

GAIN Data Analysis Tool

Annual Report 2024-2025

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List of Abbreviations

AA	Web Content Accessibility Guidelines conformance level AA
ASEAN	Association of Southeast Asian Nations
AT	Assistive Technology
CESIE	European Centre of Studies and Initiatives
CRPD	Convention on the Rights of Persons with Disabilities
ECTS	European Credit Transfer and Accumulation System
GAIN	Growth and Inclusivity in Cambodia's Higher Education
GDPR	General Data Protection Regulation
HEI	Higher Education Institution
IIC	Institutional Inclusivity Center
ITC	Institute of Technology of Cambodia
LMS	Learning Management System
MoEYS	Ministry of Education, Youth and Sport
OER	Open Educational Resources
PPIU	Phnom Penh International University
PWD	Persons with Disabilities
RUPP	Royal University of Phnom Penh
SDG	Sustainable Development Goal
UN	United Nations
USEA	University of South-East Asia
WCAG	Web Content Accessibility Guidelines
WP	Work Package
WU	Western University

Acknowledgements

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The Institute of Technology of Cambodia (ITC), as project coordinator and host of the Data Analysis Tool; the Ministry of Education, Youth and Sport (MoEYS), for its operational oversight and commitment to inclusive higher education policy; and the five participating higher education institutions, ITC, RUPP, USEA, Western University and PPIU, whose staff compiled the institutional data that forms the quantitative foundation of this report.

The 40 students with disabilities across the five institutions responded to the Student Satisfaction Survey and shared their experiences, barriers and aspirations. Their voices are at the centre of this report.

The European consortium partners, the University of Patras, the University of Rome Tor Vergata and CESIE, for their contributions to the project's methodological design and quality assurance.

This report is the first annual issue of the GAIN Data Analysis Tool, covering academic year 2024 to 2025. It establishes the baseline from which progress will be tracked across three subsequent cycles. The tool, hosted by ITC and operated by MoEYS, is designed to support evidence-based policy development for inclusive higher education in Cambodia.

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Authored and published by ReadLab P.C.



Introduction

Persons with disabilities remain among the most underrepresented groups in Cambodian higher education. While national policy frameworks, including the Cambodian Higher Education Roadmap 2030 and the ASEAN Enabling Masterplan 2025, commit to equitable access, institutions have lacked the structured data needed to track where they stand and where the gaps are.

The GAIN Data Analysis Tool was developed to close that gap. It is a bilingual (English and Khmer) platform that systematically collects, analyses and reports data on the inclusivity of Cambodian higher education institutions for students with disabilities, combining quantitative institutional indicators with qualitative student experience data. Hosted by the Institute of Technology of Cambodia and operated by the Ministry of Education, Youth and Sport, the tool is designed to support evidence-based decision-making at both institutional and national level.

The present annual report is the first of four planned issues, covering academic year 2024-2025. It draws on data from five partner institutions and a satisfaction survey of 40 students with disabilities to establish the baseline from which progress will be measured. The report is structured as follows: Chapter 2 describes the data collection methodology; Chapter 3 presents findings for each institution; Chapter 4 offers a comparative analysis against national and international frameworks; Chapter 5 outlines the GAIN project's response to the findings; and Chapter 6 sets out the conclusion and next steps.

Data Collection Methodology

Methodological Framework

The methodology follows a mixed-methods approach, combining quantitative institutional data with qualitative experiential data from students with disabilities. This design enables triangulation by cross-validating findings from institutional records with the lived experiences of PWD students. It also provides both the measurable indicators needed for policy monitoring and the contextual depth needed to understand the barriers behind the numbers.

Data collection is structured around two complementary instruments, both designed by ReadLab and deployed across all five participating HEIs:

- **Quantitative Instrument:** A standardised worksheet completed by each HEI, covering seven indicator domains.
- **Qualitative Instrument:** A structured questionnaire administered to students with disabilities, combining closed-ended Likert-scale items with open-ended narrative questions

