



**CG GPD – ASEF Dialogue  
Higher Education Policies Working Towards  
the SDGs in Asia and Europe  
27-29 September, Rome, Italy**

**Overview of  
Cambodia Higher Education**

# Historical Development in Higher Education

## HE in the Past :

- The 1940s – First Born HEIs
- The 1960s – Glory Period
- The 1970s – Tragic Period due to Civil War and Killing Fields
- The 1980s – Reborn Period, establishment & rehabilitation
- The 1990s – Reforming/Restructuring/Development
- The Early 2000s – Growth of Private HEIs
- From 2010s – Increase in public fundings

## Cambodia Higher Education at Present

- 132 HEIs (48 public and 84 private HEIs)
- Governed by 16 different Ministries (84 HEIs under MoEYS)
- Around 209,059 students in 2021-22 (decreased from 230,000 students in 2014-15)
- 16,471 faculty and staff (23.5% with Bachelor, 67.5% with Master, and around 9% with PhD)

# Number of HEIs in Cambodia and their parent ministries

No.		Number of HEIs	
		Public	Private
1	Ministry of Education, Youth and Sports	13	71
2	Ministry of Labor and Vocational Training	12	13
3	Ministry of National Defense	5	0
4	Ministry of Agriculture, Forestry, and Fishery	3	0
5	Ministry of Religious Affairs	3	0
6	Ministry of Health	2	0
7	Ministry of Culture and Fine Arts	1	0
8	Ministry of Interior	1	0
9	Ministry of Economy and Finance	1	0
10	Ministry of Public Work and Transportation	1	0
11	Ministry of Bank of Cambodia	1	0
12	Ministry of Ministers	1	0
13	Ministry of Industry, Mine, and Energy	1	0
14	Ministry of Social Affairs, Veterans, and Youth Rehabilitation	1	0
15	Ministry of Economics and Finance	1	0
16	Ministry of Land Management, Urban Planning and Construction	1	0
<b>Total</b>		<b>48</b>	<b>84</b>
		<b>132</b>	

# HE Vision 2030 & Roadmap 2017-2030



- (1) Quality & Relevance;
- (2) Access & Equity;
- (3) Internationalization & Regionalization;
- (4) Governance & Finance

# Higher Education Sub-sector Strategy 2021-2030

## Two main missions:

- To ensure the increase of students with high capacity to respond to labor market needs
- To ensure the increase of applied research which links and responds to development

# Challenges in Cambodia Higher Education:

- **Gross enrolment remains low** and the overall **enrolment not yet consistent** with priority programs (few number of students registering in STEM)
- **Quantity vs. Quality**: Many graduates do not have the right skills (technical & soft skills)
- Generally instruction-oriented & tuition fee-focused **while Research and Development is to emerge**


## Cambodia Vision



- **High-middle income country by 2030**
- **High-income country by 2050**



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- **Cambodia's recent economic success** has been the result of relatively **low technology, low wage/skill production** in such industries as textiles, apparel, and basic electronics, and sustained by a steady flow of foreign investment.
  - **In order to remain competitive**, Cambodia must address an increasingly **serious human resource constraint, i.e. rising shortages in skilled graduates in Science, Technology, Engineering and Mathematics (STEM)** produced by the HEIs.

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- Cambodia's future economic competitiveness depends on **producing quality tertiary graduates in STEM and agricultural majors and increasing its research and development capacity.**
  - **Government Reform Agenda Responding to Challenges** focuses on three key sectoral policy areas: **(a) quality and relevance; (b) access and equity; and (c) governance.**

# Cambodia Sustainable Development Goals (CSDGs)

- SDGs have been localized in Cambodia context → CSDGs
- CSDGs have 18 goals (17SDG + 1 national Goal: Clearance of Mine/ERW)
- CSDGs have 88 targets (169 targets for SDGs)
- CSDGs have 148 indicators (232 for SDGs)

## Issue for discussion:

Higher Education has been regarded as key for economic development, so how can it also respond to social and environmental development?

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**...Thank you very much for your  
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