



Co-funded by  
the European Union

Cambodian  
Higher education Advancing  
in Internationalisation

# Training of Trainers 1 (WS 1-3) Report

## WP4: Capacity Building

Erasmus + Capacity Building in Higher Education

ERASMUS-EDU-2023-CBHE-STRAND-3

Project No. 101128289

Work Package 4 – Capacity Building

University of Alicante (WP Leader)

[elena.olmos@ua.es](mailto:elena.olmos@ua.es)



## Table of contents

<b>1. Objectives.....</b>	<b>3</b>
<b>2. Description of tasks .....</b>	<b>3</b>
2.1 Training Design .....	4
2.2 Training delivery results – Training of Trainers 1 (WS 1-3) .....	4
<b>3. Dissemination.....</b>	<b>10</b>
3.1 ToT1 – WS 1-3.....	10
<b>4. Quality Assurance.....</b>	<b>11</b>
4.1 Evaluation results: Training of Trainers 1 – WS 1-3 .....	12
<b>5. Lessons learned.....</b>	<b>17</b>
5.1 Workshop 1: Foundations & Strategic Planning .....	17
5.2 Workshop 2: Implementation & best practices of IROs .....	18
5.3 Workshop 3: Foundraising in Cambodian HEIs .....	18
<b>6. Conclusions .....</b>	<b>19</b>

## 1. Objectives

WP4 aimed to enhance the human capacity for effectively supporting internationalisation strategies in HEIs in Cambodia through 6 comprehensive workshops. These training sessions included targeted materials produced by the EU partners adjusted to the specific needs of the partners and which incorporated the findings from WP2, the Study Visits and the Need Analysis produced (D2.1). The Training of Trainers 1 & 2 targeted two main groups: top management level staff and IRO staff. Following the training of trainer's phase, staff from Cambodian HEIs gained the necessary knowledge and skills to improve their efforts to advance internationalisation in their institutions. After these training sessions, each Cambodian HEI subsequently organised two replication workshops in its own institution as multiplier events, increasing the reach and impact of the training.

WP4 contributes to CHAIN's specific objectives, as the trained staff are involved in the International Relations Offices or in the top management of the institution and are crucial for supporting the improvement of internationalisation efforts/actions in these HEIs, and ultimately to contribute to internationalisation at a National level.

WP4 was coordinated by UA, with the support of USAAR for the training design and delivery.

## 2. Description of tasks

WP4 was organised in 5 tasks, but this document focuses on the following:

- T4.1. Development of workshop materials – EU partners produced targeted materials for workshops, including Power Point presentations, case studies, group work, reference materials. Topics were finetuned after results of WP2 (Need Analysis report and study visits). (For more details see *D4.1. Course material and training plan*).
- T4.2. Training Plan – to set up a detailed training plan for the Workshops, including participants profile, trainers/ experts' profile, identify personnel, methodology of approach, learning outcomes, quality assurance.
- T4.3. Implementation of workshops – applying the training of trainers approach, two sets of three workshops each will be given (5 days training days each of these sets).

These workshops were hosted by USEA (Siem Reap, Cambodia) & ITC (Phnom Pehn, Cambodia), with 30 persons participating in each of these set of trainings.

Globally, WP4 aimed to design, prepare and deliver 2 sets of Training of Trainers workshops, and their corresponding replications in PC-HEIs: two training of trainers on two of the module's topics, adapting and/or developing the topics and contents to the local context, totalling 12 replication workshops (6 Cambodian HEIs x2 Replication Workshops).

## 2.1 Training Design

Based on the needs identified during the proposal preparation and the results of the situational analysis in regards of the training programme, a Training Plan has been developed, including the objectives of the trainings, information on the target and participants' profiles, topics to be addressed, methodology and structure, and an agenda proposal for each training. More specific details can be found in *D4.1 Training plan report*.

The following themes were designed for the first ToT (including Workshop 1 to 3):

Training of Trainers 1 - topics
<b>Workshop 1: Foundations &amp; Strategic Planning</b>
Session 1: The Strategic Role of an International Relations Office
Session 2: Roles and functions of an International Relations Office
Session 3: Different forms of mobility and how to react to them
<b>Workshop 2: Implementation &amp; best practices of IROs</b>
Session 4: International Partnerships and Collaborations
Session 5: Supporting Inbound and Outbound Mobility
Session 6: Building your hypothetical IRO
<b>Workshop 3: Fundraising in Cambodian HEIs</b>
Session 7: Introduction to Fundraising
Session 8: Fundraising in Practice
Session 9: KA171 – prepare an application

## 2.2 Training delivery results – Training of Trainers 1 (WS 1-3)

### 2.2.1 Overview

Dates: March the 3<sup>rd</sup> to March the 7<sup>th</sup>, 2025.

