



Cambodian
Higher education Advancing
in Internationalisation

Workshops 1-6 Report

Milestone 7 (MS7)

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)

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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 (WS1-3 & WS4-6) 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 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, which include the replication phase. While this document will provide some guidance for the replication, it will be mainly focusing on the following:

- T4.1. Development of workshop materials – EU partners produced targeted materials for workshops, including Power Point presentations, case studies, or reference materials. Topics were finetuned after results of WP2 (Need Analysis report and study visits). (More details in *D4.1. Course material and training plan*).
- T4.2. Training Plan – document to set up a detailed training plan for the Workshops, including participants profile, trainers/ experts' profile, methodology, learning outcomes and quality assurance.
- T4.3. Implementation of workshops – applying the training of trainers approach, two sets of three workshops each was given. These workshops were hosted by USEA (Siem Reap, Cambodia) and ITC (Phnom Pehn, Cambodia) with 30 persons participating in each of these sets of trainings.

Globally, WP4 aimed to design, prepare and deliver 2 sets of Training of Trainers workshops, and their corresponding replications in PC-HEIs, which each replicating 2 of the 6 workshops, adapting 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, 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*.

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
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: The Changing Role of University Communication in a Global Context
Workshop 5: Networking & Sustainability
Session 4: Key Considerations for Effective University Representation at International 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 HE
Session 7: Presentation of Topics by Drafting Committee (Status Quo)
Session 8: Policy Implementation Simulation
Session 9: Presentation of Results & Discussions

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

2.2.1 Overview

Dates: March the 3rd to March the 7th, 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

<p>Ms. Bettina Jochum, Saarland University</p>	
<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 & experience in internationalisation, she also has strong expertise in Asia, particularly in China.</p> <p>She studied Modern Chinese Studies & Ancient Chinese Philology at Trier University and is holding a MA in Modern Chinese Studies & 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>	
<p>Ms. Lisa Nicolay Saarland University</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.

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.



Ms. Carolina Madeleine
University of Alicante

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 +.

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.



Dr. Roberto Escarré
External – HEI Consultant

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,



<p>which has attracted around 16 Million Euros from business angels.</p> <p>Recent assignments:</p> <p>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).</p> <p>Recent publications:</p> <p>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.</p>	
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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



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

The image shows the cover and table of contents of a handbook titled "Training of trainer's modules – extended content (WS1-3)". The cover features the CHAIN logo, the text "Cambodian Higher education Advancing in Internationalisation", and "WP4: Capacity Building". It also lists the Erasmus+ project details: 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), and contact email elena.olmos@ua.es. The table of contents lists sections from 1 to 5, including sessions on strategic roles, international partnerships, and fundraising in Cambodia, with a total of 48 pages.

- Additional materials: articles, books, etc.

2.3 Training delivery results – Training of Trainers 2 (WS 4-6)

2.3.1 Overview

Dates: 10th to 14th November 2025.

EU HEI's trainers: Bettina Jochum (USAAR), Lisa Nicolay (USAAR), Mario Guilló (UA), Julián López (UA) & Juan Llopis (UA). Certification and performance results:

Table 3: Training of Trainers 2 statistics (%) by gender

	Male	Female
Trainees	70%	30%
Trainers	60%	40%

Table 4: Training of Trainers 2 statistics (%) by participants' profile within the institution/organisation


	Trainees
IRO staff	48%
Top Management staff	36%
Other (e.g. MoEYS)	16%



Figure 4: Photographic record of ToT2





2.3.2 Trainers profile

<p>Ms. Bettina Jochum, Saarland University</p> <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 & experience in internationalisation, she also has strong expertise in Asia, particularly in China.</p> <p>She studied Modern Chinese Studies & Ancient Chinese Philology at Trier University and is holding a MA in Modern Chinese Studies & 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>	
<p>Ms. Lisa Nicolay Saarland University</p> <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>Dr. Mario Guillo University of Alicante</p>	

