

FINAL PROJECT REPORT

THE SAN, PATE, CALHOUN MODEL

Jayavarman VII High School: Intervention Addressing Lack of Study Abroad Participation

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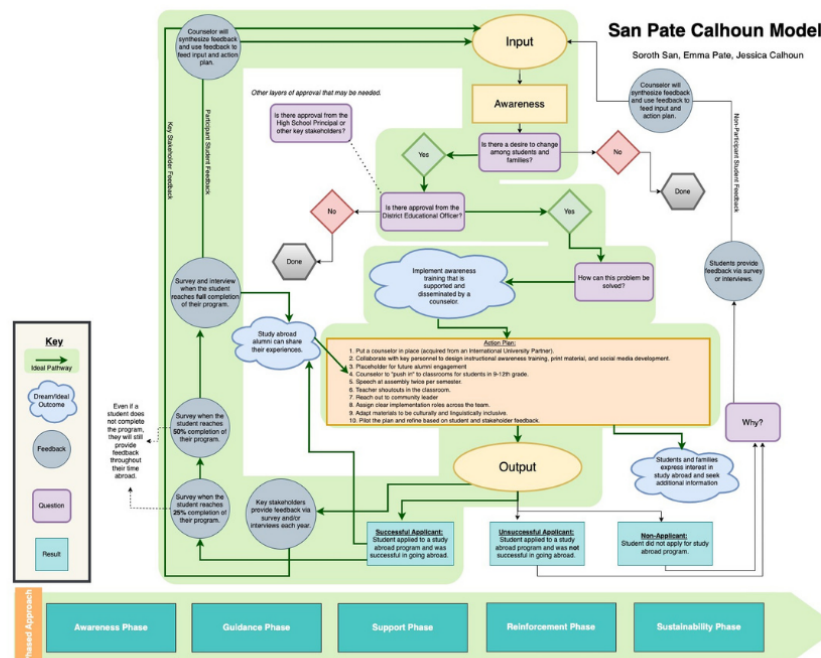


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INTRODUCTION

Currently, students in Cambodia have minimal to no opportunity to pursue their higher education studies abroad. Despite growing interest in studying abroad, the number of Cambodian students enrolling in universities overseas is next to obsolete and lags behind neighboring countries, Vietnam, which has over 126,000 students studying internationally (Ban, 2024; UNESCO, 2021).

This project explores the key barriers preventing Cambodian students from pursuing higher education abroad, particularly in the U.S., Canada, the UK, and Australia. These challenges include financial constraints, lack of awareness about opportunities, academic preparedness, and cultural and social obstacles. By identifying these barriers, this research aims to develop practical solutions that increase access to global education, ultimately equipping Cambodian students with the skills and experiences needed to contribute to their country's economic and social development.

This project introduces an educational initiative /educational awareness solution designed to help Cambodian students and their families navigate the challenges of studying abroad. The initiative will include a series of webinars and live social media sessions on platforms such as Facebook, TikTok, and Telegram. Additionally, public announcements will be made twice a day at the national assembly, just before class starts, once in the morning and once in the afternoon. This will be done every quarter of the academic calendar year. These announcements will encourage students to participate and raise awareness about study-abroad opportunities. Teachers will also be asked to allocate 10 minutes of class time for a 'Shoutout' once each semester to reinforce the message.

Two in-person workshops will be conducted annually for high school students in grades 10 to 12. These workshops will be led by a counselor trained by our partner international universities. One workshop will be held in the first semester, and the other in the second semester. The counselor will provide students with take-home materials for their parents, guardians, and community leaders, including village leaders, to help spread the information within their communities.

During the workshops, the counselor will share essential information on the application process, scholarship opportunities, university admission requirements, and the financial planning necessary for studying abroad.

To increase participation and engagement, the counselor will showcase success stories of Cambodian high school students who have earned scholarships from partner international universities, such as Syracuse University and the University of Rochester. These success stories will inspire students at Jayavarman VII High School and encourage them to pursue similar opportunities.

By increasing awareness and access to resources, this initiative aims to empower Cambodian students with the information and guidance needed to pursue their higher education abroad.

By spreading awareness and providing resources, this initiative aims to give Cambodian students the information and guidance they need to study abroad. These opportunities will help students gain the skills and experiences necessary to contribute to Cambodia's growth and competitiveness.

