

NATIONAL HIGHER EDUCATION EQUITY POLICY

Cambodia



Policy Frameworks

Does equity with regard to supporting students from low-income or marginalized populations to enter or succeed in higher education feature in any government produced policy documents? If so, which government policy document(s) are these and can you provide website link(s) to them?

- Education Strategic Plan (www.moeys.gov.kh)
- National Strategic Development Plan (www.mop.gov.kh)

What policies and actions are described in these government policy documents in terms of supporting students from low-income or marginalized populations to enter or succeed in higher education?

Provision of scholarships to study at higher education institutions.

Is there a standalone policy document dedicated to equity promotion in higher education? If so, which document(s) is/are these? Can you provide a link(s)?

No.

Which equity target groups are identified in the policy documents? (Please choose as many groups as apply in your own country)

- Low-income or lower socio-economic background students
- Gender groups
- Indigenous populations
- People from rural backgrounds
- Students with disability

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

No information was available.

Which agency has responsibility for policies related to equity in student participation/success in higher education?

Department of Higher Education.

Which stakeholder groups are consulted during the equity policy formulation? (Please choose all the stakeholders that are invited to the consultation process in your own country)

- Higher Education Institutions' Associations
- Other: Related government institutions

Achieving Policy Targets

Are there any non-monetary instruments such as outreach work between schools and universities, reforms to university admission etc. used to promote access/success for students from specific equity groups in higher education? If so, can you describe what they are?

No.

Are there any financial instruments such as bursaries, scholarships and loans used to promote access/success for students from specific equity groups in higher education? If so, can you describe what they are?

Loan from private banks and small stipend from government.

Who is responsible for monitoring the impact of measures used to promote access/success for students from specific equity groups in higher education?

Department of Higher Education

What instruments, methods and data are in place to carry out the monitoring and evaluation?

There are not clear instruments and methods in place to carry out the M&E.

What kind of autonomy do higher education institutions enjoy in reaching the policy targets set by government?

They have an autonomy to set quota for providing scholarships to them.

How do you see the role of inter-governmental/international organisations in supporting higher education equity policies? In which areas would be their contribution the most valuable? (1= most valuable contribution 4=least valuable contribution)

1. Policy setting
2. Financial assistance (grants, loan financing, scholarships)
3. Facilitating peer learning, exchange of experience among countries
4. Technical assistance and capacity building

COVID-19 and Equitable Access and Success in Higher Education

How, if at all, has Covid-19 affected the existence and implementation of policies designed to encourage greater access and success on higher education of those from low-income/marginalized groups?

It has affected on quality of teaching and learning for those groups.

Sources

This country brief was prepared as part of the *“ASEM National Equity Policies in Higher Education”* report, a collaboration between the [Asia-Europe Foundation \(AEF\)](#) and the [National Education Opportunities Network \(NEON\)](#). The report was launched at the [8th AEF Regional Conference on Higher Education \(ARC8\)](#) on *“Inclusive and Diverse Higher Education in Asia and Europe”* on 10 September 2021.

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