Mixed-methods Data Framework

Institutional Evidence and Student Experience Combined for a Stronger Baseline

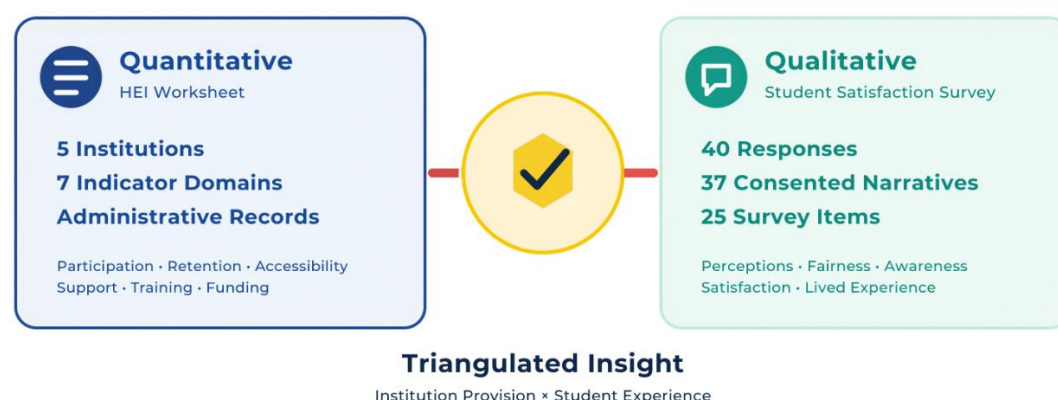


Figure 1. Mixed Methods Framework

Quantitative Data Collection

Each HEI designated a focal point to complete a worksheet using institutional administrative records, registrar data and financial records. The quantitative data were collected between April and August 2026, covering the data for the academic year 2024-2025. Data is entered only in designated cells, with auto-calculated percentage fields to ensure consistency. The reporting cycle is annual, with four planned cycles: 2024-2025 (present report), 2025-2026, 2026-2027 and 2027-2028.

Domain	Indicators Covered
1. Participation & Access	Total enrolment, PWD enrolment by disability type, new entrants, PWD new entrants.
2. Accommodation Delivery	Requests received/approved/delivered, types of accommodation, delivery timelines.
3. Retention & Completion	Dropout rates (all/PWD), graduation rates, year-on-year retention.
4. Digital Accessibility	Web pages audited/WCAG-compliant, LMS modules, accessible materials.
5. Support Service Utilisation	PWD registered with support, counselling, AT, peer mentoring, and financial support.
6. Staff Training	Academic/admin staff numbers, staff trained in accessibility/disability awareness.
7. Funding Allocation	Total budget, disability services, infrastructure, AT, training, scholarships.

Table 1. Quantitative Data Reporting: Seven Indicator Domains

Qualitative Data Collection

The Student Satisfaction Survey is a structured questionnaire administered to students with disabilities enrolled at the five partner HEIs. The survey was designed by ReadLab and deployed between April and June 2026.

The survey comprises 25 items organised into five thematic sections:

- **Demographics and Disability Identification** (institution, year of study, disability type)
- **Accessibility Perceptions** (physical spaces, digital materials, assistive technologies)
- **Fairness and Institutional Support** (unfair treatment, institutional commitment, comfort raising concerns)
- **Support Services** (awareness, satisfaction, services accessed, ease of access, staff awareness)
- **Overall Satisfaction and Open-ended Narratives** (overall experience, specific moments, desired changes)

The survey was bilingual (English and Khmer). Respondents provided explicit GDPR-compliant consent for data processing. A total of 40 responses were collected, of which 37 included consent for data use. Three respondents who did not consent are excluded from open-ended analysis but included in aggregate anonymised statistics.

HEI	Responses	Consent Given
ITC	10	10
RUPP	7	6
WU	16	14
USEA	3	3
PPIU	4	4
Total	40	37

Table 2. Student Satisfaction Survey: Response Distribution

Data Triangulation

Triangulation is achieved by cross-referencing quantitative institutional indicators with qualitative student perceptions across the same dimensions. For example, an institution's reported number of accessible materials (quantitative) is compared with students' rating of accessible digital materials (qualitative). Similarly, an institution's reported support service infrastructure is compared with students' awareness and satisfaction scores.

This approach enables the report to identify not only what institutions report they provide, but whether students with disabilities perceive and experience those provisions. Discrepancies between the two, such as RUPP's large support office (113 registered PWD) paired with the lowest awareness-of-services score (2.71/5), are themselves important findings that point to communication or implementation gaps.

Acronym	Full Name	City	Type	Enrolment
ITC	Institute of Technology of Cambodia	Phnom Penh	Public	7,432
RUPP	Royal University of Phnom Penh	Phnom Penh	Public	29,098
WU	Western University	Phnom Penh	Private	2,348
USEA	University of South-East Asia	Siem Reap	Private	1,708
PPIU	Phnom Penh International University	Phnom Penh	Private	2,244

Table 3. Participating HEIs: Academic Year 2024-2025

Limitations

This is the first cycle of data collection, and several limitations should be noted. Not all HEIs completed every indicator domain: USEA provided enrolment totals but no disability-disaggregated data; accommodation delivery data was largely blank across all institutions; and only RUPP and PPIU reported partial digital accessibility data. Under declaration of disability is a well-documented challenge in the Cambodian context, meaning that the 126 declared PWD students almost certainly undercount the actual number of students with disabilities enrolled across the five HEIs.

