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Cambodian
Higher education Advancing
in Internationalisation

CHAIn's Course Material and Training Plan (WS1-6)

Deliverable 4.1.

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

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1. Main objectives

1.1 Main objectives of the project

CHAIN is a capacity building project co-funded by the Erasmus+ program of the European Commission. The main objective of the CHAIN project is to introduce and develop internationalisation strategies in Cambodia to increase the academic quality ~~and research~~ of the Cambodian HE System. It specifically aims at:

- Consolidating internationalisation structures and **building human capacities in Cambodian HEIs**;
- Accompanying the **governance reforms** of the Ministry of Education, Youth and Sports of Cambodia (MoEYS), and
- **Enhancing international networking** through strategic actions in key areas of the Cambodian Higher Education System.

The six comprehensive workshops held, particularly contributed to the first specific project's objective by enhancing the human capacities for effectively supporting internationalisation strategies in Cambodian HEIs.

1.2 Main objectives of the capacity building work package

WP4 focuses on building the skills and knowledge needed within Cambodian HEIs to advance their internationalisation efforts. This will be achieved through a series of six in-depth training workshops delivered by the European partners, after which the Cambodian institutions will conduct their own replication sessions.

The workshops are designed using a 'train-the-trainer' model, which equips participants with the competencies and resources needed to pass on what they learn. This allows them not only to train colleagues within their own institutions but also to share the knowledge with other Cambodian HEIs beyond the consortium. The approach relies on a multiplier effect, ensuring that the training continues to circulate and remain sustainable over time. It was chosen because it encourages participants to take full ownership of the content and positions them as key facilitators of these topics within their universities.

- **Workshops.** Two sets of five days training covered three workshops each (WS1-3 & WS4-6). These workshops were developed and delivered by the EU partners, who bring substantial expertise in the relevant areas.
- **Replication Workshops.** Each Cambodian institution will re-deliver two of the workshops, selecting those that best align with their expertise and priorities. In total, twelve replication workshops will be organised. These sessions will help promote the CHAIN Network and engage prospective members. Prior to implementation, the Cambodian partners will develop Training Plans for their workshops, which will be reviewed by the EU partners. After completing the sessions, they will submit reports on the outcomes. The overall goal is to broaden the reach of the training so that additional HEIs can benefit from the knowledge gained.

1.3 Main objectives of this Training Plan

The objective of the CHAIN Training Plan, as foreseen in Work Package 4 of the CHAIN Project, is to establish a detailed capacity building plan in the form of different Modules for Training Workshops including:

- Scheduled Activities
- Training Materials & Content delivery
- Methodological Approach description
- Target group description
- Guidelines for Implementation & Replication
- Quality Assessment of the workshops

2. Need analysis & background

The following training plan was drawn up and proposed on the basis of the Need Analysis Report on the Cambodian Higher Education Advancing in Internationalisation (D2.1). This Need Analysis Report covered some of the issues identified by the respondents to a tailored questionnaire that included HEIs from the CHAIN consortium as well as other Cambodian HEIs, in total 27 institutions located in Phnom Penh (14 HEIs), Siem Reap (3 HEIs), Battambang (2 HEIs) and other parts of the country (7 HEIs). The issues and barriers recognised as contributors to the low level of internationalisation of Cambodian HEIs, included: lack of specialised infrastructure and resources – such as an office of international

relations (IROs) – within the university, lack of skills, lack of internationalisation strategies, difficulties for credit recognition, lack of international networking, low English skills both of the students and staff, and others.

These challenges were grouped into two crucial issues: (1) issues at the institutional level and (2) issues at the national level. At an institutional level, the challenge is the lack of specialised infrastructures and resources within the HEIs, which is an impediment to the progress of the Cambodian universities in the internationalisation process. At a national level, the challenges are related to improving the Cambodian's credit recognition system and international research activities, which ensured seamless academic mobility and also the need of harmonising the international efforts between the different Cambodian HEI's.

Some of the pressing needs highlighted in the Need Analysis questionnaire included:

- To develop appropriate **policies**, essential to promote research and management and to increase international research cooperation;
- To improve the **quality** of the study programmes and to ensure credit **recognition**;
- To increase **funding** for research, development and innovation;
- To widen the **offer** of **international programmes**;
- To advance **international cooperation** to boost student exchange and attract support for capacity building.
- To create and/or harmonisation of a **strategic plan** focused on internationalisation within the CHAIN project, including: strategic internationalisation plan, communication and visibility and financial management.
- To implement **capacity building programmes**, assessing the existing International Relations Offices to draw on lessons from successful models of IROs.

