be possible to give feedback from student's evaluations to faculty, Dr. Munro responded that UC had been planning to do so on a more formal basis. In the past, if there were serious complaints by students, Dr. Munro would follow up with the relevant Associate Dean; thus, no contact about the evaluations meant no major problems. Also, the Associate Deans received the evaluations of faculty in their respective Colleges and would give feedback as appropriate when they met their faculty between terms.

Finally, Dr. Munro informed the lecturers that UC had been working on finalizing plans for the recruitment of full-time faculty. Thus, if any teaching faculty member is interested in becoming full-time, they can approach their Associate Dean for further information.

## *Counter-Trafficking Stakeholder Meeting*

By Song Sophoat

**June 25th, 2013:** The United Nations Inter-Agency Project on Human Trafficking (UNIAP) hosted a Counter-Trafficking Stakeholder Meeting at Sunway Hotel in Phnom Penh, Cambodia. More than 100 participants joined the meeting, including H.E. Ith Rady (Undersecretary of State, Ministry of Justice and Vice Chair of COMMIT), other public officials from various ministries,



*(Continued on page 19)*



## *Workshop on Equity and Social Protection*

By Song Sophoat

**April 30, 2013:** Mr. Song Sophoat (Deputy Director of the Academic Foundation Department) and ten Foundation Year students were amongst over 300 participants who attended a workshop to discuss 'Equity and Social Protection in Cambodia,' organized by the Council for Agricultural and Rural Development (CARD) and hosted at the Council of Ministers.

In her introductory remarks, Ms. Rana Flowers (UNICEF Representative) said that social protection is an important right of all citizens and a key responsibility of national and sub-national governments. She highlighted some of the various social protection instruments available: thus cash scholarships, income transfers to poor families and nutrition supplements to young children help develop an educated, healthy generation with enhanced productivity, which speeds up economic growth.

Following this, H.E. Ieng Mouly (Chairman of CARD) delivered the keynote address, in which he raised three important questions for all participants to consider: (1) How to implement a national strategic of social protection for building social equity? (2) What are the important activities of basic administration in order to ensure that a social

protection program is effective? (3) What activities for the development of social infrastructure and human construction should be included in a basic development plan?

Regarding the present situation in Cambodia, H.E. Ngy Chanphal (Senior Minister of Special Missions and the first Vice-Chairman of CARD) observed that the social safety net for workers and the poor has not yet become an efficient system. The provision of quality public health services is still limited. In spite of numerous achievements in the health sector, the maternal mortality rate is still high. The progress in promoting health care services, sanitation and clean water in rural areas needs to be speeded up to meet the targets set in the Millennium Development Goals.

For the poor and vulnerable, there is the need to find a balance between: helping the poor to cope with social, economic and climate shocks, relieving chronic poverty and promoting their human capital to enable them to break the cycle of poverty and to participate in improving productivity and contributing to economic growth. H.E. Ngy said that to foster sustainable long-term growth and reduce volatility, there is the need to promote good



governance, invest in stable and accountable institutions resilient to shocks, ensure the rule of law and fight corruption, work for the, empowerment of women and girls, invest in young people's development and ensure universal learning, expand social protection schemes and access to health care. H.E. Ngy highlighted the need for a basic social protection package which addresses the human capital constraints of early childhood, the promotion of school attendance, working-age seasonal unemployment and old age vulnerability.

H.E. Dr. Sann Vathana, noted that social equity is underpinned by values of social justice and human rights: the fundamental rights of every human being, every child, regardless of gender, race, religious beliefs, income, physical attributes, geographical location or other status. Moreover, H.E. Dr. Sann highlighted the key strategies for promoting equity such as investing in high-impact low-cost interventions, innovations in service delivery, strengthening equity-focused monitoring and making equitable investments.

The third session was a workshop, where all participants were divided into three groups in order to discuss about the integration of social protection in provincial development plans at the present time, and in budget plans and future plans. The three groups had similar answers. Almost all provinces try do this activity, but there are some challenges such as difficulty of implementation, a big target population but only small money, not yet clear allocation of money for social services, limited human resources, lack of training, and lack of mechanisms for social protection. Thus, all discussion groups suggested that having training and a pilot test of social protection in some specific area, and raising social protection and social services in commune and provincial meetings.

In the concluding session, H.E. Dr. Sann Vathana observed that the implementation of social protection for the poor and vulnerable means that it is very important to have tools to enhance the social equity, especially for investing in social protection during childhood based on nutrition, education, health and sanitation which make national economic growth.

In his closing remarks, H.E. Yim Chhay Ly (Deputy Prime-Minister; Chairman of CARD) considered that the workshop, with its focus on the framework linking national strategy – most especially the National Social Protection Strategy (NSPS) which was approved on 18 March 2011 – to social protection and social equity, had achieved a lot and thanked all participants from different ministries, institutions, development partners and others. He concluded by providing some recommendations for the relevant ministries to consider. First, social protection has to be considered as investment for national development, by not only reducing the poverty but also expanding markets and building human capital with high knowledge and skills. Secondly, there is the need for development plans by the sub-national authorities, especially at the provincial and commune levels. Finally, whilst we can build a very long road or a big bridge or a high building in 1000 days and this infrastructure will still serve our country's needs 10 or 20 years hence, yet in the same 1000 days, we can invest in supporting nutrition, child growth and development of future leaders, “so I, H.E.D.P. Yim Chhay Ly, suggest that all leaders of Basic Administration try to focus on the social protection and put it in commune and provincial development plans in order to build Cambodian society with equity and pay the way for children and youths to become good leaders for our country.”

The workshop, focusing on a life-cycle-based, child-sensitive approach, was a tremendous learning opportunity for those attending. The opportunity and the challenge is now to draw up a list of clear priority actions that will benefit the poor and vulnerable, especially women and children: while many social protection schemes and programs have been implemented in health, education, and social affairs, gaps remain for vulnerable groups like poor households with children below six years-old, pregnant women and children in lower secondary education. Thus there is the need for a stronger implementation of the NSPS in partnership with national and sub-national authorities, with the assistance of the UN to support capacity development in the designing, implementing and monitoring of the NSPS' social protection instruments.



## *Gender Culture and Violence Related to Gender*

By Kay Chandara

**June 4, 2013:** Participants from 10 universities, including two representatives from the University of Cambodia (Mr. Chan Ratha and Mr. Kay Chandara) participated in a seminar on “Gender, Culture and Violence Related to Gender,” which was organised by People Health Development Association (PHD) in cooperation with Cooperation for Assistance and Relief Everywhere (CARE) and the Ministry of Women’s Affairs.

The purpose of the program was to enable university participants to fully understand the concept of gender and what is violence related to gender. With this knowledge and understanding, participants can become good members of society; and can share and transfer this knowledge to others.

Society does not give equal value to women’s work at home. As one Khmer proverb says: “A woman has a hundred hands.” It means a woman not only does all the household chores, but also performs many other duties outside of the house. Nevertheless, the man’s role, meant to work and generate income to support the family, is more valued.

However, as societies develop and progress, people become more educated and aware of gender violence. Thus we can prevent gender misconceptions and work toward gender equality in our society. Promoting gender equity is very important in order to better understand how to achieve this, we need to know what is gender and how it is defined.

