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1. Overview of the University of South-East Asia (USEA)

The University of South-East Asia (USEA) was founded on July 7, 2006, by four committed Cambodian shareholders in alignment with the government's educational development initiative aimed at strengthening human capital through higher education. Situated in Siem Reap Province, approximately 314 kilometres from Phnom Penh, Cambodia's capital, USEA operates under the official sanction of the Royal Government of Cambodia as established by Sub-decree No. 63. Its formal recognition by the Ministry of Education, Youth, and Sports (MoEYS) was conferred through Prakas No. 802, issued on July 9, 2007. USEA achieved accreditations from the Accreditation Committee of Cambodia (ACC) for the periods 2006–2009, 2010–2013 and 2023–2027, affirming its commitment to academic excellence and compliance with national standards.

USEA comprises several distinguished faculties: the Faculty of Economics, Business, and Tourism; the Faculty of Sciences and Technology; the Faculty of Social Sciences and Law; the Faculty of Arts, Humanities, and Education; the International College; and the Postgraduate School. It offers a comprehensive range of academic programs, including Associate, Bachelor's, Master's, and Doctoral degrees with a total number of around 4,000 students.

1.1. Vision & Mission

USEA's vision is to cultivate human resources endowed with exceptional competence, integrity, and professional acumen, equipping graduates to thrive in both national and global labor markets, which enables them not only to secure meaningful employment in an increasingly globalized world but also to contribute positively to societal development.

USEA's mission is to deliver comprehensive higher education, along with technical and vocational training programs across all degrees, adhering to both national and international standards, which aims to equip learners with knowledge, practical expertise, technical proficiency, soft skills, and a professional mindset, preparing them to meet the demands of both domestic and global labor markets.

1.2. Key objectives

- **International communication and cooperation:** International communication and cooperation efforts are established to foster the exchange of educational practices, scholarship opportunities, cultural interactions, and collaborative research initiatives. These efforts aim to enrich students at all degrees with knowledge, technical proficiency, soft skills, and a positive outlook, thereby preparing them to excel in both national and international labour markets in a globalized world. To realize these goals, the University of South-East Asia has outlined four strategic priorities:
 1. Strengthening and expanding partnerships with international institutions;
 2. Organizing study tours to partner educational institutions abroad;
 3. Facilitating student exchange programs and providing scholarship opportunities; and
 4. Undertaking collaborative research to advance institutional and societal development.
- **National and international recognition of educational quality:** National and international recognition of educational quality is established to foster a strong culture of internal quality assurance, reinforcing trust among administrative staff, faculty, students, the public, and relevant institutions. This recognition enhances the university's reputation as a premier provider of knowledge, practical expertise, technical skills, soft skills, and positive values to students across all academic degrees. To achieve these objectives, the University of South-East Asia has formulated the following strategies:
 1. Developing an internal quality assurance system aligned with national and international standards;
 2. Conducting internal quality assessments;
 3. Undertaking national quality assessments; and
 4. Engaging in international quality assessments.

2. Institutional Context

The internationalisation of HEIs is an important factor in developing the human resources required to meet future labour market needs. The International Relations Office (IRO) at USEA has implemented improving communication channels with international partners. USEA has collaborated with other universities globally through exchange of faculty, students, researchers, and administrative staff, exchange of academic information and research publication, conduct of joint research projects and joint degree programs, conduct of joint lectures, conferences, training, and symposia and so on.

USEA has built international partnerships with 33 educational institutions in 11 countries such as Thailand, China, Vietnam, Malaysia, Indonesia, Philippines, Korea, Hongkong, India, USA and Spain. So far, USEA has conducted many collaborative activities. First, USEA has conducted certain exchange programs such as cultural exchange and students exchange (teaching practicum) with some universities in Thailand such as Surindra Rajabhat University, Ubon Ratchathani Rajabhat University, Roi Et Rajabhat University, Chaopraya University, Prasat Wittayakhan School, and Buachet Wittaya School. Second, USEA has conducted joint research and symposia with certain universities such as University of Malaya, Malaysia; Universiti of Teknologi Malaysia, Malaysia; Surindra Rajabhat University, Thailand; Ubon Ratchathani Rajabhat University, Thailand. Third, USEA has undertaken numerous cultural exchanges such as traditional dances, food preparation, Sports, and other artistic performances. While fostering these collaborative activities, USEA is planning to conduct multi-campus study and double degree programmes with our partners for the sake of further internationalisation and development.

SWOT ANALYSIS

Strengths

- **Geography:** USEA is located in Siem Reap province, home to Angkor Wat temple, which is one of the main tourist destinations in the world, attracting millions of tourists annually.

- **Infrastructure Expansion:** USEA has purchased a vast piece of land, approximately 40 hectares in Siem Reap municipality for building a new campus equipped with first-of-the art facilities aligned with international standards.
- **International Recognition:** USEA is the Associate Member of ASEAN University Network-Quality Assurance (AUN-QA) and one of the ACCA Approved Learning Providers with ACCA-Computer Based Examination Centre (ACCA-CBE).
- **International Partnerships:** USEA has built partnership with more than thirty overseas educational institutions for the purposes of student mobility, exchange programmes, collaborative research and joint symposia/workshop/conferences.
- **Support from International Organisations:** USEA has been provided with joint Public Information Centre, aka library by The World Bank, The Asian Development Bank and The Asia Foundation; American Corner (AC) by the U.S. Embassy in Cambodia; and Career Centre by USAID.

