

ព្រះរាជាណាចក្រកម្ពុជា

KINGDOM OF CAMBODIA

ជាតិសាសនា ព្រះមហាក្សត្រ

NATION RELIGION KING

PSB
UNIVERSITY
CAMBODIA



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Date: 01st September 2025

PSBU SDG 17.9 Policy: Capacity-Building Partnerships

Purpose

PSBU is committed to strengthening both human and institutional capacity through collaborative partnerships. This policy articulates how PSBU will engage locally, regionally, and internationally to deliver training, professional development, outreach, and expand education access, leveraging its institutional strength and partnerships (notably with EBS Global) to build capability across communities and participating institutions.

Scope

This policy applies to all partnership, capacity-building, outreach, training or development initiatives undertaken by PSBU, either directly or via the PSBU Foundation. It covers collaboration with local Cambodian partners (schools, NGOs, government agencies), regional partners across Southeast Asia and South Asia, and international collaborators including educational institutions, development agencies, and networks.

Policy Commitments

PSBU will:

1. Collaborate with Local and International Partners to Deliver Training, Workshops and Professional Development

1. Form partnerships with universities, NGOs, government agencies, and community organisations to co-design and deliver capacity-building programmes (e.g. pedagogical training, leadership, research methods, digital skills).
2. Use a “train-the-trainer” model to multiply impact: empower local facilitators to continue programmes.
3. Prioritise partnership modalities that allow co-ownership, sustainability, and mutual learning, rather than one-way provision.

2. Expand Teacher Training and Educational Outreach in Rural Cambodia via the PSBU Foundation

1. Through the Foundation, deliver teacher professional development in rural and disadvantaged areas (e.g. in pedagogy, ICT for teaching, inclusive education).
2. Support outreach programmes that bring short courses, mobile training units, or satellite workshops to remote communities.



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3. Monitor impact and iterate on outreach modalities to ensure relevance and sustainability in local conditions.

3. Engage in Regional Initiatives Across South and Southeast Asia to Share Expertise and Resources

1. Identify and partner with universities, teacher training institutions, and education networks in neighbouring countries to share curriculum, pedagogy models, and capacity frameworks.
2. Participate in regional consortia, joint workshops, regional training hubs, or staff exchange programmes.
3. Leverage regional grants, donor funds, and development projects to support collaborative capacity building.

4. Utilise EBS Global Partnerships to Increase Access for International Students, Enhancing Cultural Exchange and Institutional Capability

1. Integrate capacity-building efforts within existing EBS Global collaborations: e.g. offering training modules to partner institutions, staff exchanges, joint curriculum development.
2. Use the inflow of international students (via EBS Global) not just as a revenue stream but as a resource: engage them in cross-cultural studies, peer learning, and shared projects that build institutional capability on both sides.
3. Ensure that international student programmes are designed to contribute to institutional learning. for example, by embedding evaluation, research, or leadership components.

Responsibilities

1. **Rector / University Leadership:** endorse capacity-building priorities; ensure strategic alignment and resource support.
2. **Office of International Affairs / Partnerships Office:** identify, cultivate, and manage partnerships; negotiate MOUs and agreements; oversee project implementation.
3. **PSBU Foundation:** lead rural outreach and teacher training programmes; coordinate logistics and local implementation.
4. **Academic Departments and Faculty:** contribute expertise, host or facilitate workshops/training, mentor partner institution colleagues.
5. **Quality Assurance / Institutional Research Office:** collect data on capacity-building outcomes, monitor partner feedback, evaluate programme effectiveness.



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6. **Finance / Grants Office:** manage funding, compliance, and sustainability of collaborative capacity-building projects.

Measurement & Accountability

Key Performance Indicators (KPIs) may include:

1. Number of capacity-building programmes or workshops delivered in collaboration with partners
2. Number of participants trained (disaggregated by gender, location, institution)
3. Number of partner institutions engaged, across local, regional, and international levels
4. Sustainability metrics: number of trainers localised, repeat programmes, continuation of partner-led delivery
5. Feedback and outcome measures (e.g. changes in participant capacity, institutional impact)
6. Integration metrics from EBS Global partnerships: student numbers, cross-institutional learning projects, staff exchanges

Annual reporting will be made to PSBU's governance bodies, summarising outcomes, lessons learned, and recommendations for expansion or improvement.

Related Policies

1. PSBU SDG 4 Policies (particularly Teacher Training & Outreach)
2. PSBU SDG 17's other partnership policies (Academic Collaborations, Technology & Knowledge Sharing, Multi-Stakeholder Engagement)
3. PSBU research and outreach policies
4. PSBU international student / exchange policies
5. Grant / project management and external funding policies

Review Cycle

This policy will be reviewed every three years, or earlier if major changes in partnership context, funding environments, or institutional goals necessitate changes.

External Best Practice Benchmarks

The following examples highlight best practice from Australian and international universities or policy frameworks, focusing on capacity-building partnerships in higher education. PSBU can draw on these as models or adapt elements as appropriate.



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Institution / Initiative	What they Do / Key Features	Relevance to PSBU
Universities Australia – HEPPP (Higher Education Participation and Partnership Program)	In Australia, HEPPP funds partnership activities with schools, vocational providers and communities to build capacity and raise educational aspiration in disadvantaged regions.	PSBU could adopt a similar model: earmark funding for partnerships with rural schools or community institutions to build capacity in pipeline education.
University–Industry Collaboration in Teaching and Learning (Australia)	The Australian Government supports programmes to foster partnerships between universities and industry to design and deliver innovative education models.	Although PSBU is less likely to prioritise industry in the same way, the structure of partnership funding and co-designed programs is a useful model.
University of Melbourne – “Understanding University Engagement”	The University of Melbourne, via its CSHE, has studied barriers and enablers for university engagement (collaboration, partnerships), noting that trust, shared purpose, communication, and aligned expectations are key to success.	PSBU should emphasise partnership design, mutual benefit, and capacity building (rather than simple deliverables), and build trust-based relationships.



Next Review Date: September 2026 (Academic Year 26/27)

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