Traditionally, gender has focused on the duties, behavior, and virtues which culture and society has set each sex by institutions such as family, community, school, government, pagoda, and media. Because of the traditional settings of different duties between men and women in society, this caused gender violence to occur in the society. For instance, women must stay at home to take care of the children and do household chores, while men are designated as the head of the family or household.

However, we should notice that gender roles are changeable through time and from one society to another. Help us end gender based discrimination in the home and office, so we can work towards a more equitable society.



# A d v o c a c y



## *Celebration of International Women's Day*

**March 1, 2013:** Over 250 students, faculty, and staff members attended the International Women's Day ceremony hosted at the University of Cambodia (UC) in collaboration with the People Health Development (PHD) and the Ministry of Women's Affairs.



Mr. Ou Ratanak, Executive Director of PHD, noted in his opening speech that we celebrate International Women's Day this year according to Article 31 of the Constitution of the Kingdom of Cambodia, with the focus on equal rights, equal opportunities to accelerate progress with the support of the Cambodian people, public institutions, private sectors, civil organizations and other partners to speed up development towards the Cambodian Millennium Development Goals as well as the Royal Government of Cambodia's, so-called Neary Ratanak III five-year strategic plan (2009 – 2013) to promote gender equity and to strengthen the courage of women to become active in economic development, politics and decision-making.

Mrs. Por Malis (Vice-President for Operations, University of Cambodia) observed that this is the 102nd anniversary of International Women's Day. "Women used to work for 12 hours a day, but now only for eight hours a day and get the same salary," but still there is the problem of violence against women, together with human trafficking and sexual exploitation by men. Thus "women also claimed for their protection and health of children care and treatment, however, women's rights at that time were still limited due



to men still acknowledged as “pure gold” even they have already got married,” she added. Therefore, she urged to all women to exert their rights to gain their rightful position in society.

The guest-of-honour, Her Excellency Hor Malin (Under Secretary of State for Women’s Affairs), said that the International Women’s Day is a public and fair acknowledgment of women’s rights and the valuable contributions of women to society. The Royal Government of Cambodia has been celebrating 8th of March, since 1980, as an official public holiday. As in previous years, the Ministry of Women’s Affairs has organized a number of activities around this date with various partners, including PHD, to mobilize Cambodians for women’s empowerment. This year, the Royal Government of Cambodia has selected the theme “Equal Rights, Equal Opportunities to Accelerate Progress” as the umbrella for the celebrations. The aim is to boost the progress of women in order to meet the targets on gender established in national policies, particularly the Five Years Strategic Plan 2009-2013 for Gender Equality and Women’s Empowerment (Neary Rattanak III) and the Cambodia Millennium Development Goals. In addition, the event strives to achieve greater gender equality in areas of decision-making and politics, economic empowerment, education, sexual and reproductive health as well as bringing an end to gender-based violence.

Thus, Her Excellency Hor Malin continued, the Ministry of Women’s Affairs has been actively working to eradicate gender-based violence for more than 10 years, with the support of line ministries such as the Ministries of the Interior, Justice and Social Affairs, as well as a number of international partners. To this end, she observed that the Law on the Prevention of Domestic Violence and the Protection of Victims and the Law

on the Suppression of Human Trafficking and Sexual Exploitation were put in place in 2005 and 2008, respectively, to tackle this problem. In addition, the New Penal Code, New Penal Procedure Code, and Protection Orders for women survivors of domestic violence are being implemented to strengthen prosecution of perpetrators and protection of women. Moreover, the Royal Government of Cambodia is developing Memorandums of Understanding with Malaysia and Thailand to fight against human trafficking, while an amendment to the MoU with Vietnam on this serious issue has recently come into force.

Her Excellency Hor Malin concluded by listing some of the Departments, Agencies, and Ministries in which women currently have a position and by observing that the opportunity will be given to women to stand as candidates for the House of Representatives in the upcoming general election for Members of Parliament.





and various representatives from NGOs, private sector, and academia.

The objective of the meeting was to reveal challenges and lessons learned in working with the courts on human trafficking cases and identify gaps and lessons learned by analyzing human trafficking cases from the courts.

In an introductory presentation, a representative from UNIAP highlighted the objectives of its organisation. It aims to provide services by supporting government institutionalization of effective multi-sectoral approaches to combat trafficking. It also provides services to UN partners to maximize the UN's contribution to the overall anti-trafficking response. In addition, it provides services to the broader counter-trafficking sector, including donors, to facilitate optimal allocation and targeting of anti-trafficking resources; and plays a catalytic role in the anti-trafficking response by identifying and supporting special projects to address new and emerging issues and opportunities.

Thereafter, another representative from UNIAP reviewed the key challenges and lessons learned in working with the courts on the human trafficking. Those challenges included, but are not limited to:

- Some victims could not identify their traffickers, so they could not tell the police and/or lawyers.
- Some victims could not read and write because they did not study Khmer.
- Some victims were not clear about their traffickers' addresses so it was hard for police or local authorities

to arrest the latter.

- Some victims seemed not to believe in the court-system in Cambodia.

His Excellency Ith Rady expanded further on the gaps, lessons learned from an analysis of various human trafficking cases from the courts. Of the seven cases which he considered, two occurred at the local level and the other five were cross-border. He highlighted some of the problems facing the police, judges and prosecutors in combating human trafficking: these included lack of training and/or cooperation, as well as issues relating to cooperation between Cambodia and Thailand. Based on this survey, he recommended that there is the need for the development and implementation of specific anti-trafficking laws; the better training of police officers, prosecutors and judges to effectively and cooperatively respond to trafficking, including in the collection of evidence; training in trauma and legal matters must be provided to social workers in order to provide victims with assistance for criminal justice; there is also the need to promote coordination among officials at municipal and provincial levels.

In addition, the overall conclusion of the workshop was that Cambodia must also focus on prevention, by promoting awareness through campaigns to reach vulnerable rural communities and migrant labourers. This is in addition to more effective prosecution and punishment of the perpetrators in the courts, whilst providing protection to their victims through a wide range of services including shelter, medical and psychosocial support, legal assistance, and support for safe return and reintegration into the community.

# Arts & Culture

## Awards Ceremony for High School Winners of Arts Competition 2013

**March 29, 2013:** A ceremony was held in the UC Conference Centre on March 29, 2013 to recognise the outstanding high school students whose entries took the top places in the recent Ninth Art Festival for Secondary Schools 2013. The Festival was sponsored by the International Foundation of Arts and Culture (IFAC) in Tokyo, and organized by the University of Cambodia.

The event was chaired by H.E. Samraing Kamsan, a member of the Board of Trustees of the University of Cambodia. In his opening remarks, H.E. Samraing Kamsan expressed his admiration for all the students' hard work and his optimism about the future for the Arts in Cambodia. He urged students to continue putting in high efforts and to sharpen their work through experience and understanding the work of others.

The first place winner was Mr. Deum Tola from Fine Art School, who received ¥30,000 and will soon be taking the winning art posters with him when he goes on an all expenses-paid three-day visit to Japan.

In second place was Mr. Ho Chhayding from Chea Sim SanthorMuk High School; Mr. Sok Sophanith from Wat Khos High School came third place, fourth was Ms. Chum Mollika from Chea Sim SanthorMuk High School and Ms. Sam Sreysang from Hun Sen Prey Phnaov came in fifth.