3. Workshops' implementation

3.1 Scheduled activities

Starting in month thirteen of the project, the CHAIN Consortium focuses on working on the enhancement of human skills and managerial capacities for effectively promoting and supporting internationalisation strategies within Cambodian HEIs through the "Training of Trainers" methodology. The training took place through 6 comprehensive training blocks (modules/workshops). For this purpose and incorporating the findings from WP2

Activities (need analysis, study visit sessions & exchange of good practices), EU partners prepared a set of training materials. Scheduled activities include:

- Training modules have been designed in such a way that they can be replicated in the form of one day's workshops for HEIs of their region.
- Selection of personnel for trainings. The EU HEI partners, Saarland University (USAAR) and University of Alicante (UA), provided workshops (WS) according to their expertise.
- The target group were IRO staff from Cambodian HEIs, but also other and administrative staff.
- Implementation of 2 intensive 5-day workshops in Cambodian HEIs.
- Facilitating multiplier effects by inviting other staff within the participating HEIs and staff of non-partner HEIs of the host country.
- EU HEIs provided main expertise and Cambodian HEIs selected trainees.
- Target number of participants: 26 trainees per workshops from all Cambodian Project partners participated in every session. Including top-management staff, IRO staff, and other staff working with topics linked to internationalisation (e.g. international research, management, etc.)

3.2 Training materials

The training topics of these 6 training modules have been adjusted to the specific needs of the CHAIN's HEIs staff which were identified both during the proposal and during the previous phase of the project (WP2) and were collected in the *Analysis of obstacles on credit recognition, international mobility of students and staff and international research* (D2.1). These specific needs focused on key relevant aspects for the internationalisation of Cambodian HEIs. The materials for each Training modules include:

- PowerPoint presentations,
- analysis of IROs case studies,
- practical group exercises and
- reference materials (such as scientific articles and documents).

- **Presentations**. All workshop's presentations have been uploaded to Teams ([Materials WS1-3](#) & [Materials WS4-6](#)) and they have been shared with the participants (some examples provided in the following images).

Figure 1: Examples of presentations used during the WS 1-3



4 WP > Workshops 1-3, March 2025, Siem Reap > WS 1-2 Establishing an IRO

Nombre	Modificado	Modificado por	+ Agregar columna
Completed working templates	4 de marzo	Lisa Nicolay	
International Partnership Landscape Survey	6 de marzo	Lisa Nicolay	
CHAIN Working Template WS1-2.docx	4 de marzo	Lisa Nicolay	
CHAIN WS 1_2.pdf	6 de marzo	Lisa Nicolay	

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 50 pgs.), including the results from practical activities conducted during the training sessions and additional case studies.

Figure 2: Screenshot of the ToT1 extended content


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Training of trainer's modules – extended content (WS1-3)