Weaknesses

- **Programmes:** Most of USEA courses are conducted in the national language, Khmer, not conducive to student exchange programmes and other international collaborative activities.
- **Collaboration Implementation:** Despite numerous oversea partners, USEA has not yet conducted adequate collaborative activities in accordance with the Memorandum of Understanding (MoU).

Opportunities

- **Quality teaching & learning:** The Ministry has been providing scholarships for students enrolling in bachelor's degree programs with 100% free charge at higher education institutions, focusing on general priority students, female students, poor and disadvantaged students, students with disabilities, and outstanding students across the country. The Ministry became the 10th authorized member of the Asian International Mobility for Students (AIMS) program in 2023. Through this program, MoEYS has sent students from public higher education institutions to participate in exchange programs for one semester in partnership with higher education

institutions under the AIMS program in Southeast Asian countries, including Japan and the Republic of Korea.

- **Research and Innovation:** The promotion of research and innovation has made significant progress in the last five years. Many research projects have been implemented in public and private higher education institutions, including industry-related research projects. Through these research projects, numerous research articles have been published both nationally and internationally.
- **Establishing Centers of Excellence in Higher Education Institutions:** The focus is on enhancing the quality of teaching and fostering innovation in colleges and universities. This involves improving teacher training and creating partnerships with businesses to provide students with valuable learning opportunities. By establishing centers of excellence, the Ministry aims to promote academic excellence, research, and innovation in higher education institutions.
- **Cambodia Partnership Compact – Global Partnership for Education:** The Partnership Compact is an important document as it highlights priorities of the government and the community of development partners consider a major transformational priority, and what they will support through their close collaboration. The Compact's priority is "improve Student Learning Outcomes". It incorporates three underlying priorities, namely "gender equality", "quality learning", and "quality teaching". It argues that improving learning outcomes is possible through three main interventions based on international evidence, namely: structured pedagogy; teaching at the right level; and remediation.
- **Growing International Partnerships:** Cambodian universities have established partnerships with institutions around the world, particularly with universities in Southeast Asia, Europe, and North America. These partnerships facilitate exchange programs, joint research, and access to international academic networks.
- **Government Support for Education:** The Cambodian government has prioritized the development of the education sector, with an emphasis on higher education, as part of its national development strategy. This includes fostering international engagement and attracting foreign investment in education.

Threats

- **Economic Factor:** A share of public expenditure is allocated to the MoEYS. In 2022, the share of government funds devoted to education was 2.6% of Cambodia's GDP. In terms of the effort made by the public sector, the education budget accounts, in 2022, for almost 12% of total public expenditure, with current expenditures of the education sector representing almost 15% of total government current expenditures. This places Cambodia below international guidelines. The 2015 Incheon Declaration recommends national governments devote at least 15-20% of total public expenditure to education and 4-6% of GDP. Most worryingly, the share of education in the total public budget declined for most of the period.
- **Limited Research Infrastructure:** While Cambodia's universities are participating in international research initiatives, the country's research infrastructure remains underdeveloped compared to more established academic systems. This limits the capacity for groundbreaking, high-impact research.
- **Quality of Higher Education:** The quality of education at some Cambodian universities still lags behind international standards. While some universities are improving, there is inconsistency in the quality of programs, especially in areas such as faculty training, facilities, and student support.
- **Limited International Student Numbers:** While Cambodia has the potential to attract international students due to its low-cost education and cultural diversity, the number of foreign students remains relatively low compared to other Southeast Asian countries like Thailand or Malaysia.
- **Dependency on External Funding:** The University of South-East Asia rely heavily on international funding and donor support for their programs and development, which can make the higher education sector vulnerable to external economic or political changes.

3. Strategic Objectives

| No | Objectives | Short-Term (KPI) | Long-Term (KPI) |
|----|--|--|---|
| 1 | To coordinate student mobility programmes with at least 15 students for the short-term and 75 students for the long-term by strengthening and expanding international collaboration with overseas Higher Education Institutions in different countries. | <ul style="list-style-type: none"> Number of inbound students: 5 Number of outbound students: 10 | <ul style="list-style-type: none"> Number of inbound students: 25 Number of outbound students: 50 |
| 2 | To facilitate staff and faculty exchange programmes with at least 3 staff/faculty for the short-term and 15 staff/faculty for the long-term by encouraging the staff and faculty to increase their knowledge and skills for personal and professional advancement. | Number of exchange staff and faculty: 3 | Number of exchange staff and faculty: 15 |
| 3 | To internationalise the curriculum of certain majors by conducting joint curriculum development with overseas Higher Education Institutions (HEIs) for the purposes of double degree programmes and multi-campus studies. | Number of overseas Higher Education Institutions (HEIs) conducting joint curriculum development: 2 | Number of overseas Higher Education Institutions (HEIs) conducting joint curriculum development: 10 |
| 4 | To enhance research and innovation by encouraging faculty to conduct more research and publish more journals for contribution to knowledge expansion and social development. | Number of published journals: 12 | Number of published journals: 60 |