<p>Dr. Mario Guilló is Senior Project Manager & Communications Specialist at OGPI- Institutional Projects Management Office at University of Alicante (UA) and Lecturer at the Department of Sociology. He is also an Associate Researcher at Futurlab - Foresight Laboratory of the UA. He has more than 15 years of experience in cooperation projects in the area of Research and Higher Education, specifically participating as an expert in Foresight, Social Innovation and Communication initiatives carried out in various regions of the world, mainly in Europe, Asia and Latin America.</p> <p>He has an International PhD in Sociology, Degree in Communication and Master's degree in Business Management. He is author of different scientific articles and book chapters on Foresight, Innovation and Strategic Communication Issues, and founding member of The Millenium Project Spanish Chapter.</p>	
<p>Mr. Julián López University of Alicante</p> <p>He is PhD Educational Research from the University of Alicante and Master of Arts from the University of Rhode Island (USA). Bachelor's degree in English Philology and Hispanic Philology from the University of Alicante.</p> <p>Director of the University of Alicante's Higher Language Centre. Experienced in teaching English and Spanish as foreign languages (in the USA and Spain), and in training teachers of English and Spanish as foreign languages. He has given training courses, workshops, and talks in various Spanish cities, as well as in Germany, the Netherlands, the Czech Republic, Italy, and Japan.</p> <p>Principal investigator at the UA of the Erasmus+ research projects COMALAT (Competence Oriented Multilingual Adaptive Language Assessment and Training System) and SEEDS (Supporting Learnings and Education on the Fringe of the Digital Sphere), making learning, particularly languages, accessible and free to refugees, asylum seekers and groups of students at risk of social exclusion. Main lines of research: the intercultural dimension in language learning and in the training of language teachers' critical pedagogy & applied linguistics.</p>	
<p>Mr. Juan Llopis López University of Alicante</p>	

Director of Institutional Relations and Projects (since January 2021). Vice President. International Relations (June 2012-December 2020). Dean. Faculty of Economics and Business (November 2006-May 2012). Full Professor of Business Organization (Since 2002). Graduated in Business Studies. Ph.D. Degree.

Author or co-author of 15 books, 35 chapters in books, 170 papers published in academic and professional journals, and 125 papers in national and international academic and professional workshops and conferences on Management and Business topics (Human Resources Management, Information Systems Management, Tourism Management, Total Quality Management, Entrepreneurship & Firm Creation, Management Skills, and Public & Local Administration Management). Member of 30 International Editorial Advisory Boards, and Referee in 55 International Business Management Journals. International experience: more than 100 universities all around the world. 37 years of experience in lectures at the university level. Professional consulting experience for Private Firms and Public Institutions. Member of the Management Board of "Circle of Economy of the Alicante's Province". Since December 2012. Member of the Advisory Council of Sabadell East Bank (since 2012).



2.3.3 Training materials

- **Presentations** of Workshop 4, 5 and 6 shared with the workshop's participants.

Figure 5: Examples of presentations used during the ToT2



The figure shows three presentation slides from CHAIN. The top slide is titled "1. INTRODUCTION TO LEADERSHIP" and defines leadership as a social influence process. It lists characteristics of a leader: Integrity, Delegation, Communication, Self-awareness, Gratitude, Learning ability, Influence, Empathy, Courage, and Respect. The middle slide compares leadership and management, defining leadership as working together and management as planning and control. It lists focus areas for both. The bottom slide is titled "2. LEADERSHIP APPROACHES" and mentions Trait, Behavioral, and Contingency approaches, leading to outcomes.

4 WP > WS 4-6, November 2025 Phnom Penh > Workshops materials

Nombre	Modificado	Modificado por	Agregar columna
Workshop 4. Leadership & Communication	20.12.2025	Elena Olmos Carbone	
Workshop 5. Networking & Sustainability	20.12.2025	Elena Olmos Carbone	
Workshop 6. Policy Guidelines	06.11.2025	Elena Olmos Carbone	

4 WP > WS 4-6, November 2025 Phnom Penh > Workshops materials > Workshop 6. Policy Guidelines

Nombre	Modificado	Modificado por	Agregar columna
Results of rounds presented and prioritized	27.11.2025	Lisa Nicolay	
Strategies for different tables	27.11.2025	Lisa Nicolay	
Anonymous card requests during ToT2 on Policy Guidelines.docx	27.11.2025	Lisa Nicolay	
Day 3 - ToT (Stratrgies for Policy Guideline - WP5).pdf	16.12.2025	Lisa Nicolay	
Day 3 - ToT (Stratrgies for Policy Guideline - WP5).pptx	16.12.2025	Lisa Nicolay	
Workshop_Concept_Policy_Implementation.docx	27.11.2025	Lisa Nicolay	