MODEL BACKGROUND

CONTEXT

To understand the challenges faced by Cambodian students in pursuing higher education abroad, we must first consider Cambodia's historical, social, and economic background. Cambodia has faced significant turmoil, including the devastating Khmer Rouge regime (1975-1979), which resulted in the loss of intellectual capital and disruption of the education system. Also, despite the growing trend of Cambodian students seeking educational higher education opportunities abroad, the number of students pursuing higher education in countries like the U.S., Canada, the UK, and others remains disproportionately low. The country has been rebuilding its education sector, but challenges persist.

The Jayavarman VII High School in Cambodia serves as the primary context for this study. Through this focused effort, we aim to pinpoint specific barriers faced by students in this high school and develop targeted solutions to enhance their opportunities for pursuing higher education abroad. It involves collaborating with various stakeholders, including students, parents, high school counselors (currently not in place), district government educators, government education departments, international scholarship providers, private education consultants, and the U.S. Embassy in Cambodia to address the challenges and improve the accessibility of international education for Cambodian students.

PROBLEM

Cambodian society places a high value on education, yet cultural norms and familial expectations can sometimes limit students' aspirations to study abroad (U.S. Department of Commerce, 2024). In addition, the traditional emphasis on staying close to family and contributing to local communities can conflict with the idea of pursuing higher education in distant countries. Financial constraints also make studying abroad unattainable. For instance, in the 2019-2020 academic year, only about 742 Cambodian students enrolled in U.S. universities, in stark contrast to the 1.1 million international students from around the world (U.S. Embassy in Cambodia, 2020). This underrepresentation is even more evident when compared to countries like Vietnam, which sent 126,059 students abroad in 2019, while Cambodia only had 6,983 students studying abroad, representing a mere 3.13% of the total student enrollment (Ban, 2024).

These statistics underscore a significant performance problem: Cambodian students are participating in higher education opportunities abroad at substantially lower rates than other comparable Asian countries. There are many factors that may be contributing to this. However,

after completing a comprehensive front-end analysis consisting of parent, student, faculty, and teacher interviews as well as alumni focus groups and surveys, it has been determined that a primary factor contributing to this gap is a lack of awareness. This includes minimal sufficient information about the application process, available scholarships, and university admission requirements.

Through interviews and surveys, our team will identify the specific barriers preventing students from pursuing higher education abroad. These insights will allow us to design a targeted educational awareness intervention that directly addresses students' needs and concerns, equipping Cambodian students, parents, guardians, and school officials with the skills and experiences necessary to contribute to Cambodia's economic growth and global competitiveness in higher education study abroad programs.

POSSIBLE CAUSES AND FRONT END ANALYSIS FINDINGS

Overview of Front-End Analysis (FEA)

Front-End Analysis (FEA) is a structured method in Human Performance Technology (HPT) that identifies root causes of performance gaps and determines appropriate, evidence-based solutions before implementation (Harless, 1970; Rothwell, Hohne, & King, 2018). It ensures interventions target the right problems by comparing desired outcomes with current performance and investigating underlying barriers (Gilbert, 2019).

In this project, FEA was used to understand why students at Jayavarman VII High School are not pursuing study abroad opportunities despite a strong interest. Data from surveys, interviews, and focus groups highlighted what should be happening, what is actually happening, and why the gap persists. The analysis drew from Wile's HPT model, which separates internal and external factors, and Harless's model, which emphasizes verifying causes before selecting solutions.

FEA helps avoid assumptions and ensures that interventions address real needs rather than symptoms. By considering skills, motivation, environment, and support systems, this approach enables a targeted, data-driven strategy to improve outcomes.

A comprehensive front-end analysis (FEA), using data from surveys, interviews, and focus groups, identified several interrelated root causes that hinder students' ability to pursue higher education abroad:

Lack of prerequisite knowledge and skills: A significant number of students lack essential knowledge of the study-abroad process, including application steps, required documents, and scholarship opportunities. Moreover, their limited English proficiency, particularly in academic writing and test preparation (e.g., TOEFL/IELTS), further reduces their readiness.