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| 5 | To maintain quality assurance by conducting self-assessment regularly to obtain national accreditation from the Accreditation of Cambodia (ACC) and international accreditation from ASEAN University Network-Quality Assurance (AUN-QA). | <ul style="list-style-type: none"> • National accreditation status: full • International accreditation status: Internal reports created by the institution itself before an external accreditation body visits or evaluates, the institution typically prepares a self-assessment. | <ul style="list-style-type: none"> • National accreditation status: full • International accreditation status: provisional |
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4. Implementation Plan

| No. | Objective | Implementation Period | | | | |
|-----|--|-----------------------|-----------|-----------|-----------|-----------|
| | | 2024-2025 | 2025-2026 | 2026-2027 | 2027-2028 | 2028-2029 |
| 1 | To coordinate student mobility programmes with at least 15 students for the short-term and 75 students for the long-term by strengthening and expanding international collaboration with overseas Higher Education Institutions in different countries. | | | | | |
| 1.1 | Prepare annual and monthly action plans to strengthen and expand cooperation with foreign cooperation partners | ✓ | ✓ | ✓ | ✓ | ✓ |
| 1.2 | Search for at least 10 famous foreign higher education institutions in accordance with the annual and monthly action plans to do cooperation | ✓ | ✓ | ✓ | ✓ | ✓ |
| 1.3 | Strengthen cooperation with existing cooperation partners by implementing MOUs and in accordance with the annual and monthly action plans effectively | ✓ | ✓ | ✓ | ✓ | ✓ |
| 2 | To facilitate staff and faculty exchange programmes with at least 3 staff/faculty for the short-term and 15 staff/faculty for the long-term by encouraging the staff and faculty to increase their knowledge and skills for personal and professional advancement. | | | | | |
| 2.1 | Exchange teaching and learning experiences with foreign partner higher education institutions to improve the quality of teaching and learning | ✓ | ✓ | ✓ | ✓ | ✓ |

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| 2.2 | Prepare annual scholarship plans for staff and faculty to study at partner universities abroad | ✓ | ✓ | ✓ | ✓ | ✓ |
| 2.3 | Liaise with overseas partner higher education institutions to apply scholarships for USEA staff and faculty members in accordance with the annual scholarship plan | ✓ | ✓ | ✓ | ✓ | ✓ |
| 2.4 | Establish a mechanism to monitor and evaluate the scholarship staff and faculty studying at the foreign partner higher education institutions to improve the quality of education, safety and health | ✓ | ✓ | ✓ | ✓ | ✓ |
| 2.5 | Conduct research on the behavior and learning progress of the scholarship staff and faculty studying at overseas partner higher education institutions in order to improve in time | ✓ | ✓ | ✓ | ✓ | ✓ |
| 2.6 | Encourage scholarship staff and faculty members studying at partner institutions to participate in USEA and social development | ✓ | ✓ | ✓ | ✓ | ✓ |
| 3 | To internationalise the curriculum of certain majors by conducting joint curriculum development with overseas Higher Education Institutions (HEIs) for the purposes of double degree programmes and multi-campus studies. | | | | | |
| 3.1 | Revise principles and procedures on curriculum development at all levels in accordance with national and international education policies | ✓ | | ✓ | | |
| 3.2 | Revise curriculum development committee by improving their qualifications and experiences to ensure the curriculum development in accordance with national and international standards to provide knowledge, skills, technical skills, soft skills, and good attitude to all levels of students to meet the needs of national and international labor markets | ✓ | | ✓ | | |
| 3.3 | Revise national higher education programs at all levels in accordance with national and international education policies to provide technical skills, soft skills, hard skills and good attitude to students of all levels to meet the needs of the national and international labor markets | ✓ | ✓ | ✓ | ✓ | ✓ |
| 3.4 | Develop international higher education programs at all levels in accordance with national education policies in order to provide knowledge, technical skills, soft skills, and good attitude to all levels of students to meet the needs of the national and international labor markets | ✓ | ✓ | ✓ | ✓ | ✓ |
| 3.5 | Collaborate with foreign partners by franchising the world-renowned international standard higher education programs for USEA students at all levels to provide them with technical skills, soft skills and good behavior to meet the needs of the national and international labor market | ✓ | ✓ | ✓ | ✓ | ✓ |
| 3.6 | Cooperate with foreign partners to organize cross-border programs at all levels such as double/dual degree program / multi campus study, etc. in order to conduct joint-training between University of South-East Asia and partner | ✓ | ✓ | ✓ | ✓ | ✓ |

