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1. Overview of PPIU

Founded in 2002 as ASEAN University, PPIU was transformed into Phnom Penh International University (PPIU) in 2006, with a mission to provide high-quality education aligned with both national and international standards. In 2020, the university's vision was refined to focus on digital education, research excellence, and global engagement. We commit to providing students with a well-rounded education that blends academic knowledge with practical skills and ethical attitudes.

To date, PPIU offers 15 majors across five faculties. More than 15,000 students have proudly graduated from PPIU, 45% of whom are women. Currently, we are educating around 3,500 students, supported by a dedicated team of more than 300 professionals, including 35% remarkable female leaders, faculty, and staff.

Over the past decade, PPIU has been actively building an Internationalisation Ecosystem that fosters academic mobility, collaboration, and global learning opportunities. This commitment to excellence is demonstrated by full ACC (Accreditation Committee of Cambodia) accreditation and international recognition through the EU-SHARE Institutional Assessment initiative in 2018. The SHARE Institutional Assessment aims to enhance the quality, competitiveness, and internationalisation of ASEAN higher education institutions (HEIs).

PPIU has established strategic partnerships with prestigious global initiatives like EU-SHARE, Erasmus+, and regional alliances like ACAPHEI (ASEAN-China Association of Private Higher Education Institutions). During the COVID-19 pandemic, PPIU successfully implemented Collaborative Online International Learning (COIL), enabling virtual exchanges and broadening global learning opportunities. This not only ensured the continuity of the learning process but also reduced the environmental impact associated with commuting and physical infrastructure. With support from DAAD and DIES, PPIU has built strong human resources to strengthen academic affairs, quality assurance, and project management.

Receiving significant grants, such as the Higher Education Improvement Project (HEIP), supported by the World Bank and the Ministry of Education, Youth, and Sports, has provided crucial backing and strengthened PPIU's mission. The renovated, smart, and modern classrooms accommodate today's online and virtual classes with high quality, serving both local and international students. To maintain and enhance our status in internationalisation, a clear vision and strategic missions are essential.

Vision

- To be a leading institution **in the region**, recognized for excellence in international education, fostering global citizenship, and contributing to the sustainable development of human resources with high ethical standards and quality.

Mission

- **Enhance Global Competence:** Equip students with the knowledge, skills, and cultural understanding necessary to thrive in a globalized world.
- **Promote International Collaboration:** Establish and strengthen partnerships with universities and organizations worldwide to facilitate student and faculty exchanges, joint research, and collaborative projects.
- **Innovative Curriculum:** Develop and implement a curriculum that integrates international perspectives and prepares students for global challenges.
- **Support Mobility Programs:** Encourage and support student and faculty mobility through exchange programs, internships, and study abroad opportunities.
- **Research and Development:** Foster a research environment that addresses global issues and contributes to international academic discourse.
- **Cultural Exchange:** Promote cultural exchange and understanding through diverse programs and activities that celebrate global diversity.

Below are the **key objectives** of PPIU's Internationalisation (INZ) efforts:

- To facilitate knowledge exchange and best practices across various fields, enriching the curriculum and providing unique learning experiences for students and faculty.
- To create opportunities for joint research projects and innovation, enabling PPIU to contribute to and benefit from global advancements in education and technology.
- To broaden student and faculty exposure to diverse perspectives and professional environments through exchange programs, internships, and collaborative projects, preparing them for a globalized job market.
- To strengthen the university's reputation and influence by establishing PPIU as a valued partner in both regional and international academic and professional networks.
- To enhance resource sharing and access to new technologies and methodologies, thereby improving the institution's capacity for delivering high-quality education and research.

2. Institutional Context

2.1 PPIU's Global Reach

Phnom Penh International University (PPIU) has established partnerships with various universities and institutions to enhance its internationalisation process, enabling students to participate in exchange programs and gain international exposure. Currently, PPIU has more than 30 active MoUs with partners in Asia, Europe, and the United States of America.

In terms of international projects, PPIU is involved in the EU-SHARE Program, which supports the development of higher education in ASEAN countries through various initiatives, including institutional assessments and student exchange programs. PPIU utilizes the COIL (Collaborative Online International Learning) platform to promote cross-border learning and collaboration, allowing students to gain valuable international experience through virtual exchanges.

PPIU's current involvement in EMPM (European Mobility Program for Myanmar) showcases the University's top leadership in promoting inclusive education and the philosophy of lifelong learning.