IFAC was founded by Dr. Haruhisa Handa, who is also its Chairman, as a public service corporation in Tokyo in 1996 to support and fund charitable activities through various events related to music and the visual arts. The Art Festival for Secondary Schools is run internationally and aims to promote charity and humanitarianism, peace-building and development, international cooperation and a new vision of world, with the preservation and protection of national cultures.



**1st Place Winner**  
**Mr. Deum Tola**  
**Fine Art School**







# *The 14th International High School Arts Festival "On Top of the World"*

By Chheang Pilot

**June 27 - July 01, 2013:** Following on from the previous article, Mr. Deum Tola (the winner) and Mr. Chheang Pilot (UC Office Assistance) attended "On Top of the World", the 14th International High School Arts Festival award ceremony at the Ritz-Carlton, in Tokyo, Japan, which was organized by the International Foundation for Arts and Culture.

Dr. Haruhisa Handa (Founder and Chairman of International Foundation for Arts and Culture and Executive Committee Chairman of the International High School Arts Festival) gave a welcoming speech, where he noted that the objective of the International High School Arts Festival is to encourage more future artists in the world, to contribute to the public good of the community. That is why the festival comprises if only artworks submitted by high school students. Thus the submission of personal works of art is open to any high school student at no charge.

Dr. Handa added that the festival does not view high school students as children but rather as professional

artists with untested potential. It is one of the few venues where high school artwork is evaluated at the same level as mature artists. In addition, the festival allows participants to experience international exchange while still in high school. Award-winners from overseas can meet Japanese art students and share their knowledge and culture with other young talents.

I am really proud that I attended an international awarding ceremony and I was able to visit Japan, a country which is highly developed. After participating in this event I learned a great deal about different artworks from various cultures. And I plan to share this experience with other Cambodian high school students who wish to be future candidates in this art contest year.

I would like to thank Dr. Haruhisa Handa, Chairman of the International Foundation for Arts and Culture, for having organized the International High School Arts Festival. I also would like to thank the University of Cambodia, for providing young artist the opportunity to express their artistic talents.





# The International Foundation for Arts and Culture

## *Handa Scholar Visits UC*

**March 28, 2013:** Ms. Shiori Kawahara, a senior student from the Fukuoka University in Japan, paid a visit to the University of Cambodia, as part of a trip funded by a scholarship from Dr. Haruhisa Handa to do research on the education sector in the Kingdom of Cambodia and visit to different organizations which provide vocational training.

In the previous ten days, Ms. Shiori had visited four different NGOs in the provinces, including BDF in Battambang where her girlfriend is currently working. She hopes that Cambodia people will get more support from foreign countries so that they can get good jobs so that they can support and their families, and their children can grow up healthy and able to go to school.

Ms. Shiori also said that when she returns to Japan, she will remove people's misconceptions about Cambodia. "It's said that Cambodia is an unsafe place to visit and people are mean and lazy, but all of these negative rumors are completely not true"; instead, "Cambodia is a very safe place to visit and people are very nice, honest,



Ms. Kong Rathana & Ms. Shiori Kawahara

friendly, helpful and kind."

Ms. Shiori is majoring in English at Fukuoka University, as well as studying world history – particularly the history of Cambodia and the Philippines. After completing her four year degree program at Fukuoka University, she intends to look for a job with an organization or company involved in poverty reduction and organizing vocational training programmes to help the vulnerable.



# U C i n A c t i o n



## *UC Makes Promotional Visits to Local High Schools*

**June 3-8, 2013:** Members of the staff and management team of the University of Cambodia, led by Dr. Y Ratana visited a number of High Schools around Phnom Penh over the period June 3-8, 2013. The aim was to disseminate information and promote awareness of UC: its various programs (including the Centre for English Studies and the new Khmer Track), its facilities and other resources such as scholarships, together with an understanding of various core policies. Presentations were made through using slides, where possible; they were supplemented by oral explanations with brochures and other printed material.

“The students will surely receive good benefits and gain more knowledge,” Dr. Y Ratana said, adding that it will help students to make good decisions of what they want and what they need to do, and where, after they graduate from high school. He pointed out to students that “It’s absolutely up to you all and on your own free will to opt for a particular school on where you want to further your higher education.”

**So why UC?** Dr. Y noted that it is very important that a university provides the best quality education for students

including good facilities, resources, the surrounding environment and carefully-selected professors who not only are competent in what they teach, but have experience in dealing with students: understanding their needs, difficulties and hardships and other support... UC strives to meet all these requirements and demands: thus “UC professors must be able to demonstrate and share their real life experiences about what they’ve been through and how they successfully achieved their goals. UC has also been invited those graduates who have become well-established in their lives with good paying jobs to come and share their knowledge, experience, and skills in the classroom.”

*(Continued on page 30)*



# Foundation Year Entrance Exam Academic Year 2012 - 2013

By Song Sophoat

**March 7, 2013:** Four higher education officials from the Ministry of Education, Youth and Sport and UC Staff participated in invigilating the Entrance Examination (Promotion 11, Term II) for the Foundation Year Program at the University of Cambodia.

This examination was organized by the University of Cambodia and authorized by MoEYS. Of the 182 prospective students who registered to take the exam, all came on time (apart from one absentee), were dressed in suitable clothes, sat in pre-arranged seats and behaved properly during the exam. Those planning to major in

English Language and Literature took one paper on English and another on General Knowledge. Students for other majors did one paper on Morals and another on a subject relevant to their chosen major (Math or History or, for Education majors, Khmer).

Thereafter, the UC Exam Committee ensured that the scripts were marked properly and the scores submitted, together with other relevant documents, to the Results Announcing Committee at the Higher Education Department within the deadline of 25 days after the exam date.

## Orientation for New Students of UC

By Song Sophoat

**March 6, 2013:** The Academic Foundation Department (AFD) hosted an orientation on March 6, 2013 in the Conference Center of the University of Cambodia for all new students planning to join its Foundation Year program.

Dr. Y Ratana (Dean of Undergraduate Studies Division and AFD Director) gave a presentation covering a brief history of AFD since its establishment in 2005; and its objectives, as outlined by the Accreditation Committee of Cambodia (ACC), to ensure the quality of higher education in Cambodia and provide students with fundamental knowledge by doing different courses from different fields of study. He emphasized that the AFD has to comply with all conditions set by the ACC,

which is an independent national body to ensure quality assurance of higher education in Cambodia. He went on to review the Foundation Year course requirements, policies and regulations, including changing of major and session, the subjects for the Entrance Exam for each College and major, and the structure of Foundation Year courses. He also encouraged students to study hard, complete all requirements of their undergraduate program degree and become a qualified and valuable human resource for Cambodia. At the end of his presentation, Dr. Y requested students to frequently check for updates on the Foundation Year, which are posted on the board in front of the AFD Office, and then answered students' questions.

*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...!*



# Welcome Dr. Sovathana Sokhom to the UC Family

By Dr. Sovathana Sokhom



The University of Cambodia is pleased to welcome Dr. Sovathana Sokhom to the UC family. Dr. Sokhom will be serving as a Vice President for Academic Affairs. Her main roles are to promote academic excellence according to UC's vision, maintain curriculum vitality, UC's mission to "provide quality education for students to develop critical, analytical, and creative thinking so they can make well-founded and ethical decisions and be part of an informed citizenry."