EU HEI's trainers: Bettina Jochum (USAAR), Lisa Nicolay (USAAR), Carolina Madeleine (UA) & Roberto Escarré (external, HEI Consultant). Certification and performance results: (see if this was assessed in QA survey).

**Table 1: Training of Trainers 1 statistics (%) by gender**

	Male	Female
Trainees	66,66%	33,33%
Trainers	25%	75%

**Table 2: Training of Trainers 1 statistics (%) by participants' profile within the institution/organisation**


	Trainees
IRO staff	70,37%
Top Management staff	22%
Other	7,4%



**Figure 1: Photographic record of ToT1**





## 2.2.2 Trainers profile

<b>Ms. Bettina Jochum, Saarland University</b>	
<p>Bettina Jochum is senior project coordinator at the International Office of USAAR since 2008. She has a long-term track record of successful project management activities. She is deputy Erasmus coordinator at USAAR and has a reliable experience with the Erasmus+ programme, scholarship programmes, budget management and the establishment and maintenance of global partnerships. In addition to her strong knowledge &amp; experience in internationalisation, she also has strong expertise in Asia, particularly in China.</p> <p>She studied Modern Chinese Studies &amp; Ancient Chinese Philology at Trier University and is holding a MA in Modern China Studies &amp; East-Asian History of Arts from Heidelberg University. She worked several years in the financial sector and supported companies with a focus on China.</p>	
<b>Ms. Lisa Nicolay Saarland University</b>	

<p>Lisa Nicolay is a project manager at the International Office of USAAR. She has a long track record of successful project management activities and a reliable experience with the administration of the Erasmus+ Capacity Building program. She worked for many years in international fields in various areas, such as Business Development, Market Research, Marketing and Public Relations, all including a large proportion of intercultural topics.</p> <p>She holds a BA from Mannheim University in Culture and Business Studies including stays at University of Victoria, Canada and University of Malaga, Spain, as well as a MA in International Management by Saarland University of Applied Sciences.</p>	
<p><b>Ms. Carolina Madeleine</b> <b>University of Alicante</b></p> <p>Carolina Madeleine is currently the Director of the Institutional Project Management Office of the University of Alicante (OGPI). She has dedicated her professional career to the management of international projects in the areas of higher education, international cooperation and public diplomacy. Since 2005, she has implemented 20 projects (IP of 15 projects, 4 as coordinator) in over 65 countries in Latin America, Africa, Asia and Europe for HEIs, Ministries, International Organizations and Civil Society. She is currently member of the Steering Committee of the European University Alliance Transform4Europe, of the UEUE and the GlobalUE for Internationalisation. She is Spanish National Evaluator since 2010 for Erasmus +.</p> <p>Having studied in France, the Netherlands and Spain, she received a BA in History and Literature from the University of Montpellier, a Master's Degree in International Relations from the University of Amsterdam and a Master's Degree in Human Rights from the University of Barcelona.</p>	
<p><b>Dr. Roberto Escarré</b> <b>External – HEI Consultant</b></p>	

He is PhD in Economics by the University of Alicante He has a postgraduate degree in International and European Relations by the Amsterdam University, and another in Innovation by OEI and the University of Oviedo. He completed a Master's in International Studies at the University of Alicante, where he graduated in Geography and History in 1991.

In the past 20 years, he has coordinated over 80 international projects in areas of management of higher education in over 80 countries. Escarré has been a member of the Advisory Committee of ASEM Education Hub and is now part of the Editorial Board Journal of Arts, Science and Technology (JAST). He has worked as an expert and evaluator for various international organisations like the EU, the EUIPO, or the World Bank. He is also founder of the UA spin-off company Bioflytech, which has attracted around 16 Million Euros from business angels.

#### Recent assignments:

IP Key China (EC), Republic of Uzbekistan Modernising Higher Education Project (World Bank), Provision of technical assistance to DIP Cambodia and DIP Lao PDR (EC), Evaluator of Capacity Building projects in Cuba, Vietnam, Peru, Bolivia (VLIR-UOS), EU-China Experts and Alumni Network Feasibility Study (EC).