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

Figure 6: Screenshot of the ToT1 extended content



- 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>

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>

3.2 ToT2 – WS 4-6

In this occasion, also 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. Some examples include the following:

Examples of dissemination on CHAIN's website:

- ❖ “CHAIN Workshop 4-6” - <https://www.chain-cambodia.eu/news/chain-workshops-4-6>

Examples of dissemination on CHAIN's social media:

- ❖ Post about the workshops 4-6 implemented in ITC - <https://www.linkedin.com/feed/update/urn:li:activity:7417877050193207297>

Examples of dissemination on partner's social media and websites:

- ❖ Training of Trainers 2 of CHAIN Project Concludes with Insightful Sessions in Phnom Penh (UA) <https://web.ua.es/en/ogpi/noticias/2025/training-of-trainers-2-of-chain-project-concludes-with-insightful-sessions-in-phnom-penh.html>
- ❖ Second Training of Trainers Workshop in the CHAIN-EU Project for Promoting the Internationalization of Cambodian Higher Education (ITC) https://web.facebook.com/story.php?story_fbid=1275703024587094&id=100064422262607&mibextid=wwXlfr&rdid=nAqXBbG3TVOT9LqT#

4. Quality Assurance

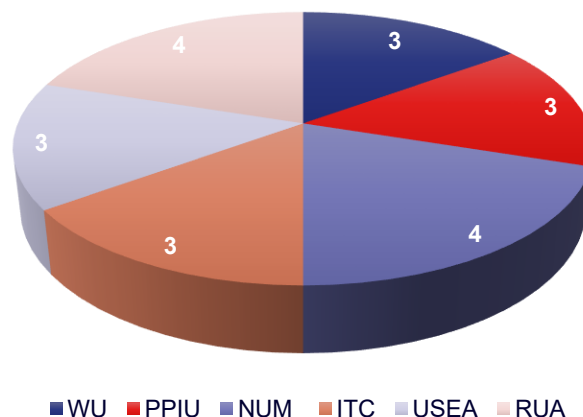
This Quality Report presents the evaluation results and participant feedback from the CHAIIn Training of Trainers (ToT) sessions. Each ToT was assessed using four key criteria: organization and logistics, content, facilitators, and overall experience. These criteria were evaluated through a 5-point Likert 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

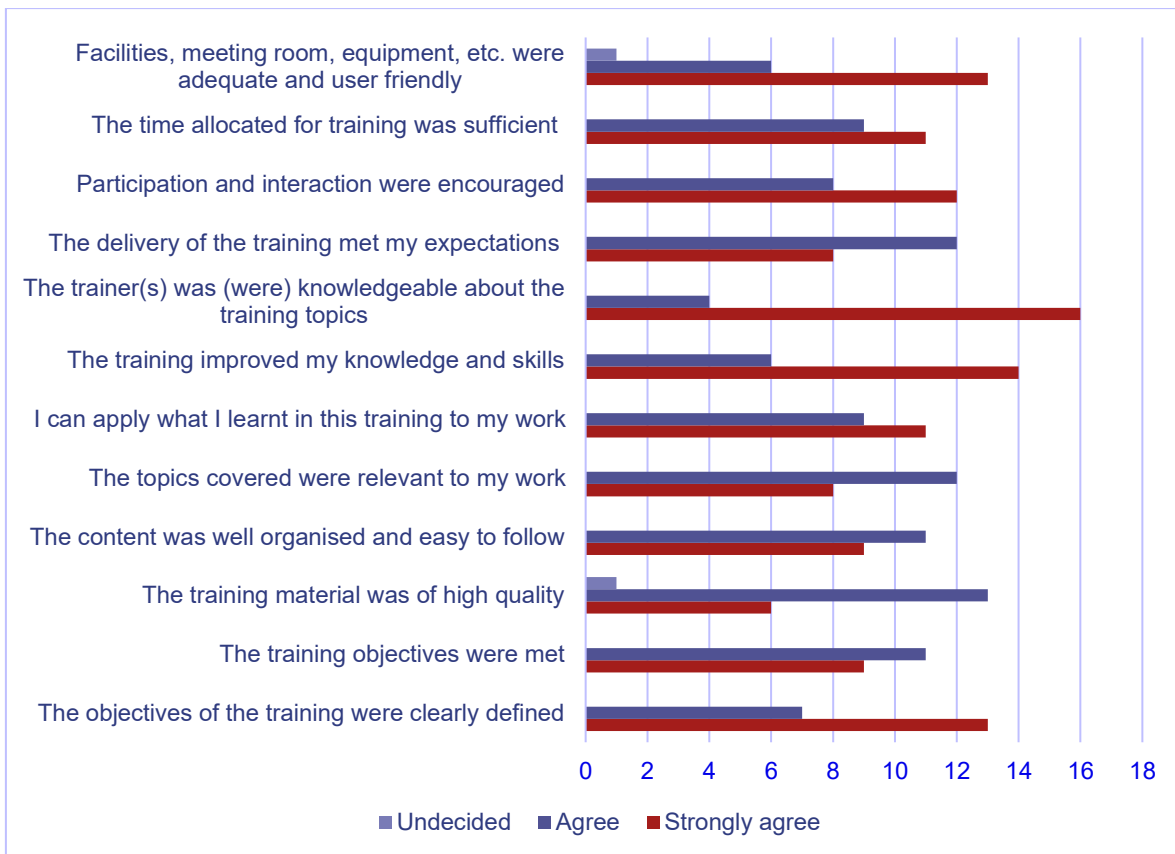
The chart below shows the number of respondents from each partner institution for the first Training of Trainers (ToT1) session, offering a clear overview of participant distribution across the various institutions involved.