The qualitative survey achieved 40 responses, which is a meaningful sample for directional insights but not one that supports statistical generalisation. WU's higher response count (16) reflects active outreach rather than a larger PWD population. All findings should be read as a baseline to be deepened in subsequent cycles.

Findings by Institution

This chapter presents the data collected from each of the five participating HEIs, combining quantitative institutional data with qualitative student survey results. Each institutional profile follows a consistent structure: enrolment and participation, retention and completion, support services and infrastructure, funding, and student experience.

Institute of Technology of Cambodia (ITC)

ITC is Cambodia's leading public engineering university, located in Phnom Penh. In academic year 2024-2025, ITC enrolled 7,432 students, of whom 6 declared a disability (0.08%): 4 with physical/mobility impairment and 2 with visual impairment. One new PWD entrant was recorded among 2,086 first-year students.

Indicator	Value
Total Enrolment	7,432
PWD Enrolled	6 (0.08%)
Disability Types	Physical/Mobility: 4, Visual: 2
New PWD Entrants	1 of 2,086
PWD Graduated	3
PWD Retained Year-on-Year	3
Academic Staff	398
Administrative Staff	69
Total Budget	€632,000
PWD Scholarships	€4,150 (6 students)
Accommodation Data	Not reported
Digital Accessibility Data	Not reported

Table 4. ITC: Key Indicators, Academic Year 2024-2025

ITC graduated 3 of its 6 PWD students and retained the remaining 3 year-on-year, with zero PWD dropout. All 6 PWD students received financial support. However, ITC reported no data on accommodation delivery, digital accessibility, support service utilisation (beyond financial aid) or staff training in disability awareness.

In the student satisfaction survey (n=10), ITC scored above the cross-institutional average on overall satisfaction (3.80/5), staff awareness (3.80/5) and physical accessibility (3.70/5). The unfair treatment score was the lowest across all HEIs (2.00/5, where lower is better), suggesting students at ITC perceive relatively little discrimination.

"My institute is warming to students with disability, no discrimination".

- Student with physical disability, ITC

"If I could change one thing, it would be to provide full financial support, such as a 100% tuition waiver".

- Student with physical disability, ITC

Figure 2. Student Testimonials – ITC

Royal University of Phnom Pehn (RUPP)

RUPP is Cambodia's largest public university, with 29,098 students enrolled in academic year 2024-2025. It has the largest declared PWD population in the consortium: 107 students (0.37%), comprising 57 with physical/mobility impairment, 34 with visual impairment and 16 with hearing impairment. RUPP admitted 41 new PWD entrants among 9,375 first-year students.

Indicator	Value
Total Enrolment	29,098
PWD Enrolled	107 (0.37%)
Disability Types	Physical: 57, Visual: 34, Hearing: 16
New PWD Entrants	41 of 9,375
PWD Graduated	15
PWD Retained	43
PWD Dropout	5
Academic Staff	592
Administrative Staff	167 (5 trained)
Training Sessions Delivered	1
Total Budget	€6,966,895
Disability Services Budget	€44,577
Infrastructure Budget	€32,493
Assistive Technology Budget	€9,368
Training Budget	€1,031
PWD Scholarships	€1,685 (113 students)
PWD Registered with Support Office	113
Service Interactions Logged	243
Web Pages Audited (WCAG AA)	3 (1 compliant)
LMS Modules	184
Course Materials	1,601

Table 5. RUPP: Key Indicators, Academic Year 2024-2025

RUPP is the only institution in the consortium to report comprehensive data across most indicator domains. It operates a dedicated disability support office with 113 registered students, logged 243 service interactions, and allocated dedicated budget lines for disability services (€44,577), accessible infrastructure (€32,493) and assistive technologies (€9,368): totalling approximately €87,469, or 1.26% of its institutional budget. RUPP also reported 5 administrative staff trained in disability support and 1 training session delivered.

Despite this infrastructure, the student satisfaction survey (n=7) revealed a notable gap: awareness of available support services scored 2.71/5, which is the lowest across all HEIs, suggesting that RUPP's services, while relatively extensive, are not effectively communicated to the students who need them. Overall satisfaction was 3.43/5.

"If I could change one thing, it would be the establishment of a dedicated Disability Support and Counselling Office on campus".

- Student with disability, RUPP

"I am a first-year student who has had many experiences while working and going to school, lacking funds to learn English".