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| | universities abroad to provide knowledge, knowhow, technical skills, soft skills, strengthen foreign language skills, team work, exchange culture and provide two or more degrees to students | | | | | |
| 3.7 | Develop national vocational training programs at all levels in accordance with national education policy to provide knowledge, skills and good attitude to students at to meet the needs of the national labor market | ✓ | ✓ | ✓ | ✓ | ✓ |
| 3.8 | Develop international technical and vocational training programs at all levels by collaborating with well-known educational institutions or higher education institutions abroad to provide knowledge, skills and good attitude to students at all levels to meet the needs of the national and international labor market | ✓ | ✓ | ✓ | ✓ | ✓ |
| 3.9 | Develop or review course syllabi, textbooks, reference books, and other related study and teaching materials of each subject of the national and international higher education programs at all levels in accordance with national and international standards | ✓ | ✓ | ✓ | ✓ | ✓ |
| 3.10 | Develop or review course syllabi, textbooks, reference books, and other related study and teaching materials for each subject of the national and international vocational training programs at all levels in accordance with national and international standards | ✓ | ✓ | ✓ | ✓ | ✓ |
| 3.11 | Disseminate principles and procedures on curriculum development both national and international programs at all levels as well as national and international vocational training programs to stakeholders | ✓ | ✓ | ✓ | ✓ | ✓ |
| 4 | To enhance research and innovation by encouraging faculty to conduct more research and publish more journals for contribution to knowledge expansion and social development. | | | | | |
| 4.1 | Collaborate with higher education partners to conduct joint research projects | ✓ | ✓ | ✓ | ✓ | ✓ |
| 4.2 | Develop action and budget plans to implement the research projects with overseas partner higher education institutions | ✓ | ✓ | ✓ | ✓ | ✓ |
| 4.3 | Publish research reports or newsletters with foreign partner higher education institutions in accordance with national and international standards | ✓ | ✓ | ✓ | ✓ | ✓ |
| 4.4 | Disseminate the research reports with foreign partner institutions to stakeholders widely and effectively | ✓ | ✓ | ✓ | ✓ | ✓ |
| 5 | To maintain quality assurance by conducting self-assessment regularly to obtain national accreditation from the Accreditation of Cambodia (ACC) and international accreditation from ASEAN University Network-Quality Assurance (AUN-QA). | | | | | |
| 5.1 | Establishment of internal education quality assurance system in accordance with national and international standards | | | | | |
| 5.1.1 | Improve the management structure to ensure the quality of internal education with appropriate qualifications and | ✓ | | ✓ | | |

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| | experiences as well as clearly define roles, duties and responsibilities | | | | | |
| 5.1.2 | Upgrade the qualifications and experiences of administrative staff, internal quality assessment team and internal quality assurance committee to ensure the effectiveness of the internal assessment and the quality of education in line with national and international standards | ✓ | ✓ | ✓ | ✓ | ✓ |
| 5.1.3 | Develop internal quality assessment standards in accordance with national and international standards | ✓ | ✓ | ✓ | ✓ | ✓ |
| 5.1.4 | Prepare manuals and tools for the internal quality assessment process in accordance with national and international standards | ✓ | | | ✓ | |
| 5.1.5 | Organize consultation workshops to improve internal quality assessment standards, manuals and tools for the internal assessment process in accordance with national and international standards | ✓ | | | ✓ | |
| 5.1.6 | Disseminate and train the administrative staff, academic staff, students and stakeholders on the internal quality assurance system widely and effectively | ✓ | | | ✓ | |
| 5.1.7 | Prepare capacity development plans of administrative staff, internal quality assessment team and committee to ensure the quality of annual internal assessment | ✓ | ✓ | ✓ | ✓ | ✓ |
| 5.2 | Conducting internal quality assessment | | | | | |
| 5.2.1 | Prepare action plans for annual internal quality assessment | ✓ | ✓ | ✓ | ✓ | ✓ |
| 5.2.2 | Prepare budget and resources for effective internal quality assessment of education | ✓ | ✓ | ✓ | ✓ | ✓ |
| 5.2.3 | Disseminate action plans and programs to assess the quality of internal education to administrative staff, academic staff, students and stakeholders | ✓ | ✓ | ✓ | ✓ | ✓ |
| 5.2.4 | Prepare self-assessment of the internal quality of the units under the University of South-East Asia to prepare the self-assessment reports on the quality of internal education to improve the challenges and prepare the internal quality assessment of the internal education committee of the University of South-East Asia | ✓ | ✓ | ✓ | ✓ | ✓ |
| 5.2.5 | Prepare the internal quality assessment by the internal quality assessment committee of the University South-East Asia | ✓ | ✓ | ✓ | ✓ | ✓ |
| 5.2.6 | Prepare reports on the results of the internal quality assessment to broadly disseminate to administrative staff, academic staff, students and stakeholders | ✓ | ✓ | ✓ | ✓ | ✓ |
| 5.2.7 | Include the recommendations of the internal quality assessment team in the annual action plans of the subordinate units of the University of South-East Asia efficiency | ✓ | ✓ | ✓ | ✓ | ✓ |

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| 5.2.8 | Establish a mechanism to monitor and evaluate the progress of the implementation of the recommendations of the internal quality assessment team | ✓ | ✓ | ✓ | ✓ | ✓ |
| 5.2.9 | Build internal assurance culture in the University of South-East Asia effectively | ✓ | ✓ | ✓ | ✓ | ✓ |
| 5.3 | Conducting national quality assessment | | | | | |
| 5.3.1 | Request to the Ministry of Education, Youth and Sports to assess the education quality the University of South-East Asia | | | | ✓ | |
| 5.3.2 | Extend hospitality to the national education quality assessment officers and coordinate the national education quality assessment process effectively | | | | ✓ | |
| 5.3.3 | Disseminate the results of the national quality assessment to administrative staff, academic staff, students and stakeholders widely and effectively | | | | ✓ | |
| 5.3.4 | Implement the recommendations of the national quality assessment team in the annual action plans of the subordinate units of the University of South-East Asia efficiency | | | | ✓ | |
| 5.3.5 | Establish a mechanism to monitor and evaluate the progress of the effective implementation of the recommendations of the national quality assessment team | | | | ✓ | |
| 5.3.6 | Encourage administrative staff, academic staff and outstanding students to participate in the national quality assessment process in accordance with the principles and procedures of the University South-East Asia | | | | ✓ | |
| 5.4 | Conducting international quality assessment | | | | | |
| 5.4.1 | Train the administrative staff, academic staff, students and stakeholders on the AUN-QA quality assessment standards | ✓ | | | | |
| 5.4.2 | Request AUN-QA to assess the quality of education of targeted programs | ✓ | | | | |
| 5.4.3 | Extend hospitality to the quality assessment staff from AUN-QA and facilitate in the education quality assessment process effectively | | | | ✓ | |
| 5.4.4 | Disseminate the results of the quality assessment from the AUN-QA to the administrative staff, academic staff, students and stakeholders widely and effectively | | | | ✓ | |
| 5.4.5 | Implement the recommendations of the AUN-QA education quality assessment team in the annual action plans of the units under the University of South-East Asia effectively | | | | ✓ | |
| 5.4.6 | Establish a mechanism to monitor and evaluate the progress of the implementation of the recommendations of the education quality assessment officer from AUN-QA effectively | | | | ✓ | |