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

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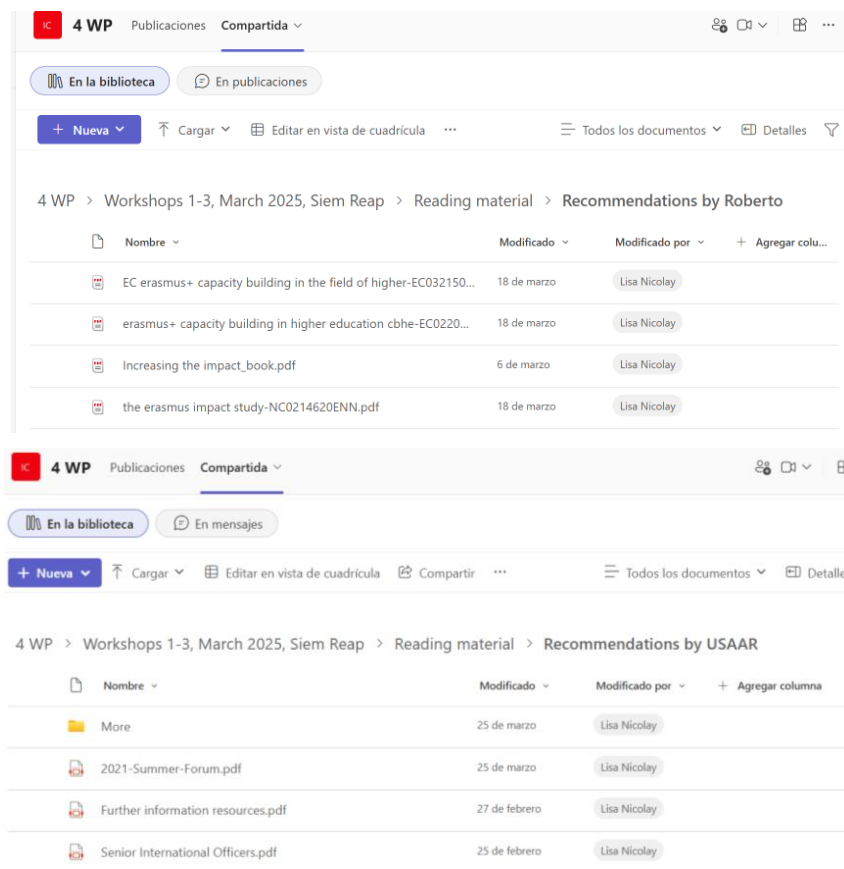
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- **Additional materials:** articles, books, references, bibliography, etc.

- **Figure 3: Screenshot of additional materials facilitated to participants**



3.3 Training content

The topics of the different workshops (WS) were provided, according to their expertise by:

- ❖ WS1. Establishing an International Relations Office (IRO) in Higher Education (HE): Foundations and Strategic Planning. Delivered by USAAR.
- ❖ WS2. International Relations Office (IRO) Implementation & best practices. Delivered by USAAR.
- ❖ WS3. Fundraising & opportunities in Cambodian HEIs. Delivered by UA.
- ❖ WS4. Leadership & Communication. Delivered by UA.
- ❖ WS5. Networking & Sustainability. Delivered by UA.
- ❖ WS6. From Plan to Practice: Simulating Policy Implementation in Cambodian Higher Education. Delivered by USAAR.

3.3.1 Training content of the WS 1-3

The Workshops 1-3 took place from March the 3rd to March the 7th 2025 in Siem Reap, Cambodia. The training was delivered by different EU experts: Bettina Jochum (USAAR), Lisa Nicolay (USAAR), Carolina Madeleine (UA) and Roberto Escarré (EU HEI Consultant). They included the following topics:

Training of Trainers 1 - topics
Workshop 1: Foundations & Strategic Planning
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
Workshop 2: Implementation & best practices of IROs
Session 4: International Partnerships and Collaborations
Session 5: Supporting Inbound and Outbound Mobility
Session 6: Building your hypothetical IRO
Workshop 3: Fundraising in Cambodian HEIs
Session 7: Introduction to Fundraising
Session 8: Fundraising in Practice
Session 9: KA171 – prepare an application

MODULE 1. Establishing an IRO in HE: Foundations and Strategic Planning

Module 1 (WS1)	
TITLE	Establishing an IRO in HE: Foundations & Strategic Planning
TOPICS	○ Session 1: The Strategic Role of an International Office • Importance of internationalisation in HE • The role of an IRO in achieving institutional goals • Practical activity: establishment of an hypothetical IRO ○ Session 2: Roles and Functions of an International Office • Most relevant roles and functions of an IRO • Interdisciplinarity and problem-solving skills in an IRO ○ Session 3: Different forms of mobility and how to react to them • Mobility forms: physical mobility, virtual mobility and hybrid mobility

	- Further INZ possibilities: international branch campuses, international joint universities, co-designed exchange, micro-credentials and Internationalisation at Home (IaH) - Case studies in alternative ways to internationalisation
DATE	3 rd of March 2025
LOCATION	Siem Reap (USEA)
TRAINERS	Saarland University: Bettina Jochum & Lisa Nicolay
PARTICIPANTS	Top-Management staff & International Relations Offices (IROs) staff members with a sufficient level of English to follow the training from each partner HEI. 4 staff per Cambodian HEI + 2 MoEYS: 26 trainees. NOTE: Topics were enriched by incorporating the Cambodian partners' experience where possible as well as conducting working groups and discussion sessions.