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”. The participants rated “Strongly Agree” on the following: (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%).

Graph 2: Overview evaluation of the ToT1



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 5: Most Valuable Aspect

Theme	Frequency of answers	Statements
Clear and well-structured content	5	<ul style="list-style-type: none"> ○ “What I liked best about the trainer’s approach & delivery were the guiding questions and practices given”. ○ “... content clear and easy to understand”
Interactive Activities	9	<ul style="list-style-type: none"> ○ “...Group work”. ○ “Interactive and engaging presentations” ○ “Practical activities...”
Collaborative Learning	8	<ul style="list-style-type: none"> ○ “Group discussions have made the learning experience more engaging and practical”.
Expert guidance	8	<ul style="list-style-type: none"> ○ “Experiences in IRO...” ○ “Sharing best practices is the best approach that allow us to get full image” ○ “Expertise, transferability and applicability”

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 6: Areas for improvement

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

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 7: Topics or Areas of Interest

Theme	Frequency of answers	Statements
Planning & Structuring an IRO	8	<ul style="list-style-type: none"> “Foundations and Strategic Planning (...) because it enhances my capacity to manage and build strong academic partnerships, making them fundamental for my work.”
Strategic Roles of IRO & implementation	9	<ul style="list-style-type: none"> “International partnerships & 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” “Roles & functions of IRO because NUM is establishing IRO”
Internationalisation at Home	2	<ul style="list-style-type: none"> “Internationalisation at Home interested me the most”
Fundraising	3	<ul style="list-style-type: none"> “What I found the most useful about the training was fundraising”
Best practices at European partner universities	2	<ul style="list-style-type: none"> “Real examples of best practices at European partner universities” “Communication with the trainers”

4.1.4 Next steps that participants will take after this training

Table 8: Next steps that participants will take after this training

Action	Frequency of answers	Sample Statements
Develop an structured IRO	1	<ul style="list-style-type: none"> Development of a Structured International Relations Office (IRO)

Improvement of the INZ Strategy	2	<ul style="list-style-type: none"> ○ “Reconsider the existing strategy, fulfill what missing by adopting from what experts comment”
Organise internal training	4	<ul style="list-style-type: none"> ○ “I will organize internal training on the basic concepts and strategies of internationalization” ○ “Organization of a training session to all the relevant department relevant to the international relation and communication with international partners” ○ “Providing further training to IRO office officers and staff” ○ “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”
Internationalisation at Home (IaH)	2	<ul style="list-style-type: none"> ○ “Identifying key challenges and opportunities for the internationalization at home.” ○ “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”
Fundraising	5	<ul style="list-style-type: none"> ○ “I will take the best practices on IRO and fundraising on our university. We will have the meeting with IRO and faculty.” ○ “... fundraising by collaborating with partners both local and international” ○ “Activities of internationalizations (mobilities types) & find new funding opportunities for projects” ○ “Fundraising, info sharing to increase how to make this parts work” ○ “To start fundraising is to link your HEI objectives with partners for social impact and sustainability”
Integrating best practices/knowledge	2	<ul style="list-style-type: none"> ○ “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”