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| 5.4.7 | Encourage administrative staff, academic staff and outstanding students to participate the assessment process of AUN-QA in accordance with the principles and procedures of the University South-East Asia | | | ✓ | | |
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5. Resources and Support

Financial resources to support the implementation of the strategic plan of the **University of South East-Asia** for the academic year 2024-2029 come from the tuition fees, research and other sources.

In order to improve the quality of education to meet national and international standards, as well as to ensure the effectiveness of financial management, the **University of South-East Asia** must develop a financial plan and budget to support the implementation of the action plan and individual projects.

6. Monitoring and Evaluation / Continuous Improvement

To ensure the effectiveness of the implementation of the strategic plan of the University of South-East Asia in 2024-2029, PDRI (Plan, Do, Review, Improve) cycle has been set as a mechanism to monitor and evaluate the implementation of the strategic plan.



To achieve the set KPIs in the internationalisation strategic plan, USEA has regular review and reporting mechanism as the table stated below.

| No. | How to Monitor and Evaluation | Implementation Period | Responsible Person |
|-----|---|----------------------------|--|
| 1 | Monitor and evaluate the annual plan implementation to set the next step. | November each year | University Management and Subordinate Units |
| 2 | Monitor and evaluate the mid-term implementation of the strategic plan to set next step | November of the third year | University Management, Subordinate Units, and stakeholders |
| 3 | Monitor and evaluate the strategic plan implementation | November of the fifth year | University Management, Subordinate Units, and stakeholders |

For feedback and continuous improvement, online surveys are conducted with targeted stakeholders to improve the strategic implementation.

7. Communication and Dissemination

The communication and dissemination efforts of an International Relations Office (IRO) typically focus on ensuring that key information, updates, and initiatives are effectively conveyed to both internal and external stakeholders. This is crucial for fostering collaboration, raising awareness, and promoting the IRO's goals, programs, and successes.

Engaging internal stakeholders (such as staff, faculty, and students) helps to align efforts and foster collaboration within the organization. This ensures that everyone is informed, motivated, and actively contributing to the organization's success. Furthermore, engaging external stakeholders (such as partner institutions and international organizations) helps to raise awareness, build relationships, and attract support for the IRO's programs and initiatives. External communication often plays a crucial role in establishing the IRO's reputation, expanding its network, and enhancing its impact on a global scale.

By addressing both internal and external audiences, an IRO can strengthen its internal coherence while maximizing its external influence, leading to more effective outreach, collaboration, and success in its initiatives. Engaging with different target audiences requires

tailored approaches to ensure the communication is relevant, impactful, and fostering long-term relationships.

1) Internal Stakeholders Involvement

A. Faculty and Staff

- *Workshops & Seminars:* Host workshops or information sessions to update faculty and staff on international opportunities, partnerships, and the benefits of international collaborations.
- *Internal Newsletters:* Provide regular email updates with relevant international initiatives, new collaborations, and success stories involving faculty or research projects.
- *Faculty Meetings:* Organize meetings to discuss specific international programs, exchange opportunities, and the role faculty can play in promoting internationalization.

B. Students

- *Information Sessions & Fairs:* Organize student-oriented webinars, study abroad fairs, and Q&A sessions about international exchange programs, funding, and global opportunities.
- *Social Media Engagement:* Use student-focused social media channels (Instagram, TikTok, Facebook) to share real-time updates, program highlights, and success stories from peers.
- *Email Newsletters:* Send targeted newsletters to students about application deadlines, scholarships, and other international opportunities.
- *Advising & Mentoring:* Establish one-on-one advising or peer mentoring programs for students interested in international study or research.
- *Intranet/Portal:* Use the internal portal or intranet for sharing documents, upcoming events, and opportunities for collaboration, exchange programs, or research grants.

C. Administration

- *Regular Reports & Presentations:* Provide administrators with periodic reports and presentations detailing the impact of internationalization efforts, student mobility, and institutional partnerships.
- *Strategic Meetings:* Hold discussions with key decision-makers to align internationalization efforts with the institution's broader goals.

- *Recognition & Celebration:* Acknowledge administrative support in international collaborations through awards, recognition at events, or feature stories in internal publications.

D. Researchers

- *Collaborative Research Networks:* Promote and facilitate networking opportunities through conferences, research collaboration platforms, or academic matchmaking events.
- *Dedicated Platforms:* Create online spaces for researchers to find international collaborators and funding opportunities for joint research projects.
- *Research Highlights:* Publicize the achievements of research collaborations in internal newsletters and on institutional websites to highlight the impact of international research.