Low confidence and motivation: Many students internalize doubts about their academic qualifications and ability to adapt abroad. These feelings are compounded by a lack of role models and exposure to successful peers who have studied internationally.

Inadequate access to information and resources: Students have limited access to accurate and comprehensive information about international universities, scholarships, and entrance

requirements. Internet connectivity, digital literacy, and institutional support are insufficient to meet students' information needs.

Absence of structured counseling and mentorship: The school currently has no designated counselor to support students through the application process. Teachers and administrators lack the training and resources to offer individualized guidance on international opportunities.

Financial constraints and visa-related concerns: The high cost of tuition, living expenses, application fees, and travel make studying abroad financially inaccessible for most families. Additionally, students and parents are often discouraged by the complexity of the visa process and the fear of visa denial.

Cultural expectations and community norms: Strong familial and societal expectations prioritize staying close to home, contributing locally, and avoiding perceived risks of living abroad. This cultural mindset creates hesitation among students and guardians, discouraging long-term academic pursuits overseas.

These causes, revealed through the triangulated FEA findings, underscore the need for a holistic intervention that addresses both internal and external performance barriers. However, based on our front-end analysis, which included surveys, interviews, and focus groups with students, parents, teachers, school principals, district education officers, and administrators, the most critical barrier preventing students from participating in and applying to study abroad is the lack of awareness. This includes limited understanding of available scholarships, application procedures, language requirements, and visa processes. Many students and parents reported never having encountered accurate or complete information about international study opportunities, highlighting an urgent need for targeted awareness-building efforts.

IDENTIFY AND DETERMINE KEY STAKEHOLDERS & THEIR ROLES

Internal Stakeholders (Within Jayavarman VII High School)

Students (Grades 9-12)	Primary beneficiaries of the intervention
High School Staff	Teachers and administrators are involved in awareness training and collaboration.
High School Counselors	Providing guidance, mentoring, and facilitating awareness training.
Parents and Guardians	Supporting students emotionally and financially, and providing feedback.
Local Community Leaders	Assisting in awareness dissemination and promoting study-abroad opportunities.
Current teachers at Jayavarman VII High School	Will do shoutouts within their classrooms throughout the year to raise awareness and encourage application.

Communication Managers	Develop informational packets, printed materials, and digital content to raise awareness about studying abroad. They ensure information is accessible and understandable for diverse audiences.
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External Stakeholders (Outside Jayavarman VII High School)

Government Education Departments	Providing policy support, scholarships, and coordination with schools.
District Education Officers	Providing approval, formal support, policy alignment, and ensuring the project aligns with educational standards.
International Universities	Offering resources, training, partnerships, and mentorship opportunities.
U.S Embassies	Facilitating communication and information exchange about international education.
Scholarship Donors (e.g., Global Educational Award)	Providing scholarships and financial assistance.
Educational Organizations	Collaborating to enhance resources and support for the program.
Alumni (Successful Applicants)	Providing mentorship, sharing experiences, and offering feedback for improvement.

KEY PERSONNEL & THEIR ROLES

Role	Description of the Role
Instructional Designers and Developers	The Instructional Designers will analyze student and parent learning needs, design effective interventions, create the learning materials along with the Communication Managers, and evaluate the effectiveness of the intervention. The Instructional Designers will act as the architects of the learning process, utilizing instructional design theories and models to create impactful interventions.
Communication Managers	The Communication Managers will develop information packets and other intervention materials that will be disseminated. These communication professionals will ensure that the visual and print materials help reduce the knowledge gap for both students and their parents. The communication professionals will work with Instructional Designers, Counselors, and School Administrators.