#### Recent publications:

Escarré, R., de León J., et al. (eds.) (2024). Increasing the impact of higher education in developing countries through capacity building projects. Madrid, McGraw Hill.



### 2.2.3 Training materials

- **Presentations** of Workshop 1, 2 and 3 shared with the workshop's participants (some examples provided in the following images).

**Figure 2: Examples of presentations used during the ToT1**



**CHAIN** Cambodian Higher education Advancing in Internationalisation

## Establishing an International Relations Office

### Workshop 1: Foundations and Strategic Planning

March 3, 2025  
USEA, Cambodia

#### Agenda

**Day 1**

**Workshop 1: Establishing an IRO in HE: Foundations and Strategic Planning**

- Session 1: The Strategic Role of an IRO
- Session 2: Roles and Functions in an IRO
- Session 3: Different forms of mobility and how to react to them

**Day 2**

**Workshop 2: Establishing an IRO in HE: Implementation and Best Practices**

- Session 4: Developing International partnerships
- Session 5: Managing Student and Faculty Mobility
- Session 6: Building your hypothetical IRO

**Your task**

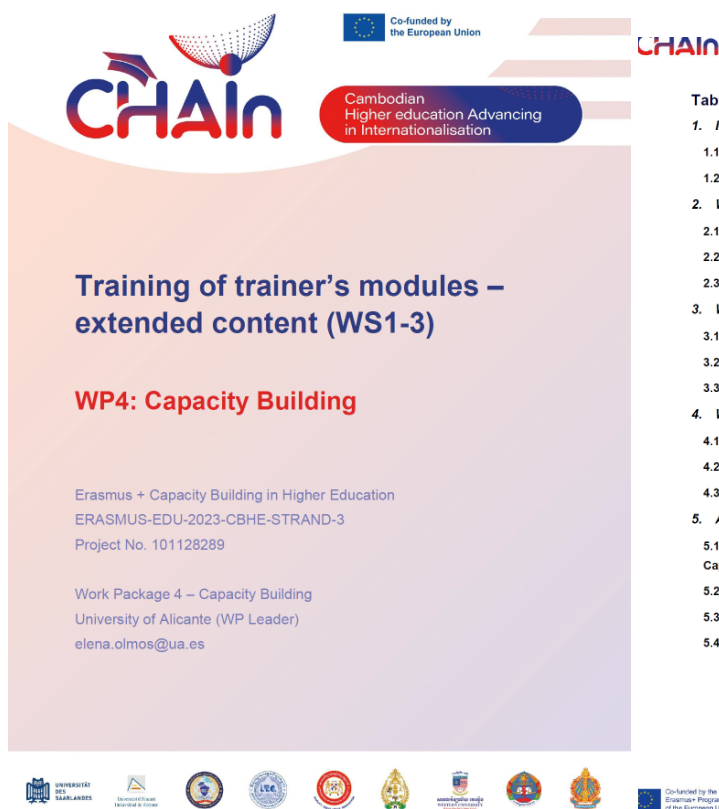
Build 5 g... 1 / 66

#### 4 WP > Workshops 1-3, March 2025, Siem Reap > WS3 - Fundraising

Nombre	Modificado	Modificado por	+ Agregar columna
CHAIN - 1. Workshop Intro. Fundraising Ma...	6 de marzo	Elena Olmos Carbonell	
CHAIN - 2. Basics of International Fundraisi...	6 de marzo	Elena Olmos Carbonell	
CHAIN - 3. Urban Legends about Internatio...	6 de marzo	Elena Olmos Carbonell	
CHAIN - 4. Increasing the impact of HE via ...	6 de marzo	Elena Olmos Carbonell	
CHAIN - KA171 - 07-03-2025 .pdf	13 de marzo	Elena Olmos Carbonell	
CHAIN - X. Impact of Higher Education.pdf	6 de marzo	Elena Olmos Carbonell	

- **Training of Trainer's modules extended content** (Handbook of 48 pgs.), including examples provided during the training sessions and additional case studies.