2) External Stakeholders Involvement

A. International Partner Institutions

- *Regular Communication:* Set up routine communication channels (monthly calls, emails) to share updates, research collaboration opportunities, and event invitations.
- *Partnership Agreements:* Foster mutual understanding through formal memorandums of understanding (MOUs), joint research projects, and exchange programs.
- *Joint Events:* Co-host webinars, conferences, and virtual meetings to showcase collaborative work, strengthen relationships, and engage with international peers.

B. Prospective International Students

- *Information Sessions & Fairs:* Host virtual and in-person open days, webinars, and information sessions tailored to international students, covering visas, scholarships, and program offerings.
- *Student Ambassadors:* Engage current international students as ambassadors to share their experiences, provide testimonials, and answer questions from prospective applicants.
- *Targeted Advertising:* Use international digital marketing campaigns (via social media, Google Ads, and educational platforms) to promote programs and events.
- *Alumni Networks:* Create and promote international alumni networks that serve as role models and offer mentorship to prospective students.

C. Alumni

- *Alumni Networks & Events:* Organize alumni networking events, both online and offline, to maintain ongoing engagement with international alumni. Use these platforms to promote current initiatives and programs.
- *Alumni Success Stories:* Regularly highlight alumni who have participated in international programs through interviews, case studies, or spotlight features in newsletters and on social media.
- *Alumni Advisory Boards:* Create advisory boards composed of alumni who can offer insights into the development of international programs and serve as ambassadors for the institution.

3) Broader Public Involvement

A. Media Outlets

- *Press Releases:* Issue press releases on key international partnerships, student mobility achievements, and global initiatives to engage local and international media.
- *Media Interviews & Features:* Arrange interviews with key faculty, administrators, and international partners to discuss successful programs or collaborations.
- *Op-eds & Articles:* Write and submit opinion pieces or articles to local and international newspapers, magazines, and online publications to showcase the institution's global impact.

B. Local communities

- *Public Engagement Events:* Host community events that celebrate international students, faculty, and cultural exchanges, such as cultural festivals, international food fairs, or open days.
- *Partnerships with Local NGOs:* Collaborate with local non-governmental organizations (NGOs) and community groups to promote international programs and their impact on local development.
- *School Outreach:* Visit local schools to promote global opportunities for students, particularly those interested in studying abroad or collaborating with international peers.

C. International Audiences

- *Global Webinars & Conferences:* Host virtual events to engage international audiences and highlight the institution's international research, programs, and opportunities for collaboration.
- *Global Social Media Campaigns:* Use platforms like LinkedIn, Twitter, Instagram, and WeChat to engage international audiences, promoting academic programs, partnerships, and university news.
- *Targeted Advertising:* Implement targeted digital ads to reach prospective students, faculty, or researchers from specific regions or countries.

8. Risk Management

The International Relations Office (IRO) at the **University of South-East Asia (USEA)** plays a crucial role in managing the institution's global engagements, including student and faculty exchanges, international partnerships, research collaborations, and the recruitment of international students. However, the office faces various risks and challenges that could impact USEA's international strategy. Below are some of the main risks associated with the internationalisation process, along with potential mitigation strategies and contingency plans:

1) Cultural and Social Risks

Cultural differences between the home institution and international stakeholders (students, faculty, partners) can lead to misunderstandings, conflict, and challenges in creating an inclusive environment for international students.

A. Mitigation Strategies

- ***Cultural Sensitivity Training:*** Provide cultural training for staff, faculty, and students to promote awareness of and respect for different cultures.
- ***International Student Support Services:*** Develop dedicated support structures to assist international students with cultural adaptation, language barriers, and social integration.
- ***Cross-Cultural Collaborations:*** Encourage academic and extracurricular programs that promote interaction between local and international students.

B. Contingency Plans

- **Crisis Communication:** Establish a clear, responsive communication plan to address any incidents of discrimination or misunderstandings, with clear protocols for handling complaints.
- **Feedback Mechanisms:** Regularly survey international students and partners to gauge satisfaction and adjust support programs accordingly.

2) Quality Assurance and Accreditation Risks

Ensuring the quality of academic programs and maintaining accreditation standards when offering courses abroad or collaborating with foreign institutions can be difficult, especially if host countries have different educational standards.

A. Mitigation Strategies

- **Aligning with Global Standards:** Ensure that the university's academic offerings align with internationally recognized accreditation bodies, such as regional or international accrediting agencies (e.g., AACSB, EQUIS, or AMBA for business schools).
- **Continuous Monitoring:** Implement strong internal quality assurance processes, including regular program evaluations and external peer reviews.
- **Local Accreditation Partnerships:** Where possible, partner with local institutions that already have accreditation or recognition within the country, leveraging their local expertise and credibility.

B. Contingency Plans

- **Accreditation Recovery Plans:** If an international campus or program loses accreditation or faces challenges maintaining quality, have a recovery plan that may include program restructuring, external consulting, or collaboration with other accredited institutions.
- **Transfer Programs:** In case of accreditation challenges, offer students the ability to transfer to the home campus or other accredited institutions.

3) Economic and Financial Risks

The cost of international expansion, including establishing partnerships, and providing financial aid to international students, may outweigh the expected revenue. Economic instability in host countries or fluctuating currency exchange rates can also impact profitability.