Dr. Sovathana Sokhom comes with a strong background committed to education. She received her MBA in International Trade from Texas A & M International University, Texas; and an MA in International Political Economy and a Ph.D in the field of Political Science and Economics from Claremont Graduate University, California.

Dr. Sokhom has broad experience working with national and international organizations such as United Nations Office for Project Services (UNOPS), Asian Development Bank (ADB), United States Agency for International Development (USAID) and Canada's International Development Agency (CIDA). She was an advisor to the Secretary General of National Assembly of the Kingdom of Cambodia from 1996-2000. She has also a strong background in teaching at the university level: she was a lecturer in International Business, Marketing and Management at the Faculty of Business in Phnom Penh from 1994-1996; a lecturer at Long Beach City College, Long Beach, in International Business; a lecturer at Marymount College, Palos Verdes, fall 2007 and 2008 in International

Relation, as well as Loyola Marymount University, Los Angeles, from 2009 to 2012 in Micro and Macro Economics. In 2012, she received an award of "Cura Personalis" in recognition of her efforts to promote "the education of the whole person." In summer 2011, Dr. Sokhom assisted a Global Exchange students group from LMU to help promote peace and development in Cambodia.

Dr. Sokhom is well tied to Cambodian history. She was a child laborer during the Khmer Rouge period and a refugee in the early 1980s in Thailand and Indonesia. She neither had schooling during the KR regime nor in refugee camps, but when she got the chance to study in the United States, she studied hard in non-native English, until she obtained her Ph.D. She said, "I believe in education, the rights to education and a commitment to lifelong learning because it takes a person a way from ignorance and gives the person capacity to understand who one is and what one is capable of." She added that human beings are full of potential, and it needs the right cultivation – an education is the tool to cultivate oneself.

Dr. Sokhom comes to UC with a strong Western education, and a belief in democratic principles and values and the respect for human rights. Dr. Sokhom would like to dedicate her time and commitment to University of Cambodia to help develop the right curricula and promote academics excellence congruent with the UC's core mission.

She believes that UC is the best place to cultivate human potential through right learning, right development, and right commitment of UC's faculty through a well designed curriculum to students' learning. She also believes that young Cambodians are the backbone of the community to build the Kingdom of Cambodia.

"Young Cambodians need to prepare themselves to compete with the nations in the region and world. The youth, their mind is like a sponge that could easily absorb all the water in its path...to build a nation is not a small task, but with the concerted efforts of the systems of the University of Cambodia to build these young's mind, I believe that Cambodian will eventually be able to compete with neighboring countries in the region and more."

UC is pleased to welcome Dr. Sovathana Sokhom to the UC family.

# University Pride

## Outstanding CES Teachers Receive Scholarships

**July 27 - 6 August 2013:** Three outstanding CES teachers received scholarships to pursue their higher education abroad. These scholarships recognize teachers' achievements in both the academic and non-academic spheres.

Mr. Vong Tylin received a full scholarship to do his Master of Arts at University of Canberra in Australia. Also going to Australia is Ms. Chuop Sokphalla, who will be pursuing a Master of Arts in TESOL at the University of Canberra. In addition, Ms. Chea Nich received a scholarship to pursue a Master of Arts in TESOL in Sweden.

The University of Cambodia would like to congratulate our outstanding CES teachers!



## University Pride!



Mr. Vong Tylin - Scholarship to Australia



Ms. Chuop Sokphalla - Scholarship to Australia



Ms. Chea Nich - Scholarship to Sweden



## *UC Alumnus Receives Scholarship to Inha University*

**July 10, 2013:** Mr. Sen Sopheara, a former student and staff of the University of Cambodia who graduated in March 2013 with a Bachelor of Arts in International Relations, has received a full scholarship to attend Inha University in South Korea and pursue a Master's Degree in Applied Economics. This scholarship is part of the Korean government's program of Niied Scholarships, which encourages students to further their education at the graduate level.

He applied through the University's web-site, and was amongst the ten of the more than thirty applicants who were selected. The program will take him at least three years to complete: one year for learning the Korean language (with additional six months extension if he fails the Korean language proficiency exam) and two years focusing on his chosen specialty. He plans to do research on monetary and economic development.

Mr. Sen left for South Korea on August 27, 2013 to begin his studies. He pledged to return to Cambodia and



help the country develop and share his knowledge and experience to the people. He encourages students who wish to receive scholarships to study abroad to go online and look for available scholarship programs and apply for it as soon as possible.

*The University of Cambodia*

## *SCHOLARSHIP COMPETITION 2013*

UC will award 200 scholarships to the best performing students of the scholarship exam.

Scholarships	Number of Awardees	Who can apply?	Application deadline: 18 September 2013
Full Tuition	200	<u>International Track:</u> Open only to high school graduates in academic year 2012-2013. <u>Khmer Track:</u> Open to all high school graduates.	Exam date: Saturday, 21 September 2013 Results posted: 30 September 2013

Applications are available at the University of Cambodia. For more information, please contact the Office of Admissions, Registration, and Information at 023 993 276.

# *UC Students Visit the CDRI Library*

By Song Sophoat

**May 21, 2013:** Mr. Song Sophoat, Deputy Director of AFD, led a group of 20 Foundation Year Students to visit the Cambodia Development Resource Institute (CDRI) library on May 21, 2013. The objectives of the visit were (1) to understand the management system of their library; (2) to find out what books and other resources are available there; and (3) to promote students' interest in reading books and doing research.

Mr. Heu Hin, CDRI library manager, gave a brief review of the history of the CDRI and its library. Established in 1990 CDRI has become widely recognized as Cambodia's leading independent development policy research institute; its library was opened in 1992 as a public resource for development-related research and is now the country's leading Social Science library.

The CDRI library holds a collection of over 18,000 books and other items (CDRI publications, national and international journals, magazines, bulletins and daily newspapers), classified using the NewGenlib system for ease of access (<http://cdri.librarycircle.com>). E-library resources include the World Bank and several e-journal databases, such as AGORA (agriculture), OARE (environment) and HINARI (health). It has a special section on human trafficking, child labor and immigration; as well as an array of documents on the development of the Great Lake of the Tonlé Sap and the surrounding provinces. It is also a depository for organization and programs such as the Asian Development Bank, World Bank, International Monetary Fund, United Nations Research Institute for Social Development, United Nations Inter-Agency Project and Tonlé Sap Initiative Learning Resource Centre.



Mr. Song Sophoat and UC students explore CDRI library resources



For more information on CDRI visit: [www.cdri.org](http://www.cdri.org)

The CDRI Library (56, Street 315: in Tuol Kork) is open Monday to Friday (7:30 – 12:00 a.m. and 2:00 – 5:30 p.m.).





# U C Celebrates Khmer New Year

By Lorn Thary

**April 7, 2013:** The University of Cambodia Student Senate (UCSS) organised an event on April 7, 2013, at the University of Cambodia to celebrate Khmer New Year. As in previous years, this was an all-day event which was led by Miss Saya Linda, President of UCSS, with the help of members of UCSS and the University of Cambodia Cambodia Red Cross Youth (UCCRCYC).