MODULE 2. International Relations Office (IRO) Implementation & best practices

Module 2 (WS2)	
TITLE	Implementation & best practices of International Relations Office (IROs)
TOPICS	Session 4: International Partnerships and Collaboration - International Institutional Partnership Landscape - Identifying criteria for potential partnerships Session 5: Supporting Inbound and Outbound Mobility - Strategies for supporting inbound and outbound mobility - Best practices by Saarland University (USAAR): GoOut! Service Centre, Welcome Centre, International students Welcome Week. Session 6: Building your hypothetical IRO - Practical activity: Setting up and presentation of their hypothetical IRO created, including facts and figures, areas of internationalisation, roles and functions with respective tasks, forms of mobility, international

	partnerships and collaborations and support and promotion of inbound and outbound mobility.
DATE	4 th of March 2025
LOCATION	Siem Reap (USEA)
TRAINERS	Saarland University: Bettina Jochum & Lisa Nicolay
PARTICIPANTS	Top-Management staff & International Relations Offices (IROs) staff members with a sufficient level of English to follow the training from each partner HEI. 4 staff per Cambodian HEI + 2 MoEYS: 26 trainees. NOTE: Topics were enriched by incorporating the Cambodian partners' experience where possible as well as conducting working groups and discussion sessions.

MODULE 3. FUNDRAISING & OPPORTUNITIES IN CAMBODIAN HEIs

Module 3 (WS3)	
TITLE	Fundraising & opportunities in Cambodian HEIs
TOPICS	● Session 7: Introduction to Fundraising • Introduction & background • The basis of fundraising • Results & discussion – mapping fundraising practices in Cambodian HEIs' survey ● Session 8: Fundraising in practice • 10 Questions about international fundraising & impact exercise • Urban legends about EU international projects (DAAD updated) • Increasing the impact of Higher Education in developing countries through Capacity Building projects ● Session 9: KA171 – prepare an application • Introduction to Erasmus opportunities • KA171 – how to start an application, design a relevant proposal & evaluation criterion.

DATE	6 th and 7 th of March 2025
LOCATION	Siem Reap (USEA)
TRAINERS	University of Alicante: Carolina Madeleine & Roberto Escarré.
PARTICIPANTS	Top-Management staff & International Relations Offices (IROs) staff members with a sufficient level of English to follow the training from each partner HEI. 4 staff per Cambodian HEI + 2 MoEYS: 26 trainees. NOTE: Topics were enriched by incorporating the Cambodian partners' experience where possible as well as conducting working groups and discussion sessions.

3.3.2 Training content of the WS 4-6

The Workshops 4-6 took place from November the 10th to November the 14th 2025 at ITC in Phnom Penh, Cambodia. The training was delivered by different EU experts: Mario Guilló (UA), Julián López (UA), Juan Llopis (UA), Lisa Nicolay (USAAR) and Bettina Jochum (USAAR). They included the following topics:

Training of Trainers 2 - topics
Workshop 4: Leadership & Communication
Session 1: Cultivating Leadership in HEIs
Session 2: Leading with Foresight: Building Future-Oriented Strategies in HE
Session 3: Leading the Narrative. The Changing Role of University Communication in a Global Context
Workshop 5: Networking & Sustainability
Session 4: Key Considerations for Effective University Representation at International Education Fairs
Session 5: Building Sustainable Networks in Higher Education
Session 6: The Art of Networking
Workshop 6: From Plan to Practice: Simulating Policy Implementation in Cambodian Higher Education
Session 7: Presentation of Topics by Drafting Committee (Status Quo)
Session 8: Policy Implementation Simulation
Session 9: Presentation of Guidelines & Discussions