- Student with disability, RUPP

Figure 3. Student Testimonials - RUPP

Western University (WU)

Western University, a private institution in Phnom Penh, enrolled 2,348 students with 6 declared PWD (0.26%): 2 with physical/mobility impairment, 2 with cognitive/learning disability and 2 with psychosocial disability. WU admitted 6 new PWD entrants among 2,482 first-year students.

Indicator	Value
Total Enrolment	2,348
PWD Enrolled	6 (0.26%)
Disability Types	Physical: 2, Cognitive: 2, Psychosocial: 2
PWD Retained	4
PWD Dropout	2
General Dropout Rate	33%
Academic Staff	228
Total Budget	€3,986,627
Accommodation System	None (explicitly stated)
Disability-specific Budget	Not reported

Table 6. WU: Key Indicators, Academic Year 2024-2025

WU explicitly noted that it does not have an accommodation support system. No disability-specific budget lines, support service utilisation data, staff training data or digital accessibility data were reported. The general dropout rate of 33% is the highest in the consortium, and 2 of 6 PWD students dropped out.

WU contributed the largest number of student survey responses (n=16), reflecting active outreach. However, it scored lowest on overall satisfaction (3.38/5) and staff awareness of disability-related needs (3.25/5). Multiple respondents cited the need for improved building accessibility and more learning support.

"I would like the institution to improve accessible facilities and provide more learning support for students with disabilities, so that everyone can study equally".

- Student with disability, WU

"Don't put much pressure because I'm not as smart as others".

- Student with cognitive disability, WU

Figure 4. Student Testimonials – WU

University of South-East Asia (USEA)

USEA, a private institution in Siem Reap, enrolled 1,708 students in the academic year 2024-2025. USEA is the only institution that did not report any disability-disaggregated data: no PWD enrolment count, no retention or graduation data, no support services, staff training or digital accessibility information. Only total enrolment and total institutional budget (€1,000,000) were provided.

This absence of data does not necessarily mean USEA has no students with disabilities; rather, it indicates that the institution does not yet have the data collection systems to identify and track them. This is a critical finding: without disability data, an institution cannot design, deliver or evaluate inclusive practices.

Three PWD students from USEA responded to the satisfaction survey. Physical accessibility scored lowest across all HEIs (3.00/5). Unfair treatment scored highest (3.00/5, where higher means more perceived unfairness).

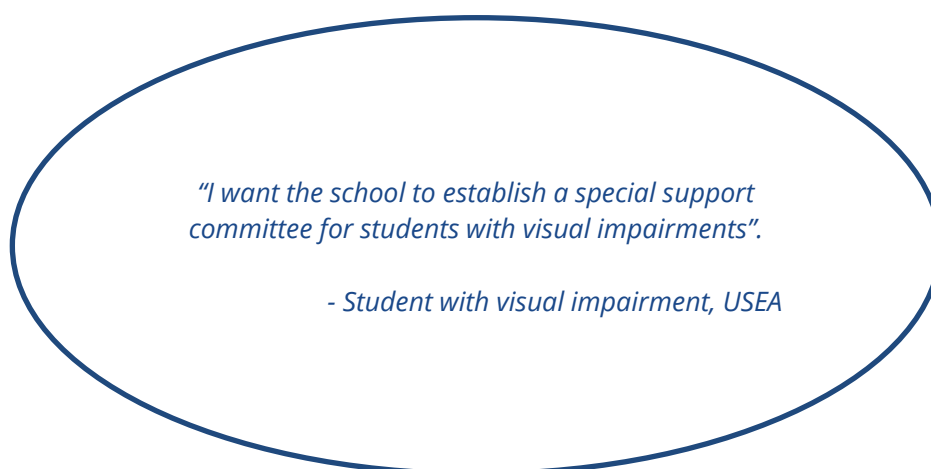


Figure 5. Student Testimonial – USEA

Phnom Pehn International University (PPIU)

PPIU, a private institution in Phnom Penh, enrolled 2,244 students with 7 declared PWD (0.31%), all with physical/mobility impairment. PPIU is the only institution to report 100% retention and graduation of its PWD cohort: all 7 students graduated and all 7 progressed year-on-year.

Indicator	Value
Total Enrolment	2,244
PWD Enrolled	7 (0.31%)
Disability Types	Physical/Mobility: 7 (100%)
PWD Graduated	7 (100%)
PWD Retained	7 (100%)
PWD Dropout	0
Academic Staff	174
Administrative Staff	56
Total Budget	€1,091,962
PWD Scholarships	€11,451
Staff Training Budget	€2,650
PWD Registered with Support	7
Using Assistive Technology	1
Financial Support	2
LMS Modules Audited	1 (accessible)
Course Materials	1,275

Table 7. PPIU: Key Indicators, Academic Year 2024-2025

PPIU allocated €11,451 for PWD scholarships and €2,650 for staff inclusion training. All 7 PWD students were registered with the support office, though only 1 used assistive technology and 2 accessed financial support.