At the same time, PPIU is running four different Erasmus+ CBHE (Capacity Building in Higher Education) Projects, namely: SCALE, UNICATION, CHAI, and GAIN. Within the Erasmus+ ICM (International Credit Mobility), PPIU collaborates with Universita Tuscia (UNITUS), Italy, and Obuda University, Hungary.

These engagements highlight PPIU's commitment to fostering international cooperation and enhancing the quality of education through global partnerships.

2.2 PPIU'SWOC Analysis Unveiled

SWOC

Strengths	Weaknesses
<ul style="list-style-type: none"> - Strong Local Reputation: PPIU's recognition within Cambodia provides a solid base for expanding into international partnerships. 	<ul style="list-style-type: none"> - Limited Global Presence: PPIU has less international visibility which may restrict new collaborations. - Resource Limitations:

<ul style="list-style-type: none"> - Focus on Digital Learning: PPIU's commitment to digital education aligns with global trends, attracting partners interested in digital transformation. - Established International Ties: Existing collaborations with international universities create a foundation for growing partnerships. - Varied Curriculum Offerings: PPIU's diverse programs enable multidisciplinary collaborations, appealing to various global institutions. 	<p>The IRO may <u>lack</u> adequate support staff, and infrastructure to support numerous international partnerships.</p> <ul style="list-style-type: none"> - Language Barriers: Limited English skills among faculty, staff, and students could impact communication and partnership efforts. - Insufficient Research Facilities: PPIU may need to enhance research resources to attract top international research partners.
<p>Opportunities</p> <ul style="list-style-type: none"> - Rising Interest in Digital Partnerships: The global move toward digital learning creates opportunities for PPIU to attract partners focused on tech-driven education. - Access to International Funding: Expanding partnerships can help PPIU secure global grants for research, exchanges, and joint projects. - Growing Demand for Exchange Programs: Increased interest in mobility allows PPIU to offer more exchange programs, internships, and collaborative projects. - Strategic ASEAN Location: Cambodia's position within ASEAN opens doors for PPIU to join 	<p>Challenges</p> <ul style="list-style-type: none"> - High Regional Competition: PPIU competes with other regional universities that may have stronger reputations and resources for partnerships. - Regulatory Uncertainty: Changes in education or visa policies could limit PPIU's ability to form and maintain international collaborations. - High Living Costs: Rising expenses in Cambodia may discourage partners and international students from choosing PPIU. - Global Mobility Challenges: Events like pandemics or geopolitical issues could disrupt exchange programs and affect partnerships.

regional education networks, boosting its reputation and influence.	
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3. Strategic Objectives

“Internationalisation must be customized to the local situation, and a 'one size fits all' approach to internationalisation is not appropriate.¹”

Below are PPIU INZ strategic objectives aligned with PPIU contexts.

Objective	Description	Short-Term (KPI)	Long-Term (KPI)
1 Global Knowledge Exchange Initiative	To facilitate knowledge exchange and best practices across various fields, enriching the curriculum and providing unique learning experiences for students and faculty.	- Number of knowledge exchange workshops conducted per year . - Percentage of faculty and students participating in exchange programs. - Feedback scores from participants on	- <u>Increase</u> in collaborative research projects and publications. - <u>Improvement</u> in curriculum based on best practices adopted. - Long-term <u>partnerships</u>

¹ Jane Knight – Internationalisation of Higher Education concepts and rationales, 2020

		the quality of exchange programs.	<u>established</u> with other institutions.
<p>2</p> <p>PPIU's Joint Research & Innovation Program</p>	<p>To create opportunities for joint research projects and innovation, enabling PPIU to contribute to and benefit from global advancements in education and technology.</p>	<p>- Number of joint research projects initiated per year.</p> <p>- Number of innovation workshops or seminars conducted.</p> <p>- Percentage of faculty and students participating in joint research projects.</p>	<p>- <u>Increase</u> in published research papers and patents resulting from joint projects.</p> <p>- Long-term <u>partnerships established</u> with international institutions.</p> <p>- <u>Improvement</u> in global ranking and reputation of PPIU based on research output and innovation.</p>
<p>3</p> <p>Cross-Cultural Exchange & Career Readiness</p>	<p>To broaden student and faculty exposure to diverse perspectives and professional environments through exchange programs, internships, and collaborative projects, preparing them for a globalized job market.</p>	<p>- Number of exchange programs and internships initiated per year.</p> <p>- Percentage of students and faculty participating in these programs.</p> <p>- Feedback scores from participants on the quality and impact of the programs.</p>	<p>- <u>Increase in the number</u> of long-term partnerships with international institutions and organizations.</p> <p>- <u>Improvement in employment rates</u> and career advancement of graduates.</p> <p>- <u>Enhanced global ranking and</u></p>