A. Mitigation Strategies

- **Cost-Benefit Analysis:** Conduct thorough feasibility studies and financial modeling to assess the long-term viability and expected ROI for international ventures.
- **Revenue Diversification:** Diversify revenue streams by not only recruiting international students but also seeking research grants, local partnerships, and online program offerings.
- **Financial Partnerships:** Seek joint ventures or partnerships with local institutions or governments to share costs and risks associated with internationalization.

B. Contingency Plans

- **Contingency Fund:** Create a financial reserve to cover shortfalls or unexpected economic downturns in key international markets.
- **Alternative Revenue Models:** If revenue from international students declines, explore other funding avenues, such as launching online programs or offering executive education to international markets.

4) Reputation and Brand Risks

Expanding internationally exposes the institution to potential reputational risks. For example, poor experiences in international campuses or failed partnerships could damage the university's global image and trust with students and stakeholders.

A. Mitigation Strategies

- **Brand Consistency:** Maintain consistency in branding, mission, and values across international campuses, ensuring that the quality of education and student experience aligns with the institution's core standards.
- **Regular Audits and Reviews:** Regularly assess the reputation of international programs through surveys, feedback mechanisms, and external reviews to ensure the institution's standards are maintained.
- **Public Relations Strategy:** Develop a global PR strategy to manage the university's international image, addressing any potential controversies quickly and transparently.

B. Contingency Plans

- Reputation Recovery Plans: If a significant reputational issue arises (e.g., a scandal or failure of an international campus), have a communication and recovery plan in place to restore confidence and mitigate negative publicity.
- Local PR (public relations) Teams: Work with local public relations experts in key markets to quickly manage any regional issues or controversies that could negatively impact the institution's image.

9. Sustainability

Sustainability in internationalization at universities involves integrating sustainable practices into the processes of international partnerships, student mobility, curriculum development, research, and overall institutional operations as they expand globally. This approach aligns with the broader goals of making universities environmentally, socially, and economically responsible on an international scale. Here's how universities can proactively tackle each important aspect to promote sustainability in the internationalization process:

- **Long-term Impact**

- **Strategic Planning:** Develop a long-term internationalisation strategy that aligns with the university's mission and values. This could involve creating partnerships with international universities, focusing on joint research projects, and ensuring that international programs contribute to both academic and financial sustainability.
- **Invest in Research and Innovation:** Encourage cross-border research collaborations and partnerships with global industries. By positioning the university as a leader in global research, it can attract funding and establish itself as a key player in addressing global challenges.
- **Alumni Networks:** Cultivate a global alumni network that can support the university's future initiatives. Alumni can serve as mentors, donors, and ambassadors for internationalisation, contributing to the university's long-term success.

- **Community Engagement**

- **Create Inclusive Programs:** Design programs that integrate international students into local communities, ensuring both local and international students learn from

each other's experiences. This could include intercultural workshops, community service projects, or collaborative research that benefits both the local and global community.

- **Local Partnerships:** Develop partnerships with local organisations, businesses, and governments to create mutually beneficial programs. This could involve internships for international students with local companies or collaborative community outreach initiatives.
- **Cultural Exchange Initiatives:** Establish cultural exchange programs that allow students from different countries to showcase their traditions while learning about local customs. This promotes intercultural understanding and fosters a sense of global citizenship.
- **Resource Management**
 - **Sustainable Infrastructure:** Invest in eco-friendly campus infrastructure, such as energy-efficient buildings, waste management systems, and renewable energy sources. Universities can also implement sustainable travel policies to reduce the carbon footprint associated with international student mobility.
 - **Digital Learning Platforms:** Expand online learning offerings and virtual collaborations to reduce the environmental impact of physical travel. This makes global education more accessible and sustainable for both students and faculty, regardless of geographic location.
 - **Financial Resources:** Allocate funding to support initiatives that are financially sustainable in the long term. This may include investing in technology that improves operational efficiency, or prioritising long-term partnerships over short-term, financially costly ventures.
- **Reputation**
 - **Promote Ethical Internationalisation:** Be transparent about the university's goals, practices, and policies related to internationalisation. Show commitment to ethical practices, such as ensuring diversity in recruitment, providing equal opportunities, and offering support to international students in navigating cultural and academic challenges.
 - **Marketing and Communication:** Highlight the university's commitment to sustainability and global engagement in its marketing campaigns. This could involve

showcasing success stories, highlighting sustainable practices, and demonstrating how internationalisation is benefiting both the local and global communities.