MODULE 4. LEADERSHIP & COMMUNICATION

Module 4 (WS4)	
TITLE	Leadership & Communication
TOPICS	● Session 1: Cultivating Leadership in HEIs • Introduction to leadership • Leadership approaches and styles • Practical activity: Reflecting on leadership in Cambodian HEIs ● Session 2: Leading with Foresight: Building Future-Oriented Strategies in Higher Education • Evolution and definition of foresight • Identifying barriers to change in HEIs • Foresight in practice: methods, trends, future scenarios. ● Session 3: Leading the Narrative: the Changing Role of University Communication in a Global Context • Importance of aligning communication with the university's strategic principles (mission, values, etc.) • Need to professionalise communication • Dissemination in international projects (justification of impact, reporting, etc.)
DATE	10 th - 11 th November 2025
LOCATION	Phnom Penh (ITC)
TRAINERS	University of Alicante: Mario Guilló
PARTICIPANTS	Top-Management staff & International Relations Offices (IROs) staff members with a sufficient level of English to follow the training from each partner HEI. 4 staff per Cambodian HEI + 2 MoEYS: 26 trainees. NOTE: Topics were enriched by incorporating the Cambodian partners' experience where possible as well as conducting working groups and discussion sessions.

MODULE 5. NETWORKING & SUSTAINABILITY

Module 5 (WS6)	
TITLE	Networking & Sustainability
TOPICS	● Session 4: Key Considerations for Effective University Representation at International Education Fairs • Preparing for Fairs – Tools & Strategies. • Practical activity: recognising key factors for successful university representation in study fairs ● Session 5: Building Sustainable Networks in Higher Education • Basic principles for Network Creation • Strategic planning applied to Network creation • Practical activity: Defining a strategic plan for developing a network of Internationalisation of HE in Cambodia ● Session 6: The Art of Networking • What is networking for and tips for improvement • Importance of aligning communication with the university's strategic principles (mission, values, etc.)
DATE	10 th - 11 th and 14 th November 2025
LOCATION	Phnom Penh (ITC)
TRAINERS	University of Alicante: Julián Lopez, Mario Guilló & Juan Llopis.
PARTICIPANTS	Top-Management staff & International Relations Offices (IROs) staff members with a sufficient level of English to follow the training from each partner HEI. 4 staff per Cambodian HEI + 2 MoEYS: 26 trainees. NOTE: Topics were enriched by incorporating the Cambodian partners' experience where possible as well as conducting working groups and discussion sessions.

MODULE 6. FROM PLAN TO PRACTICE: SIMULATING POLICY IMPLEMENTATION IN CAMBODIAN HIGHER EDUCATION

Module 6 (WS6)	
TITLE	From Plan to Practice: Simulating Policy Implementation in Cambodian Higher Education
TOPICS	○ Session 7: Presentation of Topics by Policy Guidelines Drafting Committee (Status Quo) • Current actions defined per strategy in the Education Strategic Plan 2024-2028 of the MoEYS • Participants alignment on scope, indicators and known bottlenecks of the elaboration of the policy guidelines (Deliverable 5.1) ○ Session 8: Policy Implementation Simulation • Practical activity: Each group works through all four defined strategies in rotation (4 rounds) considering different perspectives to think about implementation under different constraints and ideas prioritisation. Afterwards anonymous cards are distributed so that all participants can note down their wishes/needs or requests for the implementation. ○ Session 9: Presentation of Guidelines & Discussions • The resulting ideas of the practical activity are presented by the participants and prioritized in terms of what can be implemented soon and easily and what is difficult and needs more time. Ideas are collected by the WS implementer. • The wishes/ needs/ request-cards are read aloud and commented by a representative of the MoEYS/collected by the WS implementer.
DATE	13 th of November 2025
LOCATION	Phnom Penh (ITC)
TRAINERS	USAAR & MoEYS: Bettina Jochum, Lisa Nicolay & Mam Sari (in collaboration with the Drafting Committee)
PARTICIPANTS	Top-Management staff & International Relations Offices (IROs) staff members with a sufficient level of English to follow the training from each partner HEI. 4 staff per Cambodian HEI + 2 MoEYS: 26 trainees .

NOTE: Topics were enriched by incorporating the Cambodian partners' experience where possible as well as conducting working groups and discussion sessions.