High School Counselors (Currently Not in Place)	Counselors will play an essential role in guiding students through the application process, advising them on academic preparation, and providing emotional support as they consider studying abroad. Guide students in finding scholarship opportunities, completing application requirements, and providing tailored advice on overcoming personal barriers to studying abroad.
Cambodian Government Education Department personnel	Cambodian Government Education Departments can help by providing financial support, creating policies that facilitate student access to studying abroad, and collaborating with international universities. Especially, create policies that promote international education, provide scholarships, and support initiatives aimed at increasing the number of Cambodian students studying abroad.
International University Partner Counseling Specialists	International University Partners can provide resources and support in the form of training, study abroad counseling specialists who can provide counseling services or counseling services training to individuals who can fill such a role in a high school setting. Specialists provided by International University Partners can help facilitate access to resources such as scholarships and career opportunities and advocate for increased student participation in global education programs.
Scholarship Donors	The donors responsible for managing and disbursing funds from the Soroth San Global Education Award will play a key role in ensuring that the instructional material correctly and effectively conveys essential scholarship information.
U.S. Embassy in Cambodia	The U.S. Embassy in Cambodia is responsible for issuing student visas and can provide students with guidance on the visa process and requirements. The embassy can help to facilitate visa processes, provide educational workshops on visa interviews, and collaborate on educational outreach to ensure students are well-prepared for studying in the U.S.

Future Alumni of the Study Abroad Program (Jayavarman VII High School)	High School alumni play a critical role in bridging the gap between current challenges and the challenges of studying abroad. As individuals who have successfully navigated the journey to higher education, they provide valuable real-world insights, mentorship, and practical advice for students facing similar barriers. Alumni can help inspire current students, offering guidance on overcoming cultural barriers, financial challenges, and academic preparation. Their involvement is essential for creating a supportive network that not only shares first-hand experiences but also fosters a sense of community and motivation for students aspiring to study abroad. As no such alumni exist at this time, we intend to incorporate the future alumni into future iterations of this intervention.
Parents	Provide emotional and financial support, helping students make informed decisions about pursuing international education.
Local Community Leaders	Spread awareness about study-abroad opportunities and foster trust among families in rural and underserved areas.
Parents of Cambodian Students	Parents can provide financial and emotional support to students. They are essential in ensuring students are encouraged to pursue higher education abroad. They support and help their children with the decision-making process, and assist with financial backing for studying abroad and playing a crucial role in fostering student confidence.

ENVIRONMENT

Purpose of Cambodian Students at US Higher Education:

The purpose of increasing the number of Cambodian students studying at higher education institutions in Western countries like the United States, Australia, Canada, the UK, and New Zealand is to expand global exposure, provide students with career opportunities, and contribute to Cambodia's economic growth by enhancing the skills of its young population. This aligns with the broader goal of strengthening Cambodia's human capital by providing the younger generation with access to international education that will enable them to compete in the global knowledge economy.

PROJECT SCOPE

The project will focus on creating a counseling role within Jayavarman VII High School to provide and disseminate instructional materials and implementation plans that address the lack of understanding of study-abroad opportunities for Cambodian high school students in grades 10 to 12

(approximately 600-700 students). We aim to increase study-abroad participation among 10th-12th grade students for higher education by at least one student each academic year. Currently, Jayavarman VII High School has zero 10th-12th grade students participating in higher education abroad. The scope will also include collaborating with all stakeholders to create solutions for students who lack access to information about studying abroad. Additionally, the project will explore ways to enhance student readiness for applying to international universities.

INTENDED AUDIENCE(S)

The primary audience for this model includes key decision-makers and supporters within and beyond the school community who can influence or facilitate the implementation of study-abroad initiatives. Specifically, the intended audience comprises the following:

- Principal of Jayavarman VII High School
- School Board of Jayavarman VII High School
- District Educational Officer
- Donors of the Soroth San Global Educational Award
- Cambodian Government Education Department
- Future Alumni of the Study Abroad Program
- International University Partners
- Current Teachers at Jayavarman VII High School
- Parents and Guardians of Cambodian Students
- Local Community Leaders

RATIONALE FOR MODEL

This instructional design model is built upon key principles of awareness-building, guidance, and resource accessibility. The selected model integrates elements of Gagne's Nine Events of Instruction and Advance Organizers to ensure a structured approach to learning. The intervention emphasizes:

Gaining Attention: Using public announcements, social media campaigns, and classroom shoutouts to raise awareness.

Informing Learners of Objectives: Clear objectives are communicated in presentations and take-home materials for students, parents, and community leaders.

Stimulating Recall of Prior Learning: Counselors engage students in reflective discussions about their academic goals and previous achievements.

Presenting the Content: Detailed information about application processes, scholarships, and financial planning is delivered via multimedia resources and printed materials.

Guided Practice: Counselors guide students in 9-10th grade through practical exercises such as filling out mock applications and identifying potential scholarship opportunities.

