

# Impacts of Multiple Stakeholders' Involvements on Higher Education Sector in Cambodia

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## Introduction

- Over the last few decades, the Cambodian higher education has undergone a lot of reforms and restructuring to respond to the growing demand of access to higher education and changing labor market.
- The rapid expansion of HEIs has challenged the quality and efficiency of the education services.
- Most Cambodian universities are mainly teaching institutions though only a few public universities have started to prove some of their research activities.
- To secure their place in the global knowledge-based economy, universities are supposed to reconsider their role and relationship with various stakeholders.
- Due to the importance of entrepreneurship for the economic growth, the value of entrepreneurship education at HEIs has been widely recognized to develop entrepreneurial spirits among the students.
- The research studies on stakeholders' involvements and entrepreneurship education in Cambodian higher education have not yet been conducted.
- This study is intended to examine the Cambodian higher education sector by identifying the stakeholders, seeking insights into the impacts of multiple stakeholders' involvements, and look into the roles of higher education institutions in promoting entrepreneurship.

## Research questions

### Main question

- In what ways does the involvement of multiple stakeholders influence the higher education sector and entrepreneurship education in Cambodia?

### Sub-questions

- Who are the stakeholders in the Cambodian higher education sector?
- What are the roles of the stakeholders in the Cambodian higher education sector?
- What are the stakeholders' interventions on the curricula and policies within the Cambodian higher education institutions?
- To what extent do higher education institutions promote entrepreneurship education?
- How does the involvement of multiple stakeholders affect entrepreneurship education in the Cambodian HEIs?

## Methods

### Research setting: Phnom Penh

#### Sampling methods

- Purposive sampling: Key informants from Ministry of Education, Youth and Sport (MoEYS), Concerned ministries, Accreditation Center of Cambodia (ACC), Donor Agencies, Higher Education Institutions
- Snowball sampling: Managers from local and international firms, NGOs

#### Data collection methods

- In-depth interview with key informants
- Focus group interview with government officials at MoEYS and concerned ministries, and ACC staff, and lecturers
- Stakeholder conference

#### Secondary data

- Government development policy
- Education policy, Education Strategic Plan, Higher Education policy from MoEYS
- University curricula, internal policies and strategic plans from universities
- Accreditation policy on higher education

#### Data analysis methods

- Stakeholder analysis
- Content analysis
- Policy analysis
- Document analysis

## Significance and expected outcomes

- To help universities categorize and determine the important stakeholders for partnership, important for their governance and accountability arrangements;
- To improve higher education curricula and policies within HEIs to respond to the needs of the knowledge-based economy;
- Research on entrepreneurship education at HEIs is limited in developing countries. No research on entrepreneurship education and the impacts of multiple stakeholders' involvements in the Cambodian higher education has been conducted. This study, therefore, contributes to the existing body of knowledge for developing countries, especially Cambodia.