**Figure 3: Screenshot of the ToT1 extended content**



#### Table of contents

1. Introduction to Workshop 1 & Workshop 2.....	4
1.1 Instructions for the training .....	4
1.2 Groups established.....	4
2. Workshop 1: Foundations and Strategic Planning.....	5
2.1 Session 1: The Strategic Role of an International Office .....	5
2.2 Session 2: Roles and Functions of an International Office.....	9
2.3 Session 3: Different forms of mobility and how to react to them .....	10
3. Workshop 2: Implementation & IROs best practices.....	24
3.1 Session 4: International Partnerships and Collaborations .....	24
3.2 Session 5: Supporting Inbound and Outbound Mobility .....	28
3.3 Session 6: Building your hypothetical IRO.....	31
4. Workshop 3: Fundraising in Cambodian HEIs .....	32
4.1 Session 7: Introduction to Fundraising .....	32
4.2 Session 8: Fundraising in Practice.....	39
4.3 Session 9: KA171 – prepare an application .....	43
5. Additional materials – accessible in Teams .....	48
5.1 Increasing the Impact of Higher Education in developing countries through Capacity Building projects (BOOK).....	48
5.2 The Erasmus impact study.....	48
5.3 Erasmus + CBHE action – Regional Report Asia .....	48
5.4 Senior International Officers: Essential Roles and Responsibilities - NAFSA .....	48

- Additional materials: articles, books, etc.

## 3. Dissemination

### 3.1 ToT1 – WS 1-3

For the dissemination of activities, both pre-event and post-event strategies were employed to ensure maximum visibility and engagement. During and after the events, post-event dissemination involved sharing photos, and key takeaways through these same channels, highlighting the outcomes and impact of the activities.

**Examples of dissemination on CHAIN's website:**

- ❖ **“CHAIN Training of Trainers 1 takes off in Siem Reap, Cambodia”** - <https://www.chain-cambodia.eu/news/chain-training-trainers-1-takes-siem-reap-cambodia>
- ❖ **“ToT1 Participants learn about how to implement internalisation in their institutions and how to maximise and transfer best practices”** - <https://www.chain-cambodia.eu/news/tot1s-participants-learn-about-how-implement-internationalisation-their-institutions-and-how>
- ❖ Publish more once I get the photos

#### **Examples of dissemination on CHAIN’s social media:**

- ❖ Day 1 - <https://www.linkedin.com/feed/update/urn:li:activity:7302552708530532352>
- ❖ Day 2 - <https://www.linkedin.com/feed/update/urn:li:activity:7303057485555277824>
- ❖ Day 3 - <https://www.linkedin.com/feed/update/urn:li:activity:7303328590186565632>

#### **Examples of dissemination on partner’s social media and websites:**

- ❖ CHAIN Training of Trainers 1 took place in Siem Reap <https://web.ua.es/en/ogpi/noticias/2025/chain-training-of-trainers-1-took-place-in-siem-reap-cambodia.html>

## **4. Quality Assurance**

This Quality Report presents the evaluation results and participant feedback from the CHAIN Training of Trainers (ToT) sessions. Each ToT was assessed using four key criteria: organization and logistics, content, facilitators, and overall experience. These criteria were evaluated through a 5-point Likert scale, with clearly defined rating points to ensure consistent and meaningful assessments. This structured evaluation approach enabled participants to provide quantitative insights into the quality and effectiveness of each session.

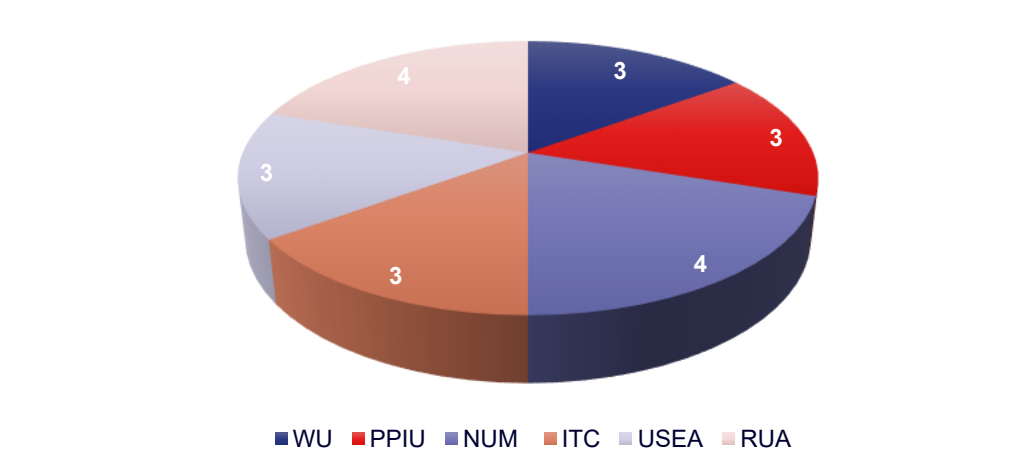
To complement the quantitative data, qualitative feedback was also collected, focusing on the most valuable aspects of the training, areas for improvement, topics or areas of interest, and other general comments. These open-ended responses provided a richer