			<u>reputation</u> of the institution based on international collaborations and student outcomes.
<p>4</p> <p>PPIU International Recognition & Partnership Strategy</p>	<p>To strengthen the university's reputation and influence by establishing PPIU as a valued partner in both regional and international academic and professional networks.</p>	<p>- Number of new partnerships established with regional and international institutions per year.</p> <p>- Number of collaborative events, such as conferences and workshops, hosted or attended.</p> <p>- Increase in media mentions and publications highlighting PPIU's collaborations.</p>	<p>- <u>Improvement</u> in global and regional university rankings.</p> <p>- <u>Sustained</u> and long-term partnerships with key academic and professional <u>networks</u>.</p> <p>- <u>Increase in joint research projects</u> and publications with international partners.</p> <p>- <u>Enhanced reputation</u> and recognition in academic and professional circles.</p>
<p>5</p> <p>Innovative Resource & Newest Technology Integration</p>	<p>To enhance resource sharing and access to new technologies and methodologies, thereby improving the institution's capacity for delivering high-quality education and research.</p>	<p>- Number of newest technology and methodology workshops conducted per year.</p> <p>- Percentage of faculty and students participating in</p>	<p>- <u>Improvement in the quality of education and research</u> outputs as measured by external evaluations and rankings.</p> <p>- <u>Increase in collaborative research</u></p>

		resource-sharing initiatives. - Increase in the number of shared resources and tools available to faculty and students.	<u>projects</u> and publications utilizing new technologies and methodologies. - <u>Long-term partnerships established with technology providers</u> and other institutions for resource sharing.
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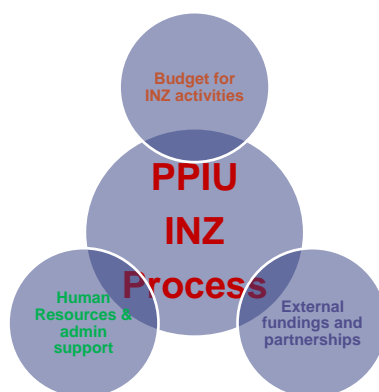
4. Implementation Plan

To realize the set strategic objectives, an action plan (AP) (see **Appendix 1, AP Template**) with expected outcomes, approximate timeline, key persons in charge and involved, and estimated budget for each plan must be developed.

Note: This plan is subject to revision after a thorough meeting (normally take place in December of the current year or in January of the following year) and recommendations from the top leaders of the university.

5. Resources and Support

Three main areas of resources and support have been provided and ensured in the process of INZ at PPIU:



<p>Budget for INZ activities</p>	<p>Every year, all offices and faculties are required to come up with an annual action plan and budget. The office plans are aligned with the university's goals, and the office / faculties set objectives. To realize the INZ process, not only the International Relations Office (IRO) but also other offices and faculties take part. The IRO plays a leading role when it comes to dealing with international activities, including international projects.</p> <p>As for the IRO, we prepare and seek approval from top management regarding its stated activities and budget requests.</p> <p>The budget approval depends on:</p> <ol style="list-style-type: none"> 1. Activities requested and their nature 2. Annual priorities of the university 3. University income. <p>Annually, 5% of the total budget has been allocated for the INZ process.</p>
<p>Human Resources & admin supports</p>	<p>To realize INZ tasks, both personnel and other support are needed. At IRO, there are: (1) the Head of the IRO; (2) support staff in charge of (a) inbound and (b) outbound activities. To manage other local and international projects related to INZ, teams are built accordingly. While the IRO leads most INZ-related tasks, support is provided by other stakeholders at PPIU. As highlighted by Knight (2020), actors and their roles in INZ are diverse².</p> <p>At PPIU:</p> <ol style="list-style-type: none"> 1. Top management plays a crucial role in decision-making and funding. 2. Faculties ensure the curriculum is revised and responsive to the INZ process (credit convergence/transfer), INZ @ Home. 3. The Internal Quality Assurance (IQA) Unit Head ensures the process of external assessment and accreditation by local