PPIU scored highest across all HEIs in the student satisfaction survey (n=4): overall satisfaction 4.25/5, physical accessibility 4.25/5, awareness of services 4.25/5, and institutional commitment

to PWD needs 4.25/5. While the small sample size warrants caution, these scores are consistently high across every dimension.

"I completed a bachelor's degree and now I am continuing a master's degree for improving my work more".

*- Student with physical disability,
PPIU*

"Students with disabilities should be given scholarships".

- Student, PPIU

Table 8. Student Testimonials – PPIU

Comparative Analysis

Baseline Snapshot 2024-2025

Five Participating Cambodian Higher Education Institutions



Declared Disability Profile

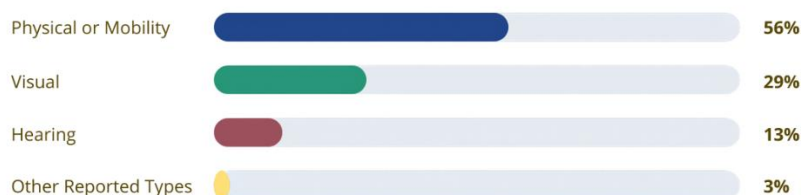


Figure 6. Baseline Snapshot 2024-2025

Cross-Institutional Comparison

Aggregating data across the five participating HEIs reveals a total of 42,830 students enrolled in the academic year 2024 to 2025, of whom 126 declared a disability (0.29% of total enrolment). It should be noted that this report covers 5 of Cambodia's 132 higher education institutions¹, meaning the findings represent a sample of the national landscape rather than a sector-wide census. Even within this sample, the 0.29% declaration rate is extremely low by international comparison. In the European Union, 23.9% of people aged 16 and older reported an activity limitation in 2024, and only 30.0% of young people with disabilities (aged 25-34) had completed higher education, compared with 45.9% of those without². The 0.29% figure almost certainly reflects under-declaration rather than low prevalence, pointing to systemic barriers in disability identification, institutional data collection, and students' willingness or ability to disclose.

Indicator	ITC	RUPP	WU	USEA	PPIU	Total/Avg
Total Enrolment	7,432	29,098	2,348	1,708	2,244	42,830
PWD Enrolled	6	107	6	0	7	126
PWD %	0.08%	0.37%	0.26%	0	0.31%	0.29%

¹ Ministry of Education, Youth and Sport (MoEYS), *The Education, Youth and Sport Achievements over 10 Years and the Education Congress: The Education, Youth and Sport Performance in the Academic Year 2022-2023* (Phnom Penh: MoEYS, 2023), <https://moeys.gov.kh/storage/uploads/documents/167872083e6f02.pdf>.

² Eurostat, "Disability Statistics: Access to Education and Training," *Statistics Explained*, updated November 13, 2025, based on EU Labour Force Survey 2024, https://ec.europa.eu/eurostat/statistics-explained/index.php?title=Disability_statistics_-_access_to_education_and_training.



PWD Graduated	3	15	0	0	7	25
PWD Dropout	0	5	2	0	0	7
PWD Retained	3	43	4	0	7	57
Satisfaction (1-5)	3.80	3.43	3.38	3.67	4.25	3.60
Aware of Services	3.50	2.71	3.00	3.33	4.25	3.23
Staff Awareness	3.80	3.57	3.25	3.67	4.00	3.55

Table 10. Cross-Institutional Comparison: Key Indicators

Physical/mobility impairment accounts for 56% of all declared disabilities (70 of 126), followed by visual impairment (29%, 36 students) and hearing impairment (13%, 16 students). Cognitive, psychosocial and other disability types are underrepresented, likely reflecting both disclosure patterns and the physical visibility of different disability types.

Student Enrolment and Declared Disability (2024-2025)