In the morning, Buddhist monks came to pray and ensure good luck, happiness and prosperity. This event was honored by the presence of H.E. Dr. Kao Kim Hourn (President of the University of Cambodia); many faculty, staff and students also joined this event; most participants were dressed in traditional Khmer clothes.

After this, UC and also some non-UC students enjoyed playing Khmer traditional games such as Chh Chhoung, Leak Kanseng, and dancing happily together until 11:30 a.m.; games resumed at 2:00 p.m., when the approximately 600 participants also received gifts. Throughout, there were also 12 stands prepared and run by UC students to sell things such as meatballs, soft-drinks, souvenirs, an auction on recycled materials, etc.: half of

the profit from these went to the UCCRCYC to fund humanitarian acts to help Cambodia society.

Then, at 5:00 p.m., a concert commenced. This was honoured by the presence of H.E. Dr. Kao Kim Hourn, H.E. Samraing Kamsan (member of the UC Board of Trustees) and Mrs. Por Malis (Vice President for Operations), as well as UC lecturers and staff. Apart from various performances by UC students, such as the Cambodian Flag song, Robam Neh Sat, Khmer traditional dance and singing, there was the appearance of two superstars from Hang Meas Productions: Miss Tep Boprek, and Mr. Zono.

UCSS spent almost US\$1,500 in preparing for and running the various events. However we think that it was money well-spent. Apart from promoting Cambodian culture and a feeling of a common UC community, it also promoted UC to outsiders and succeeded in raising 1,306,700 riel for the UCCRCYC through sales and the donations of participants, to help promote awareness of this student organisation and its humanitarian activities.





He went on saying that “UC also provides other accessible tools, materials, resources, and facilities such as computers labs; two huge libraries (hard and e-library), ... to help students with their research work and other assignments; a Multi-Media Language Lab to practice listening, speaking, writing, and grammar; and more”. UC is well-prepared for students in pursuit of academic excellence, with guidance to achieve their goals. “That’s why UC provides many scholarships from the generous donors such as Dr. Haruhisa Handa, Dr. Rikhi Thakral, and others each year to high-school graduate students who passed exams in both

English and General Knowledge.”

UC is very pleased with what was achieved and would like to thank the schools involved: their students were very enthusiastic and interested, as evidenced by the questions asked and their reactions to the answers given.

Students were very enthusiastic and interested, as evidenced by the questions asked and their reactions to the answers given. UC is very pleased with what was achieved and would like to thank the schools involved.

*Oknha Leang Khun Meets Brewery Scholars continued from page 4)*

The aim of the meeting was to motivate the students to put more effort into their studies in order to further help the development of the country by conducting training for poor students so that they would be able to continue their studies into higher education. Oknha Leang Khun also said that his company will provide students with the opportunity to do on-the-job training at Cambodian Brewery; and that priority will given to those scholarship students who want to apply for a job at the company after they have graduated.







## *UC Internal Workshop on The Process of Accreditation of Higher Education Institutions*

By Sam Sophorn

**May 20-21, 2013:** The University of Cambodia (UC) held a two-day internal workshop on the Process of Accreditation of Higher Education Institutions in Cambodia, in response to the requirements of the Accreditation Committee of Cambodia (ACC).

Senior university staff (Ms. Por Malis, Vice-President for Operations; Dr. Sokhom Sovathana, Vice-President for Academic Affairs; Dr. Y Ratana, Dean for Undergraduate Studies and Director of Academic Foundation Department; Mr. Chheang Sangvath, Associate Dean for the College of Education and Director of OSAA; and Mr. Pay How, Associate Dean for the College of Arts and Humanities) gave an intensive workshop for full- and part-time staff, aimed at familiarizing UC employees with the accreditation procedure and requirements set by the ACC Nine Minimum Standards.

Ms. Malis gave a general picture of the ACC's process for institutions to be considered for provisional and full accreditation. She highlighted that UC has already received full accreditation for its Academic Foundation Program (AFP) since 2006 and was going to get another full accreditation for 2013-2015: this will be the last one for AFP on

its own. The University is working on getting the entire institutional program fully accredited by May 2014.

Ms. Malis emphasized that UC needs to work hard to gain adequate scores for each indicator for each of the nine standards identified by the ACC. Mr. Pay How added that UC has to be clear on a specific level of accreditation (provisional vs. full) that should be applied. Dr. Y Ratana noted that there is a need to form at least two working groups: an Internal Assessment Team and an internal report-writing team.

The University has been tracking all aspects of its operations to meet the ACC Nine Minimum Standards requirements. It is necessary to continue working on compiling documents based on the implementation of the strategic and action plans. Ms. Por Malis emphasized the need for full understanding, participation and collaboration from each individual staff in order to achieve our goal of receiving full accreditation for the University. Ms. Malis made everyone aware that there will be sub-committees developed, whose aim will be to get UC prepared and ready to achieve Nine Minimum Standards required by ACC.

Visit The University of Cambodia online  
at  
[www.uc.edu.kh](http://www.uc.edu.kh)

# *UC Introduces a Comprehensive Exam for All Bachelor's Students*

By Dr. Angus Munro



The standard practice at UC in the past has been that the last step towards graduating with a Bachelor's degree was for a student to take and pass an Exit Exam comprising papers from two

courses in the

student's major. Starting in Term I of Academic Year 2012-2013, all Bachelor's students who seek to graduate must now sit and pass a set of undergraduate Comprehensive Exams after satisfactorily completing all of their coursework.

This has been introduced in order to further ensure that graduates are of a good calibre and to encourage them to meet the high standards expected of them, so that they will have an even better opportunity to secure jobs or other openings in Cambodia or elsewhere.

The Exams will be held 4-6 weeks after the Final Exams in the preceding term, although the Exams may not be held after every term. However a student can postpone taking the Comprehensive Exam once (provided that the maximum allowable time to get a Bachelor's degree - six years, as set by MoEYS - is not exceeded. Also needing to be considered is that MoEYS regulations require that a student take no more than two 'full' terms (equivalent to the University of Cambodia's Terms I or II) off during the course of their degree programme. The recently-issued Undergraduate Handbook 2012 (the 'Yellow Book') provides further details on requirements and on registration procedures).

The exam itself comprises three 90-minute papers on the same day, under the oversight of officials from MoEYS: two in the morning related the student's major, and a common paper done by all students in the afternoon. Students

will be briefed about what is expected of them before and during the exam by the Associate Dean of their College.

The purpose of the first two exams is to test a Bachelor's student's overall grasp of the material covered by the respective major, rather than concentrate on any particular course. Thus candidates are expected to review all of the course work covered during their degree programme. They are also expected to do further background reading, based on a list of recommended textbooks and other materials. Depending on their major candidates may receive a pool of questions for which to prepare and from which the questions for one or both papers will be selected.

The purpose of the third exam is to test broader aspects of the student's knowledge in relation to all courses taken at UC (not just those for their respective majors) as well as their outside exposure to books and other media, etc. They will be provided with a pool of possible questions to prepare for the exam, from which two will be selected for the exam itself.