² Jane Knight – Internationalization of Higher Education concepts and rationales, 2020

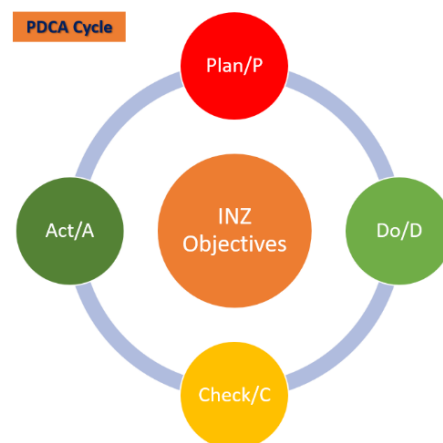
	<p>and or international accreditation bodies, promoting university recognition and image.</p> <p>4. The IRO is responsible for partnership expansion, networks, and opportunities.</p> <p>INZ is an evolving, multi-player process (Knight, 2020). Effective INZ requires joint efforts from all stakeholders, both vertically and horizontally. As digitalization impacts all aspects of life, it also necessitates changes in the INZ approach. Support from PPIU IT Office, IT enterprises, companies, and individuals is crucial for its effectiveness and cannot be overlooked.</p> <p>Tangible tools, such as computers, desks, laptops, visualized screens for video conferences, printers, scanners, and other technological equipment, are available for INZ realization.</p> <p>10-17% of permanent staff deal with INZ directly, while roughly 25% provide indirect but active support based on each individual task and requirement.</p>
<p>External fundings and partnerships</p>	<p>As a private higher education institution, PPIU solely relies on tuition fees and a few other income sources. Therefore, in realizing the INZ, support from third parties, such as partners through mutual agreements, alliances, consortia, and projects, is essential.</p> <p>With mutual agreements, PPIU is granted support for student and staff exchanges, and research collaboration. Alliances and associations keep INZ abreast by involving PPIU in various arenas for INZ-related discussions, best practices sharing, and INZ advancement.</p> <p>Joining international projects has been a valuable aspect of the PPIU INZ process over the last ten years. Through these international projects, PPIU has not only increased inbound and outbound exchanges but also improved the INZ structure and system, advancing its teaching and learning, both physical and online, as well as its physical infrastructure.</p> <p>In 2026, with the results from its involvement in Erasmus+ CBHE, CHAIIn, and UNICATION, PPIU is expected to:</p> <ol style="list-style-type: none"> 1. Expand and broaden its INZ scope / reach and partnership collaboration 2. Systematize its INZ process

	<p>3. Improve its IRO quality.</p> <p>In the last five years, 38% of funding support comes from partners, and 62% from international projects.</p> <p>To effectively promote INZ, mainly for outbound exchange, it is recommended to have sufficient budget allocation and financial support.</p>
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6. Monitoring and Evaluation / Continuous Improvement

To monitor and evaluate the achievement of the set INZ Objectives, PPIU applies an annual quality check using the PDCA cycle. The cycle covers:

1. Plan Phase: We all (Offices, Departments, Faculties) have an annual plan (see Chapter 4).
2. Do Phase: Based on the plan, **KPIs** (Key Performance Indicators) are set. The SMART (specific, measurable, achievable, relevant, and time-bound) approach is adopted to track performance in areas such as student and staff mobility, partnership agreements, and international projects, etc. There are four quarters (Qs); each quarter (Q) has three months (Q1: Jan to Mar; Q2: Apr to Jun; Q3: Jul to Sep; and Q4: Oct to Dec). First, each task lead (including IRO itself) reports quarterly performance / achievement to Top Management, with a copy to the IQA (Internal Quality Assurance Office), whose role is to monitor and evaluate the results. Secondly, the IQA sets the evaluation plan, procedures (evaluation steps), and tools.
3. Check Phase: The IQA conducts a documentary **review and reports** based on the performance reports by the task leads, making timely recommendations for improvement and/or adopting preventative measures for optimal results.
4. Act Phase: Based on the evaluation findings and **feedback** received, we improve our INZ quality and activities and make further suggestions for the enhancement of INZ quality.