Providing Feedback: Counselors provide individualized guidance and follow-up sessions to ensure students remain on track.

Enhancing Retention and Transfer: Encouraging future alumni to return and share their success stories reinforces the value of international education.

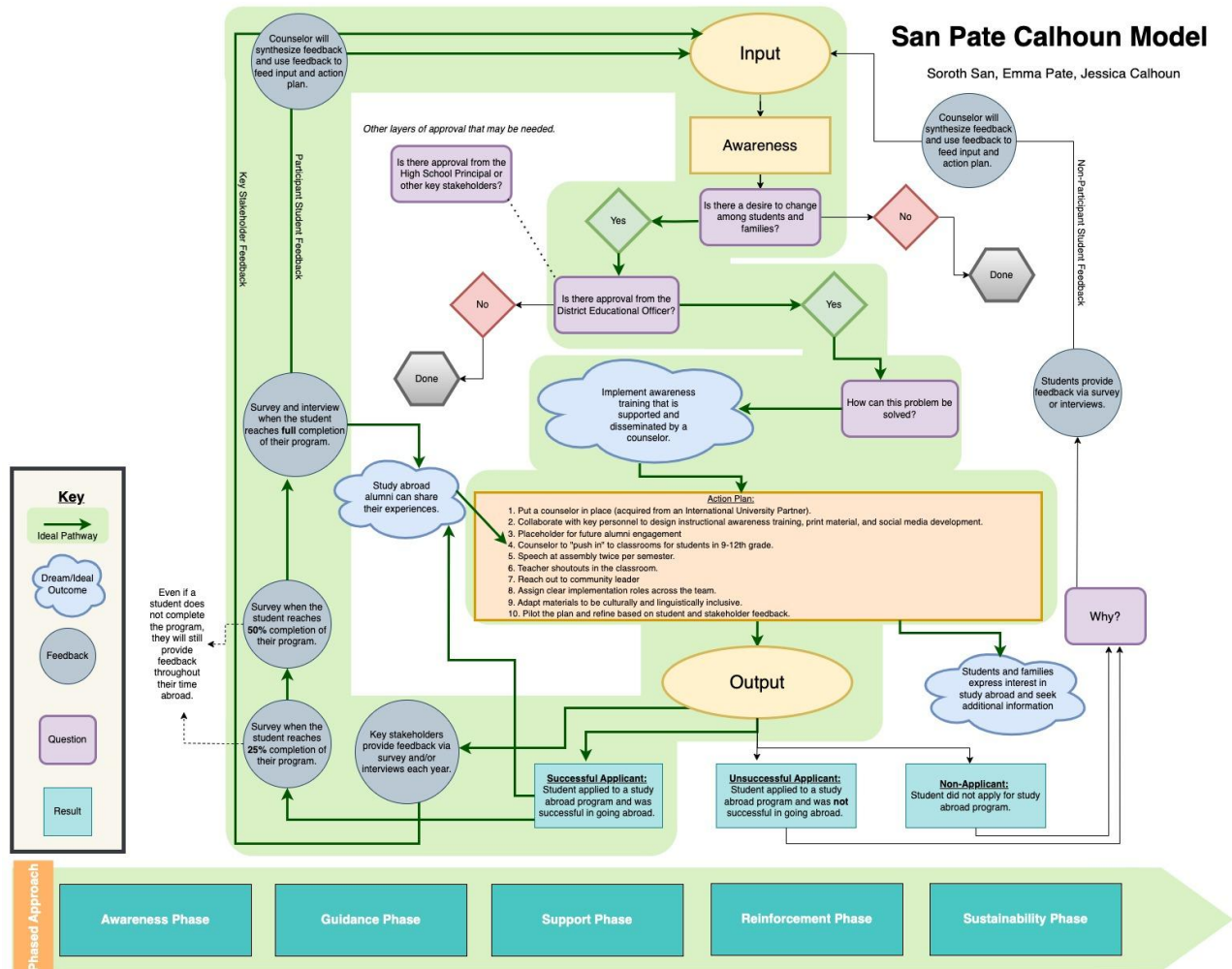
The integration of Advance Organizers helps learners connect new information with their prior knowledge, improving comprehension and long-term retention. By combining these instructional design principles, the model ensures Cambodian students and their families are equipped with the knowledge, resources, and support needed to pursue higher education abroad successfully.