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

Table 9: Training contribution to their internationalisation journey

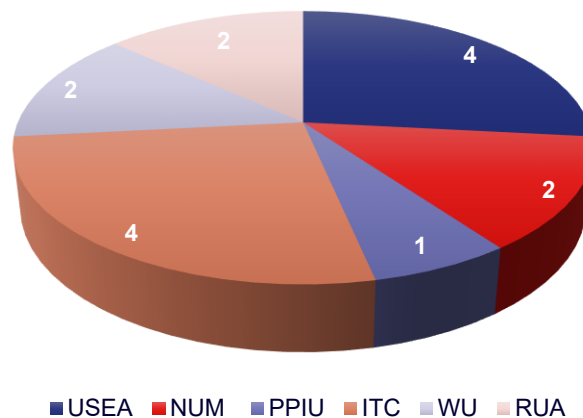
Theme	Frequency of answers	Statements
Clearer understanding	8	<ul style="list-style-type: none"> ○ “Clearer understanding of the role of internationalisation, advocate for a more structured approach” ○ “I understand Internationalization has so many components and many tasks to implement”. ○ “I have understood more about the roles of IRO”.

Improved internationalisation structure & efforts		<ul style="list-style-type: none"> ○ “We will enhance internationalization at every component for internationalization strategies” ○ “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”. ○ “(...) contribute to my HEI’s internationalisation by improving the structure of international activities, 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	<ul style="list-style-type: none"> ○ “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.”

4.2 Evaluation results: Training of Trainers 2 – WS 4-6

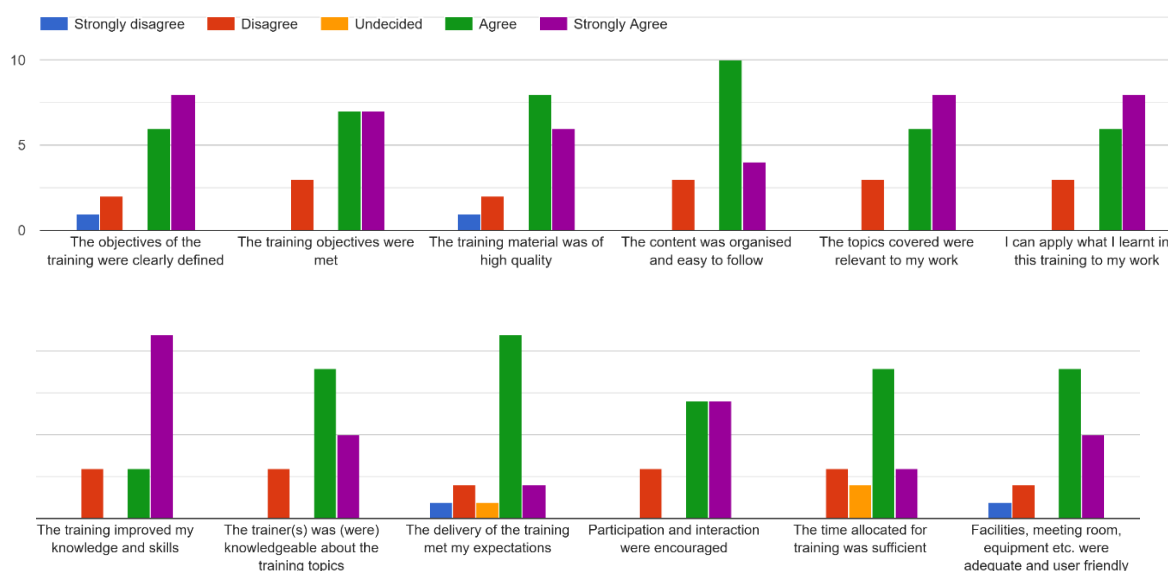
The chart below shows the number of respondents from each partner institution for the first Training of Trainers (ToT2) session, offering a clear overview of participant distribution across the various institutions involved.

Graph 3: Number of respondents from each partner institution



The evaluation of the Second Training of Trainers (ToT2) (WS 4-6) 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”. In overall, the training was well-received, with a strong majority finding objectives clear, content relevant, and trainers knowledgeable. Most participants feel they can apply the knowledge and skills gained, indicating a positive effect on their professional capacity. With the strengths being on: 1) clear objectives and relevance of training (~80% agree/strongly agree); 2) Knowledge and skill improvement (~75% agreement); 3) Trainers were well-prepared and knowledgeable (over 82% agree/strongly agree). Participants also agreed that Interaction and engagement were mostly effective.