3.4 Training implementation guidelines

3.4.1 Module coordinators and partner roles

Module Coordinators:

- Module 1. Coordinator: Saarland University – Support: University of Alicante
- Module 2. Coordinator: Saarland University – Support: University of Alicante
- Module 3. Coordinator: University of Alicante – Support: Saarland University
- Module 4. Coordinator: University of Alicante – Support: Saarland University
- Module 5. Coordinator: University of Alicante – Support: Saarland University
- Module 6. Coordinator: Saarland University – Support: University of Alicante

Partner Roles:

Partner Roles in Trainings		
EU HEIs	Cambodian HEIs	MoEYS
○ Main experience providers / trainers ○ Delivery of trainings ○ Support for replications	○ Trainees ○ Sharing of relevant experiences / success stories depending on the WS ○ Contribute to the training plan and adapt it to the national context ○ Deliver replication workshops	○ Trainees and WS' support ○ Sharing of relevant experiences / success stories depending on the WS ○ Support for replications

3.5 Methodological approach

Training was delivered in two phases. The first phase, consisting of 3 Workshops (WS1-3), was held in Siem Reap, in USEA. These WS1-3 include the basis for establishing an International Relations Office in Higher Education including foundations and strategic planning as well as implementation and best practices, and the basis for a fundraising strategy. While the second phase, consisting also of 3 Workshops (WS4-5) was held in Phnom Penh, at ITC. These WS 4-6 included introducing needed soft skills in IROs focusing on leadership and communication as well as managing change, strategies for effective networking and ensuring sustainability, and lastly designing the policy paper for internationalisation implementation in Cambodian HEIs, in line with MoEYS strategies.

During these sessions, trainers used various interactive techniques and active teaching methodologies, creative exercises, group discussions and practical demonstrations, allowing trainees to receive immediate feedback, interact to each other and get guidance from trainers. Participants in the workshop were selected by each partner according to the needs and also considering the workshops contents.

The workshops were conducted following the following methodology and structure:

- Intercultural dimension: training provided enabling skills for individual participants to further delivery this training in their home institutions and to other relevant HEIs outside the consortium. Thus, the training materials gave them guidelines, tools and methodology, and how to teach the topics in target trainings on the national and regional level.
- Interactive teaching: they incorporated active learning methods such as group discussions, teamwork exercises, and practical problem-solving tasks. Participants engaged with real cases, shared experiences, and collaborated on small activities that reinforce key concepts. This dynamic approach helped ensure the content was easily understood and applicable in their institutional context.
- Presentations: training exercises were supported by power point slides and should include practical real-life examples and case studies. It is recommended that each presentation should be accompanied by a document such as “reading material” or bibliography.
- Practical exercises: are aimed at inviting participants to reflect on some topics, perform self-assessment and share relevant experiences with other partners.

Presenters are encouraged to use power point slides and distribute working documents (like a list of self-assessment questions for small team discussions, for instance).

- Reading materials / handouts: when appropriate, the training was complemented and expand the information contained in each of the power point presentations with suggestions for reading materials.
- Case studies: throughout the training sessions different case studies were presented and discussed, this was useful to the participants to get information about practical implementation of the different theoretical points exposed in similar scenarios.

3.6 Main targets & beneficiaries

Trainings have 2 main target groups:

- ▼ **Top management level staff** (particularly Rectors, Vice-Rectors or Deans responsible for internationalisation matters at each partner university)
- ▼ **International Relations Office (IRO) level staff** (responsible for planning, implementing and managing internationalisation matters, including the offices, the partnerships and the agreements).

The **secondary target groups** include other relevant university staff working with internationalisation matters including faculty members or staff working with research, or student career, among others.

Number of participants:

- ▼ Cambodian HEIs: 52 trainees.
- ▼ MoEYS: 8 trainees.

The trainings will be replicated by each Cambodian HEI and Cambodian partners will also use the training plan methodology to organise their specific training plans as exposed in the following section.

4. Replications workshops implementation

4.1 Replication of workshops at a national level

As part of the activities included within WP4, CHAIN Project scheduled the preparation, implementation and reporting of 12 Workshops (T4.4) based on the knowledge acquired in previous activities (mainly the Training of Trainers workshops (T4.3 of WP4).

Replication Workshops will have different functions. On the one hand, by replicating the training workshops to 480 Cambodian HEI staff including internal staff from the partner institutions, but also other institutions not involved in the project, it will contribute to improving skills for internationalisation in the Cambodian HEI landscape. On the other hand, they will successfully promote and enhance the CHAIN Network and attract potential members.

Recipients of the ToT phase are responsible for replicating the training they have received within their own institutions. These participants identify the most relevant topics for the replication and adapt the content from the ToT phase to their local context.