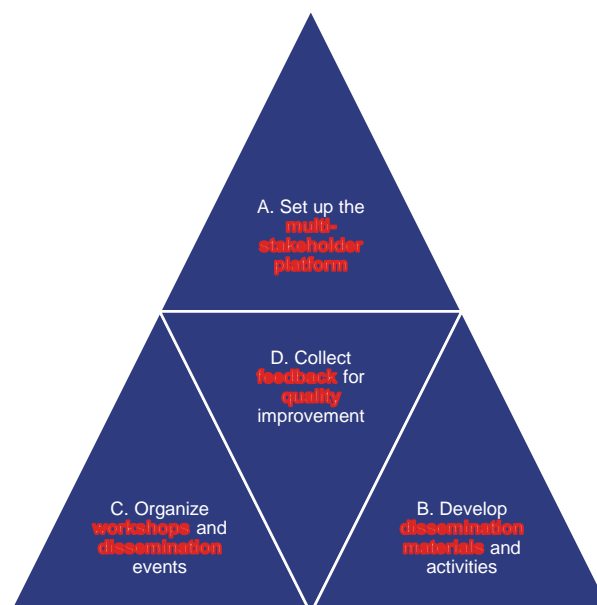


For feedback collection and reporting, precise tools and clear templates play enormous roles, as they lead to concise and accurate decision-making to improve all INZ services and quality. See **Appendix 2, links to Feedback collection tools** and **Appendix 3, Report Result Template**.

7. Communication and Dissemination

To ensure the effective management of all communication activities and create strong awareness of the PPIU INZ strategies among target stakeholders, an annual **communication plan** must be developed as early as possible. This communication plan is a practical tool for all PPIU stakeholders to efficiently develop their individual and collective communication activities and contribute to the INZ of PPIU. The communication plan will be regularly updated and will define how to manage communication with target stakeholders, as well as internal communication between relevant university stakeholders. It includes an *action plan* that will serve as the main guideline for each PPIU stakeholder to organize and implement activities according to the objectives of the PPIU INZ and the available resources. The action plan establishes the match between communication activities/channels/tools and the target stakeholders that the PPIU INZ aims to reach. It also defines effective monitoring and evaluation activities using key performance indicators (see chapter 6). The plan involves close coordination between all PPIU stakeholders.

The fundamental objectives of the **communication and dissemination** plan are to:



Multi-Stakeholder Platform: Regular meetings for active participation of students, lecturers, and staff; utilizing various communication channels such as emails, social media, and websites to keep them informed and engaged, and offering training and resources to enhance their skills and knowledge for more effective contributions.

Dissemination Materials: Brochures and flyers, newsletters, infographics, videos, social media posts, websites and blogs, and posters and banners are all effective dissemination materials for communicating key points, regular updates, visual data, engaging content, and comprehensive information to stakeholders and the public.

Workshop and Dissemination: Clearly outline the goals and schedule of the workshop, share key information, findings, and updates through engaging presentations, provide handouts, guides, and other resources to support learning and capacity building, collect feedback from participants to improve future workshops and dissemination efforts, facilitate networking sessions to build connections among the students, lecturers, and staff, and outline next steps and actions to be taken after the workshop.

Feedback and Quality Improvement: Collecting feedback from students, lecturers, and staff through structured surveys and questionnaires, conducting focus group discussions to gather in-depth insights and suggestions, providing feedback forms during events, workshops, and meetings to capture immediate reactions, implementing regular reviews and assessments of communication strategies and materials to ensure they are effective and up-to-date, holding periodic meetings to discuss feedback, address concerns, and collaboratively develop improvement plans.

8. Risk Management

As a private Higher Education Institution (HEI), Phnom Penh International University (PPIU) may face several potential risks and challenges in the internationalisation of higher education. Below are some key risks and challenges, along with contingency plans and mitigation strategies:

Potential Risks and Challenges

1. **Language Barriers:** Language proficiency issues can impede effective communication and learning, both within the classroom and in extracurricular activities.
2. **Quality Assurance:** Achieving recognition from international bodies requires significant financial investment, which PPIU may find challenging to afford.
3. **Financial Constraints:** Limited financial resources can hinder PPIU's ability to invest in international programs and activities that necessitate funding.
4. **Student Mobility:** Student mobility may be restricted to nearby regions, such as Asia and ASEAN, due to visa regulations, safety concerns, and financial barriers faced by most PPIU students.

5. **Resistance to Change:** Successful internationalisation at home requires the active involvement of all stakeholders. A passive attitude from key staff members may slow down the process.

