

# Cambodia

## National Higher Education Equity Policy

### Governance

The Department of Higher Education within the Ministry of Education, Youth and Sport (MoEYS) is responsible for defining national policies in higher education

### Higher Education Policy Documents

What are the current official documents defining the national higher education strategy / policies?

- Policy on Higher Education Vision 2030 (2014)
- Education 2030 Incheon Declaration and Framework for Action Towards Inclusive and Equitable Quality Education and Lifelong Learning for All
- Higher Education Improvement Project (HEIP) – Cambodia “Equity Assessment and Equity Plan” (November 2017) [World Bank Project for STEM and Agriculture]
- Sub-decree No. 174 on Provision of Scholarship to students in public institutes approved on May 5, 2014.

### Equity Policy Documents

What broad and specific equity objectives do the policy documents identify?

- In the national vision, equity is one of the key objectives: “Create a comprehensive equity and access program that ensures all qualified students have the opportunity to study at HEIs and complete a quality program.”

Strategies:

“5.1. Ensure that qualified students have opportunity to access higher education, irrespective of their social or economic position.

5.1.1. Ensure that the upper secondary education curriculum and examination system

identifies students qualified to study in higher education;

5.1.2. Expand equitable access to higher education for qualified students including the

poor, women, remote-area and students with disabilities through the national

scholarship program;

5.1.3. Strengthen the capacity of the Department of Higher Education responsible for

delivering and monitoring the programs that facilitate the entry of the poor, women, remote-area students and students with disabilities into Cambodian HE.” (Policy on Higher Education Vision 2030)

**Which equity target groups are identified in the policy documents?**

- Low-income students
- Gender groups
- Minority groups: students from remote areas

Does the country have concrete targets for the participation of specific equity groups?

- No specific targets

Cambodia does not have a standalone policy document dedicated to equity promotion in higher education.

What specific interventions and/or instruments of equity promotion are included in the official strategy and policy documents (monetary and non-monetary)?

### ***Monetary Policy Instruments***

What are the main financial instruments to promote equity?

- Scholarships and stipends are given to outstanding students, orphanage students, students from indigenous families, and students from poor families.

“In Cambodia scholarships are the main means of helping students overcome cost constraints. In 2000 the government issued a circular to regulate the proportion of fee-paying students in public higher education institutions and stated that a third of students enrolled in such institutions should be fee paying, with the remaining two-thirds on scholarship. Scholarship students do not pay tuition fees, but the share of scholarships is modest. Over the past few years, Cambodia’s Department of Higher Education has developed the selection processes to use the scholarship scheme to promote equitable access to higher education, and to improve the equity of access for the poorest. Of the scholarships awarded, 60 percent are based on merit and 40 percent go to priority candidates. Of the priority scholarships, females receive 15 percent, the poor 15 percent, and those from rural areas 10 percent.”

(World Bank, quoted in “Higher Education in Afghanistan, an Emerging Mountainscape,” 2013)

### ***Non-Monetary Policy Instruments***

- None

### **Financial Resources**

What financial resources does the country devote to equity promotion measures?

- Not available

### **Quality Assurance**

The quality assurance criteria do not take equity elements into consideration.

### **Monitoring and Evaluation**

- Department of Higher Education

### **Dedicated Equity Promotion Agency**

Cambodia does not have an agency dedicated to equity promotion in higher education.

### **Sources**

World Bank (2012). Putting Higher Education to Work: Skills and Research for Growth in East Asia. The World Bank, Washington DC.

Higher Education in Afghanistan: An Emerging Mountainscape August 2013  
World Bank, South Asia Region, Washington D.C.

Education 2030 Incheon Declaration and Framework for Action Towards Inclusive and Equitable Quality Education and Lifelong Learning for All  
<http://www.moeys.gov.kh/en/policies-and-strategies/2206.html>

Higher Education Improvement Project (HEIP) – Cambodia “Equity Assessment and Equity Plan” November 2017 <http://www.moeys.gov.kh/en/heip/heip-report/2570.html>

Sub-decree No. 174 on Provision of Scholarship to students in public institutes

Policy on Higher Education Vision 2030 (2014, April) Ministry of Education, Youth and Sport <http://www.moeys.gov.kh/en/policies-and-strategies/policy-on-higher-education-2030.html>

Department of Higher Education within Ministry of Education, Youth and Sport (MoEYS) (<http://www.moeys.gov.kh/en/education/higher-education.html>)