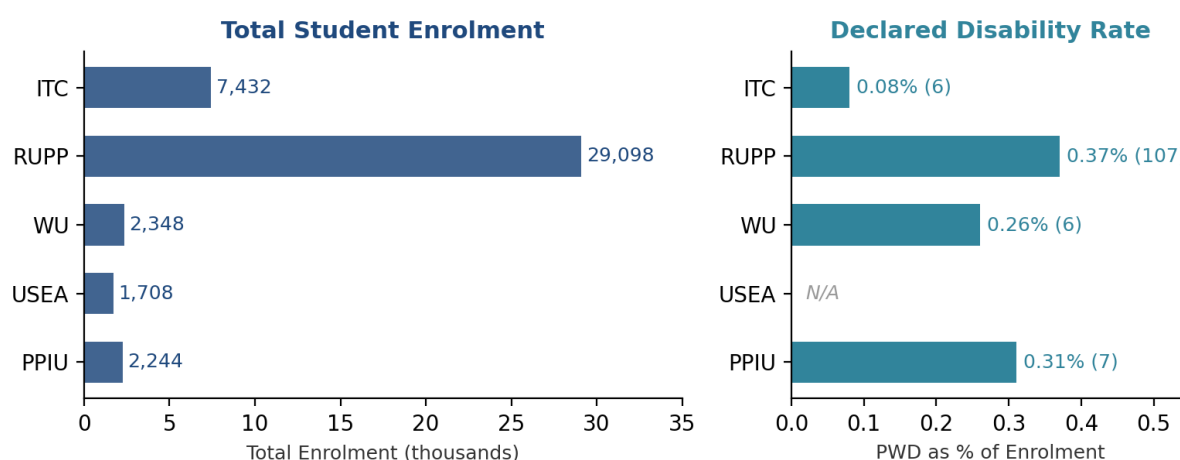


Figure 7. Student Enrolment and Declared Disability by HEI, Academic Year 2024-2025

The most striking cross-institutional finding is the variation in data completeness. RUPP reported across nearly all domains; PPIU reported across most; ITC reported enrolment, retention and funding; WU reported enrolment and retention; USEA reported only total enrolment and budget. This variation is itself the most important finding of this baseline cycle, as it maps where institutional data systems need strengthening before meaningful trend analysis becomes possible.

Accessibility Barriers: Quantitative and Qualitative Convergence

Triangulating quantitative and qualitative data reveals several convergences and discrepancies:

- **Accommodation Gap:** No HEI reported formal accommodation tracking, and WU explicitly stated it has no accommodation system. In the survey, 28% of respondents cited inaccessible buildings and 13% cited inadequate examination accommodations, confirming that the absence of data reflects an absence of systems.

- **Digital Accessibility:** Only RUPP and PPIU reported partial digital accessibility data. No institution has conducted a comprehensive WCAG audit. Yet students rated digital materials relatively positively (3.70/5), suggesting that the gap may be more in systematic auditing than in material quality.
- **Support Services Paradox:** RUPP operates the only dedicated support office (113 registered PWD, 243 interactions). However, RUPP students rated awareness of services lowest (2.71/5), suggesting services exist but communication is inadequate. This is a critical insight: investing in services without investing in visibility limits their impact.
- **Financial Support Dominance:** Scholarships are the most commonly provided (by institutions) and most commonly accessed (by students: 55%) form of support. But students' open-ended responses reveal needs beyond financial aid: accessible buildings, counselling, assistive technology, and attitudinal change among staff.

Against National and International Frameworks

Cambodia's Policy on Inclusive Education (MoEYS, 2018)³ and Education Strategic Plan 2024-2028⁴ commit to equitable access for all learners, including those with disabilities. The UN Convention on the Rights of Persons with Disabilities (CRPD), which Cambodia ratified in 2012⁵, requires States Parties to ensure inclusive education at all levels. SDG 4 (Quality Education) calls for equitable, inclusive education, with Target 4.5 specifically addressing disability⁶.

Against these frameworks, the baseline data reveals a significant implementation gap. While national policy commits to inclusion, the institutional data shows that most HEIs lack the basic systems to identify, track and support students with disabilities. Formal accommodation processes, digital accessibility auditing, dedicated disability budgets and staff training in disability awareness are absent at the majority of institutions. The frameworks exist; what is missing is the institutional infrastructure to implement them.

The ASEAN Enabling Masterplan 2025 calls on member states to ensure accessible and inclusive environments for persons with disabilities⁷. The data suggests that Cambodian HEIs have yet to reach this standard, though pockets of practice, such as RUPP's support office and PPIU's full retention, demonstrate that progress is achievable within existing resource constraints.

³ Ministry of Education, Youth and Sport (MoEYS), *Policy on Inclusive Education* (Phnom Penh: Department of Policy and Department of Special Education, MoEYS, 2018), https://education-profiles.org/sites/default/files/2020-03/IE-Policy_Eng_02_07_2018.pdf.

⁴ Ministry of Education, Youth and Sport (MoEYS), *Education Strategic Plan 2024-2028* (Phnom Penh: MoEYS, 2024), <https://moeys.gov.kh/storage/uploads/documents/67316f9d3a57f.pdf>.