Adoptive Solutions and Alternative Approaches:

1. Language Barriers	<ul style="list-style-type: none"> • Adoptive solutions: <ul style="list-style-type: none"> - Evaluate the effectiveness of existing English language support programs (C level) and create tutoring services in the form of mentor-mentee relationships to improve the English proficiency of all students. - Encourage faculty and staff to participate in language training workshops. - Promote English speaking by creating initiatives, such as “English Speaking Day.” • Alternative Approaches: <ul style="list-style-type: none"> - Establish international partnerships to provide more opportunities for faculty (lecturers) and staff to exchange abroad. - Encourage lecturers and staff to participate in order to become acquainted with the language and the international environment, thereby improving their communication skills.
2. Quality Assurance	<ul style="list-style-type: none"> • Adoptive solutions: <ul style="list-style-type: none"> - Engage in continuous improvement practices, such as regular assessments and feedback loops, and maintain quality standards that align with regional and international benchmarks. - Seek external funding and grants to support quality assurance initiatives. • Alternative Approaches: <ul style="list-style-type: none"> - Form alliances with other institutions to share resources and best practices. - Prioritize key areas for quality improvement based on available resources.
3. Financial Constraints	<ul style="list-style-type: none"> • Adoptive solutions: <ul style="list-style-type: none"> - Diversify funding sources by engaging in grant-funded projects and partnerships. - Implement cost-free activities that promote internationalisation at home or are based on sponsored invitations. - Explore opportunities for revenue generation, such as offering online courses and workshops. • Alternative Approaches: <ul style="list-style-type: none"> - Implement internationalisation in stages, prioritizing impactful and affordable initiatives. - Maintain a good image both within and outside of major grant-funded projects, such as Erasmus+.
	<ul style="list-style-type: none"> • Adoptive solutions:

4. Student Mobility	<ul style="list-style-type: none"> - Provide financial aid and scholarships to support student mobility through a reciprocity model (the mutually agreed number of inbound and outbound students). - Establish exchange programs with institutions in nearby regions. - Offer virtual exchange programs and online collaboration opportunities.
5. Resistance to Change	<ul style="list-style-type: none"> • Alternative Approaches: <ul style="list-style-type: none"> - Develop partnerships with local and regional institutions to facilitate student mobility. - Create a support system to assist students with visa applications and travel arrangements. - Connect with certain embassies in Cambodia to ease the process.

9. Sustainability

There are key elements for the sustainability of PPIU INZ, with financial stability being one of them. By diversifying funding sources, such as grants, partnerships, and revenue-generating activities, PPIU INZ can ensure its long-term financial health. Specifically, here are the five components contributing to the sustainability of PPIU INZ:

1. Long-term Impact: <ul style="list-style-type: none"> - Establishing and maintaining strong, mutually beneficial relationships with international institutions ensures ongoing collaboration and resource sharing. - Leveraging technology for virtual exchanges, online collaboration, and remote learning reduces the environmental impact of travel and makes internationalisation more accessible.
2. Ethical Practices: <ul style="list-style-type: none"> - Incorporating sustainability and global perspectives into the curriculum prepares students to address global challenges and promote sustainable development.

- Maintain honesty with partners and adhere to all rules and regulations outlined in the signed agreements.
3. Community Engagement: <ul style="list-style-type: none"> - Implementing sustainable practices on campus, such as reducing waste, conserving energy, and promoting green initiatives, sets an example for students and staff. - Engaging with local and international communities through service-learning projects and outreach programs fosters a sense of social responsibility and contributes to sustainable development.
4. Resource Management: <ul style="list-style-type: none"> - Seeking diverse funding sources, including grants, partnerships, and revenue-generating activities, provides financial stability and supports sustainable initiatives. - Providing training and professional development opportunities for faculty and staff enhances their skills and knowledge, ensuring the sustainability of internationalisation efforts.
5. Reputation: <ul style="list-style-type: none"> - Establishing clear policies and governance structures that prioritize sustainability ensures that sustainable practices are embedded in the institution's operations and decision-making processes. - Maintain the quality of education by aligning implementation with local, regional, and international standards. - Avoid all kinds of financial irregularities.