Based on the dates of WS1-3 and WS4-6, 12 replication workshops will be organised and implemented in non-partners HEIs in Cambodia. A minimum 1-day Replication Workshop that will take place between December 2025 and July 2026. The date for the replication will be selected by the Cambodian HEIs. The present task is coordinated by the **National University of Management** (NUM), who provides support before, during and after workshops. Each Cambodian partner will organise 2 Workshops:

- Duration of Workshops (WS): 1 day
- N° of participants: 40 persons in each WS * 2 Workshops per partner * 6 Cambodian partners = 480 participants.
- Link to all the materials in Teams.
- Targets: top management and IRO staff from within the CHAIN HEIs or from others non-partner HEIs, students.

4.2 Training content

For more detailed information check the section 3.2 of this document and the Training of Trainer's modules – extended content, which also serves as a manual.

- ❖ WS1. Foundation & Strategic Planning
- ❖ WS2. Implementation & best practices of IROs
- ❖ WS3. Fundraising in Cambodian HEIs
- ❖ WS4. Leadership & Communication
- ❖ WS5. Networking & Sustainability
- ❖ WS6. From Plan to Practice: Simulating Policy Implementation in Cambodian HE

4.3 Training implementation guidelines

Each partner needs to duly implement 2 replication trainings based on the six training modules provided in T4.3. To be qualified as a replication training, the requirements are:

- At least 40 participants per each training seminar
- At least one of the topics covered in previous Workshops in each seminar
- Duly planned, evaluated & reported (see annex 1, 2 & 3).

4.3.1 Before the replication training

- Select the topic (between WS1-WS6)
- Select the trainer(s)
- Choose the date (between December 2025 – July 2026)
- Select the format – online or offline
- Choose an appealing (and preferably short) title
- Create an agenda
- Prepare a registration form: make sure it includes their consent to the use of their data in the framework of the project and their authorization for the publication of photos/videos taken during the training
- Choose and prepare the venue – or generate the link for the online seminar
- Disseminate the event in social media and other formal and informal channels of your institution
- Prepare and send targeted invitations to potential attendees
- Prepare the presentation and further materials
- Prepare the **Replication Preparatory Form** (Annex 1) and share it with EU partners.

Please remember to include the project logo and acknowledge European Commission funding in all documents!

4.3.2 During the replication training

- Create interactive sessions
- Leave enough time for Q&A
- Make sure you do some nice pictures and/or record the training (relevant for the Replication Report exposed in the following section)
- When possible, share in social media some “live” insights from the event, such as pictures or relevant statements

4.3.3 After the replication training

Fill the report and attach all the relevant documents:

- List of registered people/attendees
- Agenda
- Presentations and other materials
- Videos and pictures
- Feedback questionnaire (see Annex II)

Upload the report and the attachments to the shared folder in Teams.

4.4 Methodological approach

During these sessions, trainers will use the techniques and methodologies presented in the WS 1-6, and which were described in the section 3.5. Including a range of interactive and participatory methods—such as creative tasks, group discussions, and hands-on demonstrations—allowing participants to exchange ideas, receive immediate feedback, and work closely with the trainers. Key aspects to consider are:

- Interactive teaching: Sessions will use active learning techniques—group work, problem-solving tasks, and real-case discussions—to ensure the content was practical and transferable.
- Presentations: Trainers will use slides supported by real examples and case studies, ideally complemented by reading materials or reference documents.
- Practical exercises: Activities will encourage reflection, self-assessment, and experience-sharing, often supported by worksheets or team discussion prompts.
- Reading materials / handouts: Additional resources expanded on the information from the presentations when relevant can be used.

- Case studies: Various case examples shall be analysed to illustrate how theoretical concepts are applied in real contexts.

4.5 Main targets & beneficiaries

Target participants are other staff in Cambodian-HEIs, including the Top management and IRO staff of other Cambodian HEIs which are not part of the consortium, but which are expected to benefit from the CHAIN's project results.

5. Trainers profile

5.1 WS 1-6

Trainers/ Experts profile was defined based on the focus of each ToT's workshops.

- ▼ USAAR: Coordinator of Global projects and Project Manager from International Relations Division at USAAR.
- ▼ UA: Director of Institutional Relations and Projects, Senior Project Managers and International Cooperation experts from the Institutional Project Management Office (OGPI), UA professors.
- ▼ Cambodian partners: practical activities to involve relevant staff.