10. Appendices

Appendix A: List of Partners

| No | Name of University / Institute | Country | Objective of MOU | Period of MOU | Overall Result | Specific Result | | | | | | | | | | |
|----|--------------------------------------|----------|---|---------------|---|-----------------|----------------|-----------|-------------|---------------------|------------------|------------------|---------------------|--------------|--|--|
| | | | | | | Study Tour | Joint Research | Practicum | Scholarship | Workshop/Conference | Culture Exchange | Student Exchange | Exchange experience | Presentation | | |
| 1 | Surindra Rajabhat University | Thailand | Joint curriculum development and joint research, Promote study and research, Students exchange and professors, and Exchange materials and experiences | 2023-2028 | Study tour and Teaching Practicum of English students, Cultural exchange, Joint workshop, conference and research | Yes | Yes | Yes | | Yes | Yes | | | | | |
| 2 | Roi Et Rajabhat University | Thailand | Develop curriculum and joint research, Promote study and research, Exchange students and professors, and Exchange materials and experiences | 2023-2028 | | Yes | Yes | Yes | | Yes | Yes | | | | | |
| 3 | Ubon Ratchathani Rajabhat University | Thailand | Develop curriculum and joint research, Promote study and research, Exchange students and professors, and Exchange materials and experiences | 2024-2029 | | Yes | Yes | Yes | | Yes | Yes | | | | | |
| 4 | Chaopraya University | Thailand | Develop curriculum and joint research, Promote study and research, Exchange students and professors, and Exchange materials and experiences | 2023-2028 | Study tour and Teaching Practicum of English students, Cultural exchange, Joint workshop, conference and research | Yes | Yes | Yes | yes | Yes | Yes | | | | | |
| 5 | Sisaket Rajabhat University | Thailand | Exchange staff and students, Joint research, Exchange study information, joint conference, curriculum development and study tour. | 2020-2025 | | Yes | Yes | | | Yes | Yes | | | | | |
| 6 | Dhurakij Pundit University, Bangkok | Thailand | Develop curriculum and joint research, Promote study and research, Exchange students and professors, and Exchange materials and experiences | 2007-2011 | Study tour and scholarship | Yes | | | yes | | | | | | | |

Appendix B: Template for Agreement and Memorandum of Understanding (MoU)

[LOGOS]
MEMORANDUM OF UNDERSTANDING
BETWEEN
UNIVERSITY OF SOUTH-EAST ASIA, CAMBODIA
AND
 [.....]

KNOW ALL MEN BY THESE PRESENTS:

This Agreement entered into by and between:

[Give short information about party A]

And

[Give short information about party B]

WITNESSETH THAT:

WHEREAS, USEA and agree to cooperate on exchange programs based on equality and reciprocity;

WHEREAS, the exchange of faculty, students, researchers, scholars, administrative staff and academic information and materials shall enhance research and educational process for both parties;

WHEREAS, the exchange program shall promote academic and educational cooperation and promote mutual understanding between the respective faculty, students and scholars of the parties;

NOW, THEREFORE, in consideration of the above, the Parties hereby agree as follows:

1. The universities agree to develop the following collaborative activities in academic areas of mutual interest:
 - a) Exchange of faculty, students, researchers and administrative staff;
 - b) Exchange of academic information and research publication;
 - c) Conduct of joint research projects and joint degree programs;
 - d) Conduct of joint lectures, conferences, training and symposia;
 - e) Exchange of academic information materials, library cooperation and credit transfer;
 - f) Promote other academic cooperation as agreed by both universities.
2. The development and implementation of specific activities based on this Agreement will be separately negotiated and agreed upon between the faculties, schools or institutes which carry out these activities in accordance with the laws and regulations of the respective countries after full consultation and approval.
3. It is understood that the implementation of any of the types of cooperation stated in clause 1 may be restricted depending upon the availability of resources and financial support at the universities concerned.
4. All collaborative activities and exchanges under this general MOU shall not be conducted or enforced unless a specific Activity Agreement is executed between the parties herein observing the same formalities and all limitations specified herein.
5. Nothing shall diminish the full autonomy of either institution, nor will any constraints be imposed by either upon the other in carrying out the agreement.
6. Should any collaborative research activity under this Agreement result in any potential for intellectual property, both universities shall seek an equitable and fair understanding as to the ownership and other property interests that may arise. This understanding shall be based on the laws, rules and guidelines then implemented in each university.
7. Subject to the governing law of each institution's jurisdiction regarding public records, the universities agree not to use or disclose to anyone information belonging to the other party which is disclosed in connection with this Agreement which is of confidential nature and agree not to make any announcements of any nature in respect to this Agreement without the consent of the other party hereto.
8. This agreement may be amended or modified by a written agreement signed by the representatives of both universities.

9. In the event of any unforeseen incident during collaborative activities in either country, both universities agree to negotiate a mutually acceptable solution.
10. As far as practicable these solutions shall be incorporated in the specific agreements mentioned in clause 4.
11. This agreement is valid for a period of five (5) years from the date of signing by the representatives of both universities. This agreement shall be renewed after being reviewed and renegotiated by both universities.
12. This Agreement may, at any time during its period of validity, be terminated by one of the universities, upon prior notice to the other in writing not later than six (6) months before the termination date.
13. Should any disagreement arise out of the application, interpretation or implementation of this Agreement, the universities shall endeavor to exercise best efforts to negotiate their differences. Alternative methods of dispute resolution shall be exhausted before resort to court litigation.

IN WITNESS WHEREOF, the parties hereunto set their hands on/...../.....

On behalf of
University of South-East Asia

On behalf of
[.....]

Dr. Mean Sothy, Ed.D.
President

.....
.....

Appendix B: Contact information for key personnel

| Name | Title | Email | Contact number |
|-------------------|---|----------------------------|-----------------|
| Dr. Sothy MEAN | President | sothy_mean1980@hotmail.com | +855 11 571 184 |
| Mr. Chanvisal YIM | Vice-President of International College, Foreign Language Institute & IRO | yimchanvisal@usea.edu.kh | +855 78 230 574 |
| Mr. Vireak KHUTH | Dean of International College | khuthvireak@usea.edu.kh | +855 12 474 323 |
| Mr. Ratha RIN | Deputy Head of IRO | ratharin22@usea.edu.kh | +855 87 863 388 |