10. Appendices

10.1 Appendix 1: AP Template

Action	Expected Result	Time				Person/ group in charge	Budget X	Start Date	End Date	Result*	Relevant Stakeholder(s)
		Q	Q	Q	Q						
		1	2	3	4						
Global Knowledge Exchange Initiative											

Number of knowledge exchange workshops conducted per year.	#1 local; #1 international workshop conducted/joined				IRO Faculties	X	Jul	Dec		Top Management Accounting Office
Percentage of faculty and students participating in exchange programs.	20% faculties; %10 students participated				IRO Faculties	X	Jan	Dec		Top Management Accounting Office
Feedback scores from participants on the quality of exchange programs.	All exchange programs evaluated, and results are used for further improvement				IRO	X	Oct	Dec		IQA IT Department Top Management
PPIU's Joint Research & Innovation Program										
Number of joint research projects initiated per year.	#1 of joint research project initiated				Faculties Post-graduate School	X	Jan	Jun		Top Management IRO IQA Accounting Office
Number of innovation workshops or seminars conducted.	#2 innovation workshops or seminars conducted				Faculties Post-graduate School	X	Apr	Dec		Top Management IRO IQA Accounting Office

Percentage of faculty and students participating in joint research projects.	20% of Faculties & 10% of Students joint the research projects.				Faculties Post- graduate School	X	Oct	Dec		Top Management IRO IQA Accounting Office
Cross-Cultural Exchange & Career Readiness										
Number of exchange programs and internships initiated per year.	#5 exchange programs and internships initiated				IRO	X	Jan	Dec		Top Management Faculties Accounting Office
Percentage of students and faculty participating in these programs.	5% faculties; 5% students participated				IRO	X	Jan	Dec		Faculties Top Management IT Department
Feedback scores from participants on the quality and impact of the programs.	All exchange programs evaluated, and results are used for further improvement				IRO	X	Oct	Dec		IQA IT Department Top Management
PPIU International Recognition & Partnership Strategy										

Number of new partnerships established with regional and international institutions per year.	#5 partnerships established (local & international)				IRO	X	Apr	Sep		Top Management Admin IQA
Number of collaborative events , such as conferences and workshops, hosted or attended.	#2 (#1 local, #1 international)				IRO	X	Jul	Dec		Top Management IQA Faculties Accounting Office
Increase in media mentions and publications highlighting PPIU's collaborations.	#5-10 PPIU connections (PPIU website/Facebook; PPIU project partners; Local media)				IRO	X	Jan	Dec		Top Management IT Department Accounting Office
Innovative Resource & Newest Technology Integration										
Number of new technology and methodology workshops conducted per year.	#2 technology and methodology workshops conducted				IRO	X	Jan	Dec		All PPIU stakeholders

Percentage of faculty and students participating in resource-sharing initiatives .	50% faculty; 10% students participated in resource-sharing initiatives .				IRO	X	Jan	Dec		All PPIU stakeholders
Increase in the number of shared resources and tools available to faculty and students.	Survey on satisfactory level of the use of PPIU resources and tools conducted				IQA	X	Jul	Dec		IRO IT Department Top Management

NOTE: * The results achieved can vary. They might align with the original plan or exceed it. In any case, an explanation from the individual who executed the task must be provided to the institution's leadership team.

10.2 Appendix 2: Feedback collection Tools: Survey for Students

https://docs.google.com/document/d/1tbSeazxPZnG2DQV-hp1AKvx4YLZAmkvx/edit?usp=drive_link&oid=102309833760940254969&rtpof=true&sd=true

Example 1

Survey			
Objective	Description	Short-Term (KPI)	Long-Term (KPI)
1	To facilitate knowledge exchange and best practices across various fields, enriching the curriculum and providing unique learning experiences for students and faculty.	<ul style="list-style-type: none"> - Number of knowledge exchange workshops conducted per year. - Percentage of faculty and students participating in exchange programs. - Feedback scores from participants on the quality of exchange programs. 	<ul style="list-style-type: none"> - <u>Increase</u> in collaborative research projects and publications. - <u>Improvement</u> in curriculum based on best practices adopted. - Long-term <u>partnerships established</u> with other institutions.

To reach short-term KPIs, the following questions can be included in the "satisfaction survey"

10.3 Appendix 3: Report Result Template

https://docs.google.com/document/d/1wzJ-fkaCgi9gO2eckG1p8qiGyhUyssUM/edit?usp=drive_link&oid=102309833760940254969&rtpof=true&sd=true

Report

Event/What: EX: International Staff Week

From: --- 2025

To: --- 2025

Venue/ Where: ---, ---

Main Topic:

1. ---

2. ---

3. ---