If a student fails one or more of these exams, they must register for CEX402, with the necessary papers re-taken at the next scheduled Comprehensive Exam. Where a student scores zero marks in at least one of the papers in CEX401 (e.g. through absence or arriving too late to take the exam), then all three papers may have to be taken in CEX402. A second failure for one or more papers will mean that the student drops out of the programme: this will be noted on their transcript as having failed the Comprehensive Exam.

The first Comprehensive exam was run on 20 March 2013, and was a success overall: of the 232 candidates, all but five passed all three papers and their names were submitted to MoEYS for the latter's approval. However four candidates failed either their Paper I or Paper II; and two failed the common Paper III (including one who failed their Paper I).

The following is an analysis of the results of Paper III (note that candidates were not given a pool of possible questions in this first running of the new system). The candidates



were asked to write essays of each of the following in the 90-minute paper:

1. Cambodia has a rapidly growing young population, with the problem of increasing competition for jobs. What could be done to create more jobs? Explain your ideas and discuss whether they might cause other problems. (50 marks)
2. Climate change would appear to be an increasing reality. There is the need to deal with the causes of this problem, but national short-term interests mean that international efforts have failed. Discuss some of the issues involved and what could be done to resolve them. (50 marks)

Since this was the first time, students did not really know what to expect although they had been briefed. Some general observations follow.

- i. Students should read the whole question, think about it and plan a skeleton for their answer.
- ii. Many students only answered the first part of one or both questions: they failed to discuss the last part, which requires thinking about the consequences of their ideas.
- iii. Language per se was only a minor consideration in the final mark: what was important was basic general knowledge and the ability to organise this and ideas into a logical whole.
- iv. Thus a short, well-organised essay which was understandable despite spelling and grammatical mistakes scored higher than a long piece in perfect English which failed to address the question in a meaningful and insightful manner.
- v. Time is important: candidates should not waste it by re-writing the question as the first part of the answer – it is better to do an essay plan (which will not be marked – the final product is what counts) first to help you organise your ideas.

More specific observations on the content of answers were interesting. A common issue in the answers to both questions (not necessarily in the same script) was the problem of corruption and nepotism. For example, many expressed frustration that (Question 1) many unqualified older people got top jobs because of their connections; or that (Question 2) money and influence counted for more than legal procedures. Thus, there was discontent about the students' own prospects in the job-market. There was also disquiet about foreigners coming in and taking things at the expense of the local inhabitants.

A common limitation of the answers to each question was that students failed to see the 'broader picture': they made proposals to the first half of each question, but failed to follow through by considering the consequences of their ideas. For example, if you set aside land for forests or for factories or whatever, what do you do about the resident claimants affected by that decision? Life today is very complex!

The lack of informed comment in the responses to the second question was also revealing. Many students referred to the occurrence of tsunamis as a manifestation of climate change, which is at variance with the general conception. Another worry is that many students blamed nuclear power for climate change, whereas it was heralded by many as a potential saviour (by reducing greenhouse gas emissions) until the recent Fukushima incident in Japan, when public opinion about-turned globally.

There is further cause for concern regarding the responses to the second question. Apart from the fact that several students focused on the problems caused by damage to the ozone layer (now largely a secondary consideration), a major issue was the many students who referred to "people with mirror houses" ('mirror house' is the literal translation of the Khmer word for greenhouse). This points to the difficulty of the concept of greenhouse gases, just as with many people from colder climates who do not understand how a greenhouse works. Because most Cambodians do not know what a greenhouse is, never mind how it works, it would seem that individuals are being blamed because of the way that they have constructed their residences or offices. Also, while the US was blamed as a major contributor to climate change, no student mentioned the efforts of the EU to control greenhouse gas emissions – the latter has not been getting their message across. Clearly there is scope for further research to gain insights into whether there is a mismatch between what it is hoped that students understand about this issue and what they actually do.

In conclusion, the introduction of the Comprehensive Exam has been a way to further enhance the quality of our graduates; but it has also highlighted some shortcomings in both the attitudes and thinking of our students and thus their understanding of the world around them. It thus provides pointers as to how we should further improve the education system at UC; and in Cambodia in general.

# Using Laptops in Class

By Dr. Angus Munro

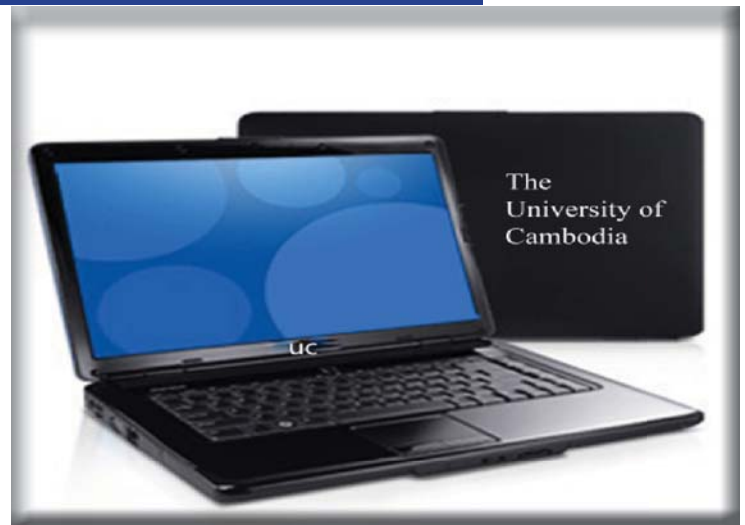
Laptop and similar computers are increasingly being used in everyday life. Whilst they can generally be considered to be beneficial for an individual's work, there is growing evidence elsewhere that the use of laptops by a subset of students in class is not conducive to their education, leading some lecturers to ban their use during lessons.

There are several practical reasons behind imposing such a ban.

1. It is more restrictive than traditional pen and paper for proper note-taking, because of problems with drawing proper diagrams, etc., as well as flow-charts to capture what the faculty is saying in as few words as possible: the user is not getting the opportunity to develop a solid soft skill.
2. It distracts the user, because they are checking e-mail, etc.: basic psychology confirms common sense that 'multi-tasking' just means doing several things at once, but doing none of them very well.
3. It distracts neighbouring students through the sound of key-clicks and through watching what the user is doing.
4. It may also impede interactions with others in e.g. classroom discussions.

Predictably, others have sought to argue against any such ban.

1. Some have argued that it is the instructor's fault for being boring; but that's life – learning to be positive and trying to make the most of something is an essential



soft skill for adults (it is different with young children).

2. Some (in the US) have used the false analogy that students are "customers": UC does not sell degrees and we need to maintain minimum standards to remain credible, not compromise them to get higher enrollments where this means that there is a lack of any serious commitment to active study by the extra intake, and thus to the University's endeavours to achieve its motto of 'In pursuit of knowledge, wisdom and building tomorrow's leaders.'
3. Some have observed that it is possible to design courses which take advantage of students with laptops: but what about those who cannot afford them?