MODEL ASSUMPTIONS AND/OR CONSTRAINTS

Assumptions	Constraints
Students and families will respond positively if given accurate information about study abroad options.	Many families may prioritize short-term income over long-term educational goals.
Trained counselors or volunteers can be available and retained from the US Embassy in Cambodia.	Shortage of trained personnel in the suburbs or underserved areas.
Stakeholders (students, communication manager, teachers, parents, community leaders) will support the initiative.	Cultural attitudes and norms may resist change or delay student interest in studying abroad.
Internet access will be sufficient for students to use digital resources.	Many students may lack consistent internet access or digital literacy.
School administrators will endorse and help integrate the model.	Institutional constraints or bureaucratic delays may slow implementation.
Students and families will show interest if awareness is raised.	Competing priorities (e.g., financial pressure, family responsibilities) may limit actual participation.
External partnerships (e.g., universities, embassies) will collaborate.	Implementation may rely on external funding, which may not be guaranteed or sustainable.
Teachers and school staff are willing to support and integrate study-abroad initiatives.	Teachers lack time, training, and formal roles to advise students on international applications.
A school counselor or volunteer can be identified and trained to lead the initiative.	No formal counselor exists; sustained support may depend on outside partners or inconsistent staffing.

Local community leaders and parents will help disseminate information once they understand the benefits.	Cultural beliefs and protective norms may discourage students, especially girls, from studying abroad.
Students can access basic digital tools to research and apply for programs.	Limited internet access and low digital literacy hinder students' ability to find and use online resources.
Alumni success stories will help inspire and sustain interest.	There are currently no alumni from the school who have studied abroad to serve as role models.
Social media and school announcements will reach a wide student audience.	Not all students may have equal access to social media or may not perceive announcements as relevant.
Modest funds or in-kind support can be raised from community or donors for program materials.	Financial sustainability is uncertain and may depend on small grants or temporary donations.
Scholarships or low-cost opportunities will become more accessible through networks.	Scholarship requirements or competitive application processes may limit access for students from rural areas.
Students will be motivated by peer influence and storytelling from success cases.	Lack of immediate peer role models may weaken motivation in the short term.

MODEL DIAGRAM



ANALYSIS OF THE MODEL

DESIGN OF THE MODEL

1. Awareness Phase

Purpose: To generate initial interest and understanding among students and stakeholders.

Key Features:

Social media campaigns, school announcements, classroom shoutouts, and the distribution of engaging informational materials.

Where it appears in the diagram:

Green box: “Implement awareness training that is supported and disseminated by a counselor.”

Yellow Action Plan: “Collaborate with key personnel to design instructional awareness training, print material, and social media development”; “Teacher shoutouts in the classroom”; “Reach out to community leaders

2. Guidance Phase

Purpose: To offer structured guidance and personalized support for navigating the study abroad process.

Key Features:

In-person workshops, counselor-led sessions, classroom visits, and take-home materials.

Where it appears in the diagram:

Yellow Action Plan: “Put a counselor in place”; “Counselor to ‘push in’ to classrooms for students in 9-12th grade”; “Speech at assembly twice per semester”

Green path: from “Implement awareness training,” indicating counselor-led interactions

3. Support Phase

Purpose: To assist students through the actual application and preparation process for studying abroad.

Key Features:

- Direct, hands-on support during the student journey.
- Focused on:
 - Application guidance
 - Mock tests (TOEFL/IELTS practice, interview prep)
 - Financial planning (budgeting, scholarships, visa fees)
- Involves counselors providing immediate, structured support.

Where it appears:

Implied within counselor activities and stakeholder feedback loops

4. Reinforcement Phase

Purpose: To motivate students through emotional and social reinforcement, encouraging long-term commitment to the study abroad goal.

Key Features:

Storytelling from alumni, parent advocacy, and peer encouragement.

Where it appears:

Blue bubble: “Study abroad alumni can share their experiences, including how they prepared for the journey, what life is like abroad, and why studying internationally is important.”