Graph 4: Overview evaluation of the ToT2



4.2.1 Most Valuable Aspect

Participants identified several key elements of the Training of Trainers 2 as particularly useful, reflecting both the content and the interactive methodology:

Table 10: Most Valuable Aspect

Theme	Frequency of answers	Statements
Leadership Development	4	<ul style="list-style-type: none"> “Cultivating leadership in Higher Education Institutions (HEIs) strengthened our understanding of how effective

		<p>leadership drives institutional change, strategic decision-making, and sustainable development. The content was highly relevant to managing academic teams, fostering collaboration, and aligning institutional goals with national and international priorities.”</p> <ul style="list-style-type: none"> ○ “The clear distinction between leadership and management and the overview of leadership styles with practical self-assessment. These elements helped me better understand leadership beyond formal roles and reflect on how different styles can be applied flexibly in higher education contexts.” ○ “I found the combination of leadership communication strategies, networking techniques, and policy simulation activities most useful because they gave me a practical and holistic understanding of how to lead effectively, build sustainable partnerships, and navigate policy implementation challenges.”
Networking / International Collaboration	6	<ul style="list-style-type: none"> ○ “Networking experiences, communication approach and simulation policy implementation” ○ “Networking in the Study Fair with the European Universities” ○ “Building Sustainable Networks in Higher Education because show networking, principles of the network for the sustainability in higher education.”
Interactive / Practical Exercises	5	<ul style="list-style-type: none"> ○ “Case studies and best practices: Real examples from institutions that successfully implemented mobility programs. Interactive activities: Breakout sessions, debates, or scenario-based exercises that made the content engaging.” ○ “The organization of the workshop content flow is wonderful as it engages the participants in the activities and provides space for sharing experiences.” ○ “The most useful parts were the practical examples and the step-by-step explanations of the key concepts.”

4.2.2 Areas for improvement

Participants provided feedback on ways to enhance future sessions. Suggestions focused on improving engagement, practical examples, timing, and clarity of instructions, while a few noted that no improvements were needed. The following table summarizes the themes emerging from the 17 responses.

Table 11: Areas for improvement

Theme	Frequency of answers	Statements
Increase Practical Examples & Interactive Activities	4	<ul style="list-style-type: none"> ○ “... adding more practical examples and interactive activities across all sessions to deepen engagement. Providing clearer instructions for complex exercises, offering concise handouts or tools for future use, and allowing a bit more time for reflection and discussion.” ○ “... more training techniques/activities to make the sessions even more active and engaging”

		<ul style="list-style-type: none"> ○ “Provide more regional case studies relevant to participants’ contexts.”
Time Management / More Time for Discussion	5	<ul style="list-style-type: none"> ○ “Allow extra time for Q&A to clarify complex policy issues.” ○ “If possible, more time should be allowed for group work and self-reflection on the topics learned” ○ “The timing felt a bit tight in some parts, so certain topics didn’t get enough room for deeper discussion”
Clarity & Guidance	2	<ul style="list-style-type: none"> ○ “... clearer data visualization to make statistics more engaging.” ○ “...more coordination and clearer guidance during group discussion”

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.

4.2.3 Trainer’s approach and delivery of the sessions

Participants highlighted that the trainer’s practical, interactive, and experience-based approach made the sessions engaging, clear, and highly relevant to their daily work. Key elements included clarity of explanations, use of practical examples, and interactive group discussions, which encouraged participation, peer learning, and reflection on institutional contexts. Overall, the balance between theory, hands-on activities, and active engagement was consistently appreciated across the sessions.

Table 12: Trainers approach and delivery of the session

Theme	Frequency of answers	Statements
Clarity of Explanation	4	<ul style="list-style-type: none"> ○ “The trainer’s practical, interactive, experienced approach made the sessions clear and engaging.” ○ “Clarity of explanation: The trainer broke down complex ideas into digestible steps.” ○ “I appreciated the trainer’s clear and well-structured delivery, the effective balance between theory and practical activities.” ○ “Explanations were straightforward, with real examples making the content easier to connect with.”
Interactive / Engaging Methods	9	<ul style="list-style-type: none"> ○ “By combining simple explanations with real university examples, along with group discussions, the training was easy to understand, encouraged active participation, and was highly relevant to daily work in international relations.”
Practical Examples / Real-World Relevance	5	<ul style="list-style-type: none"> ○ “Internationalisation at Home interested me the most”
Balance of Theory and Practice	2	<ul style="list-style-type: none"> ○ “...balance between clear explanations, practical examples, and interactive activities.”