understanding of participant experiences, highlighting strengths and areas for enhancement. By synthesizing both quantitative and qualitative feedback, this report offers a comprehensive evaluation of the ToTs, showcasing their impact while identifying opportunities to optimise future training initiatives under the CHAIIn project.

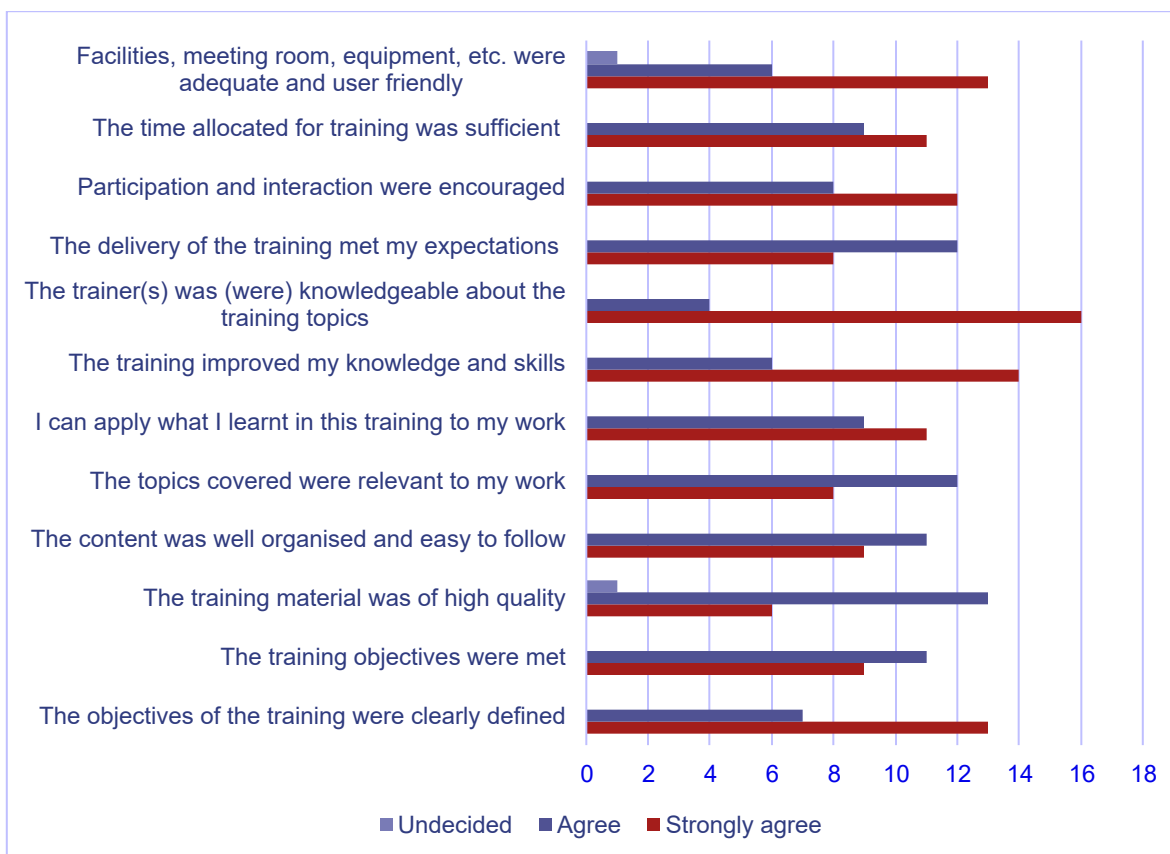
## 4.1 Evaluation results: Training of Trainers 1 – WS 1-3

The chart below shows the number of respondents from each partner institution for the first Training of Trainers (ToT1) session, offering a clear overview of participant distribution across the various institutions involved.