5.2 Workshops Replications

Trainers should be selected according to the expertise in the selected 2 WS to be replicated in each Cambodian HEI. Involvement of the people participating in the first two Training of Trainers is crucial. Identify the trainers, describe them and define their participation in the Replication Preparatory Form.

6. Quality Assurance & Evaluation

6.1 Quality Assessment of WS 1-6

In both ToTs, feedback from participants was collected to ensure the quality of the training sessions as well as implement improvements whenever possible. 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 evaluation approach enabled participants to provide quantitative insights into the quality of each session. Qualitative feedback was also collected, focusing on the most valuable aspects of the training, areas for improvement, topics of interest, and other general comments. These open-ended responses provided an understanding of participant experiences, highlighting strengths and areas for enhancement.

Both quantitative and qualitative feedback were then synthesised and analysed in the “MS7. Workshops report”, which offered a comprehensive evaluation of the ToTs, showcasing their impact while identifying opportunities to optimise future training initiatives under the CHAIN project. (See details in: e.g. [WS1-3 Report](#)).

6.2 Workshop Replication Satisfaction Questionnaire

To ensure the quality and effectiveness of the replication workshops, a satisfaction questionnaire will be administered to participants after each session. This questionnaire will gather quantitative data on key aspects such as content relevance, facilitator effectiveness, logistical arrangements, and overall satisfaction. Participants will respond using a 5-point Likert scale, allowing for consistent measurement and easy comparison across sessions. In addition to quantitative ratings, open questions will invite participants to share detailed feedback on what they found most valuable, suggestions for improvement, and topics of interest for future workshops. This combination of quantitative and qualitative data will provide a comprehensive understanding of participant experience, enabling targeted adjustments to enhance the quality and impact of the replication workshops.

The collected data will be analysed and synthesized in the workshop report, supporting ongoing quality assurance and continuous improvement of the training activities under the CHAIN project.

7. Annexes

7.1 Replication Workshop Preparatory Form

1) Theme/Topics to be covered	
2) Title of the Replication Workshop: Short and Comprehensive	
3) Trainers involved and their profiles	1. _____ 2. _____
4) Targeted audience (how many and who – including profiles)	4.1. General description of targeted audience 4.2. Identification of targeted / invited participants (list) 4.2.1. Internal to host institution 4.2.2. External to host institution
5) Dissemination Actions (Please indicate how you will publicise the seminar in order to target the potential beneficiaries and how you will spread the materials)	
6) Duration of Training and Total Number of Trainer Hours	
7) Date of Replication Workshop	
8) Venue of Replication Workshop	
9) Syllabus	
10) Training materials & exercises to be used	

7.2 Replication Workshop Satisfaction Questionnaire

This feedback form has been prepared to understand better your satisfaction level of the training carried out in order to understand which where the very positive aspects but also the aspects for improvement and thus, to prepare you the next training better according to your needs. Your response is confidential.

	STRONGLY DISAGREE	DISAGREE	NEITHER AGREE NOR DISAGREE	AGREE	STRONGLY AGREE
The information delivered during the session was accessible and understandable.					
The format of the sessions were appropriate.					
The input of the trainers was relevant.					
The material shared was relevant.					
I could ask my questions and they were properly answered.					
I am confident that what I learned during the session will help me in my work					

a) Please illustrate any strengths of the event and contributions or activities you enjoyed:

b) Which aspects do you think could be improved for the next training?

c) Any further comments and recommendations?

7.3 Annex 3: Replication Workshop Report

Basic information:

Title:

Date and venue:

Trainer:

Format:

Face to face ☐ Online ☐

Participants:

It is possible to attach the list of participants, instead of filing this table. Please make sure that all the three fields are included

Name	Position	Female/Male	Email

Dissemination

Please briefly describe the what, the when and the how this event has been disseminated. E.g. Dissemination via Facebook post at the University channel on days XX.XX.XX. [links to the publications](#)

Lessons learned

Please summarise here the main points coming from the users' feedback and the takeaways of the organization and implementation of the replication workshop

Other documents

Please include as an Annex – or upload to the folder – the following documents.

- ± Agenda
- ± Presentation and other materials
- ± List of attendees
- ± Videos and pictures
- ± Feedback questionnaire