4.2.4 Brining training intakes to the participants' institutions

Participants highlighted several key aspects of the training that they plan to bring back to their institutions. Participants also described concrete ways they intend to apply these intakes, such as mentoring colleagues, organizing workshops, and embedding approaches into institutional practices and policies.

Table 13: Next steps that participants will take after this training

Action	Frequency of answers	Sample Statements
Networking & Partnerships	9	<ul style="list-style-type: none"> “Networking will be brought to my HEI by adopting a strategic and structured approach to partnership building, sharing practical networking skills with IRO staff, applying effective representation techniques at international events, fostering a proactive networking culture, and integrating networking strategies into internationalisation activities such as exchanges, joint research, and collaborative projects.” “I will use the networking skills to expand the networking with partner universities and share it to other colleagues.” “Foster the culture of networking and making activities to align with policy and strategies.”
Leadership & Strategic Planning	7	<ul style="list-style-type: none"> “...intakes related to leadership development, strategic planning, and collaborative will be applied by integrating leadership principles into staff development programs, organizing internal workshops and knowledge-sharing sessions, and embedding the learned approaches into institutional policies and management practices”. “...encourage team-based decision-making, strengthen cross-departmental coordination, and mentor emerging leaders to ensure that the training outcomes contribute to sustainable institutional improvement.” “... training intakes I will bring to my HEI are adaptive leadership practices, awareness of diverse leadership styles, and the concept of distributed leadership. I will apply these by encouraging reflective leadership among staff, promoting context-appropriate leadership styles in teams, and supporting collaborative, project-based work where leadership responsibilities are shared rather than centralized.”
Policy & Internationalisation Strategies	3	<ul style="list-style-type: none"> “Global mobility insights: Understanding current trends in student flows, destinations, and challenges. Curriculum internationalization strategies: Embedding global perspectives into teaching, assessment, and program design.” “The strategies, ways forward for sustainability. I would share this insightful to higher education which are committed to internationalization.”

Practical Tools / Methods	2	<ul style="list-style-type: none"> ○ “Practical template & group engagement.” ○ “...improved leadership communication, effective networking strategies, and a clearer understanding of policy implementation in higher education. I plan to apply these by fostering more open and collaborative communication within my team, strengthening and initiating partnerships that support sustainable institutional growth.”
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5. Lessons learned

5.1 Lessons learned: Training of Trainers 1 – WS1-3

5.1.1 Workshop 1: Foundations & Strategic Planning

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

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.

5.1.2 Workshop 2: Implementation & best practices of IROs

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

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.

5.1.3 Workshop 3: Fundraising in Cambodian HEIs

Main barriers/ challenges in your institution	Lessons learned
<ul style="list-style-type: none"> ❖ Limited capacity of staff ❖ Lack of expertise or know how ❖ Human resources limited ❖ Overloaded tasks ❖ Project application dependent on top management decision ❖ Lack of contacts (e.g. EU partners for establishing a consortium) ❖ Lack of widespread support within the institution 	<ul style="list-style-type: none"> ● To analyse the impact of the university in the society brings about opportunities to prove and find a proper donor for support ● Establishment of a series of indicators to measure the impact of the university ● Importance of prioritising what is more and least important for fundraising ● Understanding what the donor landscape is and how to link it with the HEIs interests ● Relevance of establishing a Fundraising strategy ● 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.

5.2 Lessons learned: Training of Trainers 2 – WS4-6

5.2.1 Workshop 4: Leadership & Communication

The participants particularly highlighted as valuable learning outcomes the following:

Lessons learned
<ul style="list-style-type: none"> ● Importance of practicing transparent, inclusive, and adaptive leadership to guide teams, improve collaboration, and foster trust. Key actions include mentoring staff, encouraging participatory decision-making, and applying leadership principles in daily work, meetings, and internal communication. ● Applying leadership and communication strategies supports capacity-building among colleagues, helping them become more self-confident, accountable, and capable of contributing effectively to institutional objectives. ● Effective learning requires starting with personal practice, testing approaches within immediate teams, and then sharing lessons and good practices with colleagues and students, creating a multiplier effect within the institution. ● Importance to integrate leadership, communication, networking, and policy insights into decision-making, long-term planning, and institutional development to ensure sustainable growth, collaboration, and continuous improvement.