**Graph 1: Number of respondents from each partner institution**



The evaluation of the first Training of Trainers (ToT1) session revealed strong positive feedback across key areas. In the 5-level score (with Strongly Agree being the highest), the responses were generally “Strongly Agree” or “Agree”. They particularly rated highly (1) the Workshop Logistics (facilities, meeting room, equipment, etc.) (65%), (2) Workshop Facilitators (80%), highlighting their expertise and engagement, and (3) Workshop Preparation, with the objectives of the training being clearly defined (65%). Moreover, the participants emphasised the trainings’ relevance and practicality, as they highlighted that their knowledge and skills had been improved with the training (70%).



### 4.1.1 Most Valuable Aspect

Participant feedback from the Training of Trainers 1 highlighted key aspects such as the trainer's approach and delivery, valuable content, hands-on activities, and collaborative learning. Below is a thematic breakdown of the most appreciated elements, supported by sample participant statements.

**Table 4: Most Valuable Aspect**

Theme	Frequency	Statements
Clear and well-structured content	5	<ul style="list-style-type: none"> <li>○ "What I liked best about the trainer's approach &amp; delivery were the guiding questions and practices given".</li> <li>○ "... content clear and easy to understand"</li> </ul>
Interactive Activities	9	<ul style="list-style-type: none"> <li>○ "...Group work".</li> <li>○ "Interactive and engaging presentations"</li> <li>○ "Practical activities..."</li> </ul>
Collaborative Learning	8	<ul style="list-style-type: none"> <li>○ "Group discussions have made the learning experience more engaging and practical".</li> </ul>

Expert guidance	8	<ul style="list-style-type: none"> <li>○ “Experiences in IRO...”</li> <li>○ “Sharing best practices is the best approach that allow us to get full image”</li> <li>○ “Expertise, transferability and applicability”</li> </ul>
-----------------	---	--

### 4.1.2 Areas for improvement

Participant feedback from the Training of Trainers highlighted key areas for improvement, including content and exercises, adjustments in the training materials (more focus on the techniques and on Cambodian context) and in the group dynamics (smaller groups), as well as suggestions for increasing the number of best practices shared and providing the training materials in advance. The following table summarizes these suggestions.

**Table 5: Areas for improvement**

Theme	Frequency	Statements
Content & Exercises	3	<ul style="list-style-type: none"> <li>○ “More focus on techniques”</li> <li>○ “More practical activities on internationalisation considering Cambodia context and compliance to private and public institutions”</li> </ul>
Materials & Logistics	4	<ul style="list-style-type: none"> <li>○ “Slides are small”</li> <li>○ “Less group members – maximum 3 to 4 and include people with strong IRO experience”</li> <li>○ “Provide materials in advance”</li> </ul>
Best practices	3	<ul style="list-style-type: none"> <li>○ “Need more details about the best practices”</li> <li>○ “Provide example of the template or case studies”</li> <li>○ “Bring more successful stories”</li> </ul>
General appreciation	3	<ul style="list-style-type: none"> <li>○ “All aspects of training content are important”</li> <li>○ “... are useful”</li> </ul>

In summary, while the Training of Trainers received overwhelmingly positive feedback, the areas identified for improvement offer valuable insights for enhancing future sessions. These suggestions will play a crucial role in refining the learning experience for all participants in upcoming training events.

### 4.1.3 Topics or Areas of Interest

Participants expressed interest in the different topics covered during the Training of Trainers, and they particularly highlighted the value that these practical knowledge brought to their daily work and to the design and implementation of internationalisation efforts in their institutions.

**Table 6: Topics or Areas of Interest**

Theme	Frequency	Statements
Planning & Structuring an IRO	8	<ul style="list-style-type: none"> <li>“Foundations and Strategic Planning (...) because it enhances my capacity to manage and build strong academic partnerships, making them fundamental for my work.”</li> </ul>
Strategic Roles of IRO & implementation	9	<ul style="list-style-type: none"> <li>“International partnerships &amp; collaborations and the strategic role of an IRO. It drives international partnerships, enhances global engagement, facilitates academic mobility, supports research and innovation, and strengthens institutional growth and competitiveness”</li> <li>“Roles &amp; functions of IRO because NUM is establishing IRO”</li> </ul>
Internationalisation at Home	2	<ul style="list-style-type: none"> <li>“Internationalisation at Home interested me the most”</li> </ul>
Fundraising	3	<ul style="list-style-type: none"> <li>“What I found the most useful about the training was fundraising”</li> </ul>
Best practices at European partner universities	2	<ul style="list-style-type: none"> <li>“Real examples of best practices at European partner universities”</li> <li>“Communication with the trainers”</li> </ul>