UC does not have a policy on the use of laptops in class, but we will support faculty who want to enforce a ban with good reasons. Even if a member of faculty does allow the use of laptops (note that the use of iPads, iPhones and other handphones, is banned in class at UC), students should actively consider whether, by using one, they are helping or hindering themselves in trying to get the most out of a class. If they do decide to continue to use a laptop, they should sit together at the back of the class to minimise distraction for others (including those sitting in to do peer evaluations).

e.g. Laptops vs. learning (<http://tinyurl.com/2l8vmw>); Banning Laptops in Classrooms: Can students multitask effectively? (<http://tinyurl.com/38sa2pg>); Using laptops for notes (<http://tinyurl.com/am5kwkw>); US unplugged: manifold benefits of disconnected learning (<http://tinyurl.com/bcznmnw>);  
e.g. Banning Laptops in Classrooms (<http://tinyurl.com/a8ryr6u>).  
e.g. Profs Should Rethink Banning Laptops from Lecture Halls (<http://tinyurl.com/a7st9n3>).  
e.g. Miracle or Menace: Teaching and Learning with Laptop Computers in the Classroom (<http://tinyurl.com/9wlejkq>).  
We Have Met the Enemy and He Is PowerPoint (<http://tinyurl.com/23kd3rs>)  
<http://tinyurl.com/8jya8gr> (a pdf file)  
The use and abuse of PowerPoint in Teaching and Learning in Life Sciences (<http://tinyurl.com/9ua6tgl>); 10 things you should know about PowerPoint abuse (<http://tinyurl.com/8u46342>); Five Crimes Against PowerPoint (<http://tinyurl.com/7ujj7r9>); Powerpoint is Evil (<http://tinyurl.com/kqnr>); also <http://tinyurl.com/2vl9nax> and <http://tinyurl.com/2dbp9me>



# *The Need for the Effective Use of Powerpoint*

Dr. Angus Munro

The use of an LCD with a Powerpoint presentation is very much the expected thing for many UC lecturers and their students, as elsewhere. It is seen to be the essence of effective communication and professionalism, despite the fact that it can even now be only used in certain situations (and it ignores the fact that such communication was possible in pre-Microsoft days). Moreover googling for “death by powerpoint” or “powerpoint abuse and misuse” turns up many links: most people do not use Powerpoint properly as a presentation tool.

Thus many people use Powerpoint as a ‘prop’ to try and make up for their lack of communication skills on presenting on a particular topic, rather than trying to properly develop the basic soft skills: they put up large swathes of text and just read from it along with their ‘audience’ (why not just give them a copy and ask them to go to a café or wherever to read it?). Others put up large tables or complex flow charts or whatever, which might look impressive but are too information-dense. The fact that many in the US military have a poor opinion of Powerpoint indicates that the problem is a more general one than just in Academia!

A compilation of resources on effective use can be found at <http://tinyurl.com/8jya8gr>. Basically, it is a case of thinking about others’ of enlightenment about the topic for presentation: ease of preparation (including the time involved) for the presenter should be a secondary consideration.

The following suggestions for faculty and students are based on personal experience (including at UC) and a selection of useful guidelines (note that UC plans to introduce workshops which cover these and other issues).

1. Do not put up a screen full of text and then just read

it out loud: use graphs, tables, photos, or just bullet points of the most important points and then expand on them: the audience can take notes (i.e. they are active participants, not passive ones, and are thus developing an important soft skill).

2. Do not go too fast, but give time so that they can take notes but also can think about what you are saying and ask questions.
3. Do not put all bullet points, etc., up at once: the audience will be too busy looking and reading all of them rather than listening to you.
4. Make sure slides can be read, including by those who are red-green colour-blind.
5. Be professional and avoid various ‘gimmicks’ – what is important is the message itself, not the template or other distractions ... this is a University, after all, not a sales-pitch.
6. Provide recaps and summaries of the important points at various stages of the presentation, or ask the audience to do so, to make sure they have been paying attention and have the opportunity to ask questions where not clear.
7. Look at the presentations of others and learn how you can improve, not just from the good ones but also those which are bad.

Faculty who set presentations as an assignment are expected to require the students involved to also submit a written component, to make sure that they not only produce a proper full text on the topic (rather than just a series of bullet-points) but also have an adequate understanding of it and can answer questions from the audience at their presentation: an important component of the overall assessment. This hopefully ensures that all members of the class learn from the experience.

# UC Management Team Offers Condolence to the Late King Father Norodom Sihanouk



**January 21, 2013:** Mrs. Por Malis (Vice-President for Operations) led the UC team to the Royal Palace in the morning to offer condolences and prayers for the former King Norodom Sihanouk (Pictured on page 37).

Prior to entering the Royal Palace, we had to join in a line of more than 500 mourners from various institutions and organizations at the entrance gate, where two Royal Guards checked our identities and then let us go through a scanning machine.

We were instructed to put both of our palms together toward our faces as we readied to approach the coffin where the corpse of the late King Norodom Sihanouk was laid. We were escorted by two royal guards, while walking toward the coffin holding a wreath in front of us to express our sympathy and great condolences.

Although camera crews from different TV stations (including SEATV) and photographers were present, it was a tranquil moment when everyone knelt in grief with tears at the loss of the Great King that His Majesty was, as the Father of Independence, territorial integrity and national unity.

Dr. Haruhisa Handa and Dr. Kao Kim Hourn pay their respects to the late King Father Norodom Sihanouk.





# *Condolences to Oknha-Moha-Pheakdei-Sapboris-Phokea-Thipadei Hun Neang*



**July 15, 2013:** The Cambodia Higher Education Association invited a representative from the University of Cambodia, Mrs. Por Malis (Vice President for Operations), to attend the funeral ceremony of Oknha-Moha-Pheakdei-Sapboris-Phokea-Thipadei Hun Neang. Oknha Hun Neang was the father of Samdech Techo Hun Sen, Prime Minister of Cambodia. He passed away on Friday July 12, 2013 due to natural causes at the age of 90. The ceremony took place at the residence of Samdech Techo Hun Sen and Samdech Kété-PritBandith Bun Rany Hun Sen located at house # 41 Soramarith Street, Chaktomok, Khan Daun Penh, Phnom Penh.



Numerous distinguished guests from various government offices and departments, local and international organizations, embassies, and diplomats from different countries were also in attendance to pay their respects.

UC Team pays their respect to the late King Father Norodom Sihanouk.



# *Call for Book Donations*

Reading is essential in learning. Reading helps develop a creative mind, imagination, and new ideas. Throughout history, ideas have changed the destiny of nations. The reality is that not all people have access to books in their homes, especially in their schools to develop creative thinking. 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.

Nevertheless, the library is limited in resources. It still has a long way to evolve in order to match the resources, standards, and wealth of knowledge available at other institutional libraries around the world. As a member of the WTO and ASEAN, Cambodia grapples with modernity and struggles to catch up with the rest of the world due to a lack of resources, especially books. Building the capacity of libraries and centers for learning is



crucial for developing the entire society. As the UC's Toshu Fukami Library strives to be a center of learning and knowledge and largest depository of books, periodicals, and reference materials in Cambodia, we call upon donors, like you, to help make this vision a reality.

## *Toshu Fukami Library & E-Library Donations*

Good, easily accessible reference facilities are vital for any educational institution, for students and faculty, as well as other interested stakeholders. However quality academic texts are generally very expensive and thus a large potential drain on funds. The Toshu Fukami Library received over 4,300 books, magazines, and other materials in 2013 from more than 35 individuals (including UC Faculty) and organizations. The University of Cambodia is very appreciative of all donations, whether large or small, that we receive from existing and new supporters. Individually and collectively, these contribute to a vibrant and thriving learning environment at UC.