5.2.2 Workshop 5: Networking & Sustainability

Networking recognised challenges	Networking Lessons learned
<ul style="list-style-type: none"> ❖ Maintaining long-term, meaningful relationships across diverse institutions with different priorities, schedules, and expectations. ❖ Initiating and maintaining professional relationships ❖ Cross-cultural communication: navigating language barriers, cultural norms, and differing expectations. ❖ Time and resource constraints: limited opportunities to attend events or invest in networking activities; staff workload. 	<ul style="list-style-type: none"> ● Build trust, maintain regular communication, align goals with partners, and actively sustain relationships to ensure long-term collaboration. ● Be intentional and prepared, follow up consistently, and leverage shared projects or interests to strengthen connections. ● Adapt communication to different cultural and institutional contexts; actively listen and show genuine interest in others' work. ● Prioritize key partnerships, focus on mutual benefits, and strategically identify stakeholders aligned with institutional and personal goals.

<ul style="list-style-type: none"> ❖ Building trust and credibility with new partners. ❖ Aligning diverse expectations and ensuring financial sustainability; differences in institutional priorities, resources, and long-term commitments. ❖ Opportunity identification: knowing which partners to approach and leveraging existing relationships. 	<ul style="list-style-type: none"> ● Invest in integrity, transparency, and shared value; understand partner goals and limitations to build confidence and credibility. ● Identify mutual interests and shared goals, define clear roles, and establish governance or contribution frameworks to support sustainable collaboration ● Explore key mutual interests, align activities with shared objectives, and use structured yet natural networking approaches to engage partners effectively.
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5.2.3 Workshop 6: From Plan to Practice: Simulating Policy Implementation in Cambodian Higher Education

Recognised challenges	Networking Lessons learned
<ul style="list-style-type: none"> ❖ Resistance from stakeholders (55.6%) ❖ Limited resources (83.3%) ❖ Lack of clear communication (72.2%) ❖ Insufficient training or capacity (61.1%) ❖ Others (16.7%) 	<ul style="list-style-type: none"> ● Careful Planning and Prioritisation. Plan activities clearly, prioritising key tasks, and preparing implementation. ● Clear Communication, by the use of structured communication frameworks to ensure clarity, raise awareness about policies, communicate roles and responsibilities, and provide a clear vision to stakeholders. ● Engage stakeholders proactively through consultations, meetings, and creating a sense of belonging and ownership to address resistance. ● Provide targeted training, mentoring, and support to improve staff skills and understanding of the policy. ● Working together with stakeholders to resolve challenges and implement policies effectively. ● Implement continuous monitoring, follow-up, and dissemination of policy benefits to ensure effective execution. ● Allocate financial and in-kind resources strategically, leveraging inter-institutional collaboration where possible.

6. Conclusions

The Training of Trainers, encompassing both the first (Workshops 1-3) and second sessions (Workshops 4-6), offered participants a comprehensive opportunity to reflect critically on their current internationalisation practices, identify areas for improvement, and develop key skills in leadership, communication, networking, and policy implementation. The first training focused on foundational topics, including the strategic role, functions, and structures of International Relations Offices (IROs), different forms of student mobility and how to respond to them, international partnerships and collaborations, supporting inbound and outbound mobility, and building hypothetical IROs. Participants also explored fundraising, with sessions on practical strategies for Cambodian higher education institutions and guidance for preparing KA171 applications. This foundation provided participants with both theoretical understanding and actionable tools to enhance their institutions' internationalisation strategies. Building upon this, the WS4-6 reinforced practical, interactive, and experience-based approaches, enabling participants to apply leadership and communication strategies, proactive stakeholder engagement, structured networking, and careful policy planning to their work. Cambodian participants are now equipped to replicate the training for 480 staff across home institution, partner and non-partner HEIs, creating a multiplier effect that strengthens institutional capacity, fosters peer learning, and promotes a culture of strategic internationalisation. By combining foundational knowledge, practical applications, and actionable strategies, the training is expected to improve mobility programs, expand institutional collaborations, and contribute to the sustainable development of Cambodian higher education.