#### 4.1.4 Next steps that participants will take after this training

**Table 7: Next steps that participants will take after this training**

Action	Frequency	Sample Statements
Develop an structured IRO	1	<ul style="list-style-type: none"> <li>Development of a Structured International Relations Office (IRO)</li> </ul>
Improvement of the INZ Strategy	2	<ul style="list-style-type: none"> <li>“Reconsider the existing strategy, fulfill what missing by adopting from what experts comment”</li> </ul>
Organise internal training	4	<ul style="list-style-type: none"> <li>“I will organize internal training on the basic concepts and strategies of internationalization”</li> <li>“Organization of a training session to all the relevant department relevant to the international relation and communication with international partners”</li> <li>“Providing further training to IRO office officers and staff”</li> <li>“Organize internal training or meetings to share the key takeaways on planning, structuring, and international cooperation with my team and other departments involved in global partnerships”</li> </ul>

Internationalisation at Home (IaH)	2	<ul style="list-style-type: none"> <li>○ “Identifying key challenges and opportunities for the internationalization at home.”</li> <li>○ “We do a lot of IaH, but we've never realised they are a part of internationalization. We will disseminate this to our university staff and strengthen the IR of the university”</li> </ul>
Fundraising	5	<ul style="list-style-type: none"> <li>○ “I will take the best practices on IRO and fundraising on our university. We will have the meeting with IRO and faculty.”</li> <li>○ “... fundraising by collaborating with partners both local and international”</li> <li>○ “Activities of internationalizations (mobilities types) &amp; find new funding opportunities for projects”</li> <li>○ “Fundraising, info sharing to increase how to make this parts work”</li> <li>○ “To start fundraising is to link your HEI objectives with partners for social impact and sustainability”</li> </ul>
Integrating best practices/knowledge	2	<ul style="list-style-type: none"> <li>○ “As a consequence of this training, I will implement key insights by integrating best practices, innovative strategies, and collaborative approaches into my institution through policy updates, capacity-building sessions, and strengthened partnerships”</li> </ul>

#### 4.1.5 Ways in which the training contributed to the internationalisation journey of the participants’ HEIs

**Table 8: Training contribution to their internationalisation journey**

Theme	Frequency	Statements
Clearer understanding	8	<ul style="list-style-type: none"> <li>○ “Clearer understanding of the role of internationalisation, advocate for a more structured approach”</li> <li>○ “I understand Internationalization has so many components and many tasks to implement”.</li> <li>○ “I have understood more about the roles of IRO”.</li> </ul>
Improved internationalisation structure & efforts		<ul style="list-style-type: none"> <li>○ “We will enhance internationalization at every component for internationalization strategies”</li> <li>○ “This training deepened my understanding of internationalization by highlighting best practices and strategies, which I will apply to enhance global partnerships and mobility at my institution”.</li> <li>○ “(...) contribute to my HEI’s internationalisation by improving the structure of international activities,</li> </ul>

		strengthening stakeholder engagement, & guiding future initiatives in line with global best practices". ○ "We can implement & enhance those activities through student & staff mobility with our partners".
Practical Guidelines	9	○ "The Guiding questions and team work to enhance (our) IRO" ○ "The policy we should set, the target of international partners we should target and select, the program we should select to collaborate, and the responsibilities of IRO we should set". ○ "It has given a comprehensive understanding of how we can enhance internationalisation at our university. (...) contributes the real practical value of internationalization at our university."