⁵ United Nations, *Convention on the Rights of Persons with Disabilities*, adopted December 13, 2006, A/RES/61/106, entered into force May 3, 2008; Cambodia ratified December 20, 2012, https://treaties.un.org/pages/viewdetails.aspx?chapter=4&clang=_en&mtmsg_no=iv-15.

⁶ United Nations, "Sustainable Development Goal 4: Ensure Inclusive and Equitable Quality Education and Promote Lifelong Learning Opportunities for All," Target 4.5, <https://sdgs.un.org/goals/goal4>.

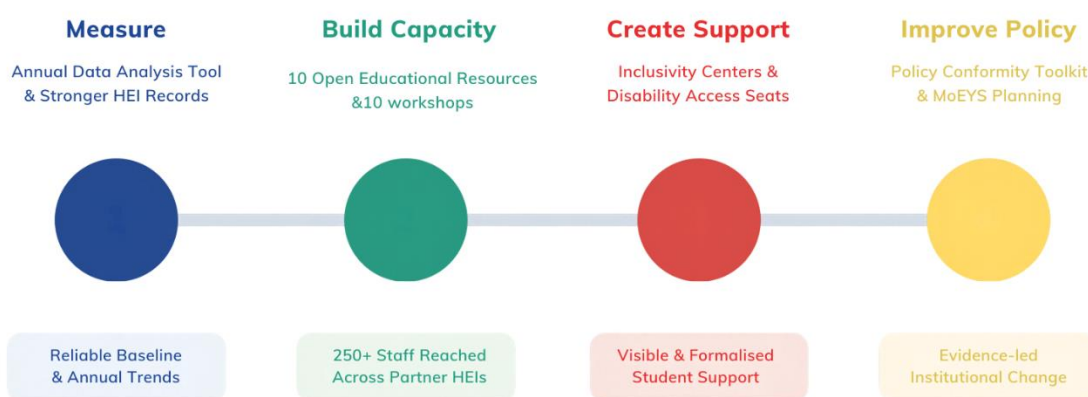
⁷ ASEAN Secretariat, *ASEAN Enabling Masterplan 2025: Mainstreaming the Rights of Persons with Disabilities* (Jakarta: ASEAN Secretariat, 2018), <https://asean.org/wp-content/uploads/2019/03/Publication-ASEAN-Enabling-Masterplan-2025-1.pdf>

The GAIN Project Response

The findings of this baseline report confirm the need for the interventions that the GAIN project is designed to deliver. This chapter outlines how the project's work programme directly addresses the gaps identified in the data.

From Gaps to GAIN Action

Pathway for More Inclusive Institutions



Tracked Progress Across 4 Annual Reporting Cycles



Figure 8. GAIN Response Pathway

The Quadruple-Helix Approach

GAIN's quadruple-helix model ensures that inclusivity is addressed from four directions simultaneously:

- **Government (Helix 1):** Through MoEYS-led policy reform structures, Special Interest Groups (SIGs), and the Policy Conformity Toolkit (WP1 to WP2). The Data Analysis Tool itself is a government-operated instrument, ensuring that evidence feeds directly into national planning.
- **Academia (Helix 2):** Through institutional capacity building, the Inclusivity Engagement Portfolio (10 OER modules, 20 ECTS), capacity-building workshops (2 per HEI, targeting 250+ staff), and the establishment of Institutional Inclusivity Centers (IICs) with Disability Access Seats at each partner HEI (WP3).
- **Private Sector (Helix 3):** Through industry partnerships, career support services and workplace accessibility initiatives for PWD graduates (WP4).
- **Civil Society (Helix 4):** Through community awareness campaigns, collaborative inclusion actions, and policy dialogue channels with civil society and disabled people's organisations (WP5).



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Current and Upcoming Interventions

Several GAIN interventions directly respond to the gaps this report identifies:

- **Staff Training Gap** → The Inclusivity Engagement Portfolio (D3.2) is currently being finalised. It comprises 10 modules (8 for academic and management staff, 2 for administrative staff) totalling 20 ECTS, delivered bilingually through the GAIN Collaboration Platform. These modules address the finding that no academic staff have received formal accessibility or disability awareness training.
- **Support Service Gap** → Each of the five partner HEIs is establishing an Institutional Inclusivity Center (IIC) equipped with Disability Access Seats (hardware and software). These centres will provide the formalised support infrastructure that the data shows is largely absent.
- **Data and Platform Gap** → The GAIN Collaboration Platform (platform.gainproject.eu) hosts the Data Analysis Tool, OER modules and collaborative resources, providing the digital infrastructure for bilingual, accessible knowledge-sharing.
- **Institutional Capacity** → Ten capacity-building workshops (2 per HEI) will use the OER modules as training content, reaching at least 250 staff members across the consortium.
- **Policy Implementation Gap** → The Policy Conformity Toolkit enables HEIs to assess and refine their policies against inclusion standards, directly addressing the policy implementation gap identified in this report.

