

PSBU SDG 5.1 Policy: Equal Access to Education and Opportunities

Purpose

Preah Sihamoniraja Buddhist University (PSBU) is committed to ensuring that all individuals, regardless of gender, have equal access to education and are able to pursue professional advancement. This policy establishes the principles, responsibilities, and actions necessary to remove barriers, promote fairness, and achieve gender parity among our student community, particularly in areas historically under-represented by women.

Scope

This policy applies to all student admissions, scholarships, course participation and completion, mentoring, and progression routes. It addresses academic programmes, leadership opportunities, and international exchange schemes. It includes both domestic and international students, with particular attention to those from rural or under-served areas.

Policy Commitments

PSBU will:

1. Ensure Gender Parity in Admissions and Scholarships

- Establish transparent criteria for admissions and scholarship awards which are gender-neutral and free of implicit bias.
- Set targets for female student enrolment in programmes where women are under-represented (especially STEM, leadership, and international exchange programmes).
- Provide special scholarships, financial aid or incentives for female students in those under-represented areas.

2. Monitor and Report on Gendered Outcomes

- Collect and analyse gender-disaggregated data on applications, admissions, retention, progression, and completion.
- Publish annual reports on gender parity metrics.
- Use this data to inform strategy, resource allocation, and interventions.

3. Promote Access to Under-Represented Fields and Leadership

- Develop programmes and outreach campaigns to encourage female participation in STEM, leadership courses, and international exchange programmes.



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- Partner with schools, particularly in rural or marginalised communities, to build awareness and interest among girls of higher education pathways in these fields.
- Offer mentoring, peer support, and preparatory courses for women to succeed in these programmes.

4. Support Removal of Structural Barriers

- Introduce flexible learning options (e.g. part-time, blended or online) so students with caring responsibilities or from remote areas can access education.
- Ensure that curriculum delivery, timetabling, and assessment practices consider gendered constraints (for example, scheduling that takes into account family commitments or travel constraints).
- Provide support services, such as counselling and academic assistance, which are sensitive to the specific challenges faced by female students, especially from rural or disadvantaged backgrounds.

5. Foster an Inclusive Campus Culture

- Embed gender equality awareness in orientation, student services, and faculty development.
- Provide unconscious bias training for those involved in admissions, scholarships, and faculty recruitment.
- Ensure leadership and governance bodies include gender representation, and that decision-making includes gender perspectives.

Responsibilities

- **Rector / University Leadership:** champion gender equality across the institution; approve gender parity targets; ensure sufficient resourcing.
- **Admissions Office:** apply gender-neutral selection criteria; maintain data systems for gender disaggregation; collaborate on outreach.
- **Scholarships Office:** design and award scholarships with gender equity in mind; monitor uptake and impact.
- **Faculty / Deans:** encourage female students into under-represented fields; adjust teaching and scheduling practices to mitigate gendered barriers; mentor students.
- **Quality Assurance / Institutional Research Office:** collect, analyse and report data; conduct reviews of policy effectiveness; recommend improvements.
- **Outreach & Community Engagement Units:** build partnerships with schools and community organisations; promote higher education pathways for girls in rural/marginalised communities.



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Measurement & Accountability

Key performance indicators (KPIs) will include:

- Proportion of female applicants vs male in various programmes (especially STEM / leadership / international exchange)
- Enrolment, retention, and completion rates by gender
- Number of scholarships awarded to female students in under-represented areas
- Feedback from female students about barriers faced and support effectiveness
- Progress towards agreed gender parity targets for leadership courses and international exchange participants

Annual reviews will be conducted, with findings reported to the University Senate / Council and publicly shared in part, to ensure transparency and to inform policy updates.

Related Policies and Strategies

This policy links to:

- PSBU's Gender Equality Policy
- Policies on diversity, inclusion, harassment, and discrimination
- Scholarship, admissions, and curriculum development policies
- PSBU's outreach and rural education initiatives

Review Cycle

This policy will be reviewed every three years, or sooner if required by changes in demographic trends, legal requirements, or institutional priorities.



Next Review Date: September 2026 (Academic Year 26/27)