## 5. Lessons learned

### 5.1 Workshop 1: Foundations & Strategic Planning

Main barriers/ challenges in your institution	Lessons learned
<ul style="list-style-type: none"> <li>❖ Human resource &amp; financial constraint</li> <li>❖ Language and culture</li> <li>❖ Need for structured policies on internationalisation &amp; mobility programmes</li> <li>❖ Curriculum design</li> <li>❖ Not having international training programme (difficulty for international students to select that university)</li> <li>❖ International network is still limited -</li> <li>❖ Lack of collaboration from faculties</li> <li>❖ Lack of communication and engagement of external stakeholders</li> <li>❖ Lack of equipment &amp; technical skills</li> </ul>	<ul style="list-style-type: none"> <li>● Activities of Internationalisation at Home (IaH) bring about great opportunities to advance in internationalisation</li> <li>● Importance of knowing your university's context and prioritised key areas for internationalisation</li> <li>● Learned about strategic roles of IRO, Roles and Responsibilities of IRO and Mobility</li> <li>● Building Strategic Partnerships for Capacity Building, understanding the Strategic Role of International Offices (IROs)</li> <li>● Strategies for attracting International Talent</li> <li>● Tips for engaging different stakeholders from the university to deal with lack of IRO staff</li> <li>● Cooperate with the alumni to support the junior, when facing shortage of IRO staff</li> </ul>

The participants particularly highlighted as valuable learning outcomes, to face their main barriers and challenges in their institutions:

- ❖ Leverage partnerships and collaborations.
- ❖ Use student interns and cross-train staff.
- ❖ Automate processes with digital tools.
- ❖ Seek external funding and revenue sources.
- ❖ Focus on high-impact, strategic initiatives.

## 5.2 Workshop 2: Implementation & best practices of IROs

Main barriers/ challenges in your institution	Lessons learned
<ul style="list-style-type: none"> <li>❖ Lack of capacity, staff and financing</li> <li>❖ Mostly rely on external funding for mobility</li> <li>❖ Low number of international students</li> <li>❖ Resource constraint based on organisational structure of IRO</li> <li>❖ Goals of the IRO not well-established</li> <li>❖ Lack of experience in IRO topics</li> <li>❖ Language barriers</li> <li>❖ Funding outbound mobility (particularly for far-away countries)</li> </ul>	<ul style="list-style-type: none"> <li>• To recognise the partner landscape (diversity) and to select the ones that align to the HEI's vision and mission.</li> <li>• To determine the main tasks and role of incoming and outgoing service office (IRO)</li> <li>• To create an IRO website to communicate all the services and important information</li> <li>• Understand the importance of welcoming inbound and outbound students (best practice from USAAR: Welcome Centre &amp; Welcoming Event)</li> <li>• Seeking accommodation partnerships to get accommodation discounts for incoming students/staff</li> </ul>

The participants particularly valued the case studies and best practices shared by USAAR. For example, how the Welcome Centre operates, its organisational logic, and what functions it accomplishes. It was also important the session on communication, and the establishment of a user-friendly and operational website.

## 5.3 Workshop 3: Fundraising in Cambodian HEIs

Main barriers/ challenges in your institution	Lessons learned
<ul style="list-style-type: none"> <li>❖ Limited capacity of staff</li> <li>❖ Lack of expertise or know how</li> <li>❖ Human resources limited</li> <li>❖ Overloaded tasks</li> <li>❖ Project application dependent on top management decision</li> </ul>	<ul style="list-style-type: none"> <li>• To analyse the impact of the university in the society brings about opportunities to prove and find a proper donor for support</li> <li>• Establishment of a series of indicators to measure the impact of the university</li> <li>• Importance of prioritising what is more and least important for fundraising</li> </ul>

❖ Lack of contacts (e.g. EU partners for establishing a consortium)	● Understanding what the donor landscape is and how to link it with the HEIs interests
❖ Lack of widespread support within the institution	● Relevance of establishing a <b>Fundraising strategy</b>
	● When doing a proposal aligning with partner and INZ strategies

In general, the participants agreed on this lesson being very valuable. When reflecting on the value of this session for their institutions, they highlighted, though, a high lack of skilled staff with experience or expertise in the topic. They agreed on the need of analysing more the donor landscape and establishing a fundraising strategy. Moreover, they found interesting the KA171 workshop but stated that they face some challenges when finding consortium partners, but some opportunities of this workshop arose: the practice and design of KA171 gives the option of starting to find their potential partner which is aligned with its institution mission and goals.

## 6. Conclusions

In general, this training course served the participants to reflect on their current performance to advance internationalisation, to identify their weaknesses and to take the necessary steps to improve their International Offices and their current practices, as well as to develop some of the required skills to ensure that internationalisation in their institutions is successful. After the first and second part of the Training of Trainers, the Cambodian participants will have to replicate the training workshops to 480 Cambodian HEI staff including internal staff from the partner institutions, but also other institutions not involved in the project, what will in turn contribute to improving skills for internationalisation in the Cambodian HEI landscape.