The University of Cambodia invites members of the UC community and the public to explore our library and the



new e-library. Both are open seven days a week, except holidays. Hours of operation are Monday to Friday, 7:30 a.m. to 9 p.m., and Saturday to Sunday, from 7:30 a.m. to 6 p.m.





# UNIVERSITY Supporters

Thank you to all individuals and institutions who have lent their support to the University of Cambodia. We hope to have included a complete list of those who have made financial and in-kind contributions to UC, and express our sincerest apologies to any individual or institution we have forgotten. If you have contributed to the University of Cambodia and are not present on the list, please write our editor at [directorop@uc.edu.kh](mailto:directorop@uc.edu.kh) so we can add your name in the next newsletter.

## INDIVIDUAL SUPPORT

Dr. Haruhisa Handa, Chairman, International Foundation for Arts and Culture  
Dr. Rikhi Thakral, Executive Director, Thakral Group of Companies  
Mr. Wang Jiemin, Chairman of China Fairwind (Cambodia) Investment Company Limited

## INSTITUTIONAL SUPPORTERS

Chinda Fairwind Investment Company Limited, Cambodia  
International Foundation for Arts and Culture  
Thakral Group of Companies  
World Mate

## INDIVIDUAL DONATIONS

Dr. Haruhisa Handa  
Dr. Rikhi Thakral  
Mr. Graeme Priestly  
Mr. Teo Jing Kok  
Mr. Koli Say Choon  
Mr. Eric Sim

## IN-KIND DONATIONS

Accreditation Committee of Cambodia (ACC)  
Angkor Khmer Identify  
Arun Rashi Magazine  
Asia Center for Research Human Resource Development  
The Asian Development Bank (ADB)  
The Asia Foundation  
Association des Bibliothécaires et Documentalistes du Cambodge  
Ms. Heride Batara  
Cambodian Center for Human Rights  
Cambodia Development Resource Institute  
Cambodian Documentation Center  
Cambodian Economic Association  
Cambodian Higher Education Association  
Cambodian Institute of Certified Public Accountants and Auditors  
Cambodia Institute for Cooperation and Peace  
Cambodian Red Cross  
Cambodians for Resource Revenue Transparency  
Center for Chinese Studies  
Center for Social Development  
Mr. Chang  
H.E. Chay Lyheng  
H.E. Cheam Yeap  
Chuca-Pong Magazine  
Classified Advertising Guide  
Comfrel  
Computer Magazine  
Dawn of Cambodia  
Department of Financial Industry  
Dr. Diep Sopha  
Economics Today Magazine  
Embassy of Australia  
Embassy of China  
Embassy of France  
Embassy of Germany  
Embassy of India  
Embassy of Japan  
Embassy of Singapore  
Embassy of the United Kingdom

Embassy of the United States  
English Teaching Forum  
The European Union (EU)  
Extraordinary Chambers in the Court of Cambodia  
EzeCom Company  
Fondation de la Chenelière  
Mr. Francis  
Mr. Jean Francois  
Friends of Khmer Culture  
H.E. Fu Ying  
Global Magazine  
Goodwill Enterprise (Cambodia) Ltd.  
Dr. Haruhisa Handa  
Mr. Paul Heng  
Mr. Heng Sreay  
Dr. In Sopha  
H.E. Ing Bunhoaw  
Institute of Southeast Asian Studies  
International Finance Corporation  
International Monetary Fund  
Japanese Ministry of Foreign Affairs  
Mr. Kai Lih Lio  
H.E. Dr. Kao Kim Houn  
Khmer Economy Magazine  
Konrad Adenauer Stiftung  
Mr. Kosal Vathanea  
Mr. Bernard Krishner  
Learning Institute People and Work Resource  
Mr. Locksong Hor Chheavneath  
Mr. Long Youpheng  
Mrs. Katherine Marshall  
Ministry of Agriculture  
Ministry of Defense  
Ministry of Economy and Finance  
Ministry of Environment  
Ministry of Information  
Ministry of Justice  
Ministry of Planning  
National Bank of Cambodia  
National Committee for Population and Development  
National Democratic Institute

National Employment Agency  
National University of Singapore  
Ngee Ann Polytechnic  
NGO Committee on the Rights of the Child  
NGO Forum on Cambodia  
Mr. Bernd Nobel  
Nokorthom Bookshop  
Nokor What Public Association  
Norton University  
H.E. Nout Narang  
Padek (NGO) Cambodia  
Mr. Pay Chheng How  
Mr. Pen Nhienh  
People Health Development Association  
Population Services International  
Mr. Preah Kru Monkol Vong Sacha Sok Buntheoun  
Mr. Graeme Priestly  
Mr. Puy Kea  
Royal Academy for Imperial Angkor  
Royal University of Phnom Penh  
H.E. Sean Borat  
Mr. Sok Thon  
Soka Gakkai International-Cambodia Association  
Southeast Asia Globe  
Mr. Gary Suter  
Mr. Tayor  
Ms. Cherie Tan  
Mr. Sok Ton  
H.E. Tea Banh  
Thakral Group of Companies  
UNESCO  
United Nations  
United Nations Development Program  
United Nations Commission for Human Rights  
United Nations Industrial Development Organization  
USAID  
Ms. Sharon Wilkinson  
World Bank  
World Mate  
Yellow Pages Company  
Youth Association of Cambodia Svay Rieng Province

Since 2005

# FOUNDATION

The University of Cambodia



Main Campus: The University of Cambodia

## THE FOUNDATION

Established in 2005, the University of Cambodia Foundation exists solely for the benefit of the University of Cambodia, its students, faculty, and its affiliated programs. The Foundation strives to maximize support from the private sector and other sources by uniting donor and University passions to achieve educational excellence.

The Foundation mission is to facilitate the attainment and administration of private resources and other donations in support of academic programs, student scholarships, faculty development, facility and campus developments, establishment of endowments to increase the value of existing gifts, in order to enable the University to fulfill its own mission of excellence in providing quality education, research, and public service initiatives.

Areas of Need: Give to The University of Cambodia

- \*Scholarships
- \*Library
- \*Dormitory
- \*Science Building
- \*Fellowships
- \*Books
- \*Endowment Fund

The University of Cambodia FOUNDATION  
Northbridge Road  
P.O. Box 917  
Sangkat Toek Thla, Khan San Sok  
Phnom Penh, Kingdom of Cambodia 12000  
Tel: (855-23) 993-274  
Fax: (855-23) 993-284  
Email: [info@uc.edu.kh](mailto:info@uc.edu.kh)  
Website: [www.uc.edu.kh](http://www.uc.edu.kh)

## THE UNIVERSITY OF CAMBODIA

The University of Cambodia supports many underprivileged students from the poor provinces across Cambodia who wish to study, but cannot afford it.

We have awarded over 3,000 fully funded scholarships to some excellent minds. We cannot let go others who are average in studies by awarding over 3,000 partial scholarships as well. We cannot stop students from being educated, as this is one of their birthrights.

We need your support in continuing our work in building the next generation of citizenry and society. Help do your part...

*Contribute to a Brighter Future  
by  
Making a Contribution to Brighter Tomorrow*