Sustainability Beyond the Project

The Data Analysis Tool is designed for sustainability. Hosted by ITC with MoEYS operating it at policy level, it will continue to collect, analyse and report data beyond the project's 48-month lifecycle. Annual data collection cycles will feed into structured reports, allowing MoEYS to track progress, evaluate policy impact and make informed decisions. The scope of the tool will progressively expand to include additional Cambodian HEIs beyond the project consortium, supporting national-level planning.

Conclusion and Next Steps

This inaugural annual report of the GAIN Data Analysis Tool establishes the first cross-institutional baseline of disability inclusion in Cambodian higher education. The picture that emerges is one of a sector at an early but meaningful stage of its inclusivity journey.

The most important finding is not any single number, but the pattern of what is unmeasured. Accommodation, delivery, digital accessibility, formal support services and staff training remain largely untracked across the majority of institutions. These gaps are not failures in this report; they are the baseline from which improvement will be measured.

At the same time, the data reveals genuine strengths to build on:

- RUPP operates the only dedicated disability support office in the consortium, with 113 registered students and 243 service interactions (a model for other HEIs).
- PPIU achieved 100% retention and graduation of its PWD cohort, demonstrating that full inclusion is achievable within existing resource constraints.
- Students report moderate overall satisfaction (3.60/5) and relatively low perceived unfair treatment (2.45/5) – a foundation on which to build.
- Financial support is widely available and accessed, but the infrastructure for scholarship distribution can be extended to other forms of support.

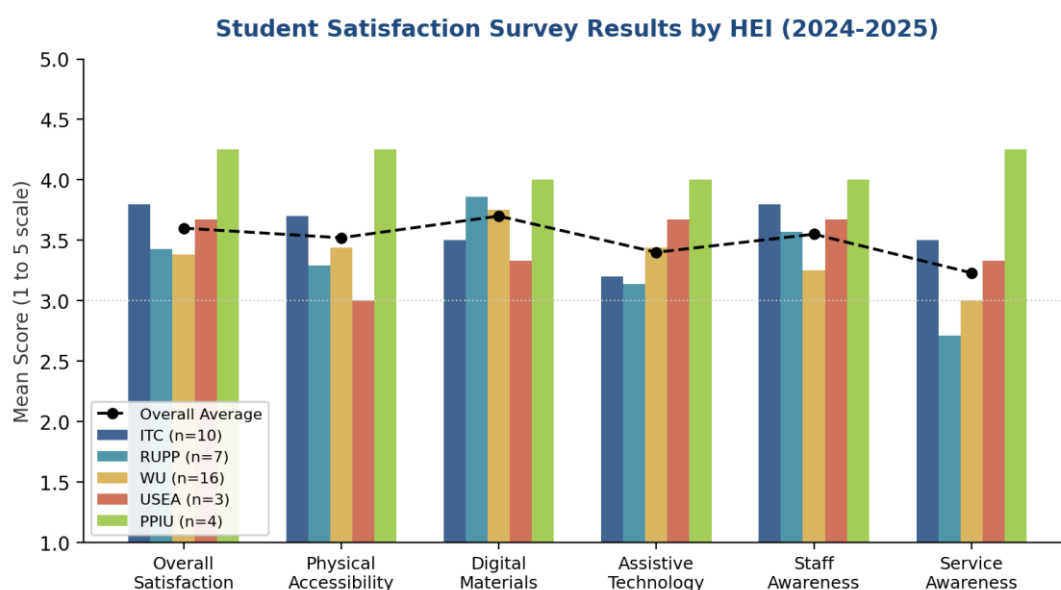


Figure 9. Student Satisfaction Survey Results by Institution, Academic Year 2024-2025

Next Steps

This report is the first of four annual issues. The next Annual Report will cover the academic year 2025-2026 and will be published in 2027. By that cycle, several GAIN interventions will have been delivered, including the staff training modules, the first capacity-building workshops, and the establishment of the Institutional Inclusivity Centers, enabling the report to assess whether project activities are translating into measurable improvements in institutional data collection, support services and student experience.

Data on the GAIN Data Analysis Tool will be updated on an annual basis. The tool will be accessible through the [GAIN Collaboration Platform](#), providing open access to the latest data for MoEYS, HEIs, researchers and the international community.

The GAIN project consortium remains committed to the vision of a Cambodian higher education system that is accessible, inclusive and equipped to support the diverse needs of all students with disabilities. This report is a first step toward that evidence-driven future.

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