The green pathway connects alumni sharing → inspiration → feedback → program refinement

Yellow Action Plan: “Placeholder for future alumni engagement”

5. Sustainability Phase

Purpose: “Alumni involvement, continuous monitoring, and iterative improvement are essential to ensuring the long-term success and sustainability of the program beyond its initial implementation.”

Key Features:

- Involves feedback integration, stakeholder learning, and system refinement.
- **Focused on:**
 - Alumni engagement (e.g., sharing experiences, mentoring)
 - Ongoing monitoring through annual surveys
 - Iterative improvement using stakeholder feedback
- Builds institutional memory and future readiness.

Where it appears:

- Feedback loops:
 - The Key Student Feedback loop and surveys at 25%, 50%, 100% program completion suggest ongoing support, tracking, and guidance.
 - The Key Stakeholder Feedback loop, along with annual surveys of the study abroad program, highlights ongoing support, progress tracking, and personalized guidance throughout the process.
- Counselors will synthesize feedback and use it to feed input and action plan.
- Alumni success stories and community leader feedback also sustain model growth.

MODEL COMPONENTS

The following components support the implementation of all five phases:

Instructional Materials: Includes printed and digital brochures, step-by-step mock applications, visual guides, and FAQs to inform students and parents about international study pathways.

In-Person Workshops and Presentations: Delivered twice per year by trained counselors to provide detailed guidance on the application process, scholarship opportunities, and cultural expectations abroad.

Social Media Campaigns: Targeted and scheduled posts on platforms such as Facebook, TikTok, and Telegram to raise awareness, share alumni testimonials, and promote upcoming events or deadlines.

Parent Engagement Materials: Comprises take-home kits, translated documents, and village-based informational sessions designed to build parental understanding, address concerns, and gain support.

Community Engagement Initiatives: Includes public announcements at local gatherings, active involvement of community leaders, and integration of local success stories to expand the program's reach and credibility.

COMMUNICATION & DIFFUSION PLAN

Communication Plan

The success of this model relies on a strategic and culturally responsive communication plan designed to foster engagement, trust, and continuous improvement. Below are the core components of the plan:

Information Dissemination: Accurate and engaging information about study abroad opportunities is shared through multiple channels, including classroom visits, school-wide assemblies, printed brochures, village announcements, and social media platforms (e.g., Facebook, TikTok, Telegram). Messaging is adapted to address student and parent concerns, with simplified explanations and relatable success stories.

Engagement Strategies: Motivated students and supportive teachers are identified as early adopters and included in the implementation coalition. Teachers are encouraged to deliver periodic shoutouts in class, and counselors “push in” during lesson time to speak directly with students. In-person workshops, take-home kits, and small group discussions allow students and families to interact with counselors and program advocates in familiar settings.

Feedback Channels: Feedback is collected regularly from students, teachers, and parents through structured surveys, informal check-ins, and stakeholder interviews at 25%, 50%, and 100% program completion stages. This feedback loop ensures the model evolves based on lived experiences.

Monitoring & Reporting: Counselors and the communication manager are responsible for synthesizing feedback and documenting participation trends, barriers encountered, and success indicators. These reports inform the refinement of strategies and allow for transparent sharing of progress with the community.

Community Collaboration: The program actively engages local leaders, alumni, and parents to become champions of study abroad culture. Through community forums, local leader shoutouts, and storytelling events, trust is built and community ownership is reinforced.

Cultural Sensitivity and Inclusivity: All materials are bilingual (Khmer and English), and efforts are made to include voices across gender and socioeconomic backgrounds. The messaging also

respects familial values while introducing the benefits of international education as a tool for national contribution and family upliftment.

This communication plan ensures that all stakeholders, from students and parents to teachers and village leaders, are informed, inspired, and involved throughout the diffusion of the study abroad initiative.

Diffusion Plan

The communication and diffusion of this instructional model are informed by three foundational change frameworks: Rogers' Diffusion of Innovations, Ely's Eight Conditions of Change, and Kotter's 8-Step Change Model. These frameworks ensure that the study abroad intervention is effectively introduced, adopted, and sustained within Jayavarman VII High School and the broader community.

1. Rogers' Diffusion of Innovations Framework

According to Rogers (2003), the adoption of an innovation occurs through five stages: knowledge, persuasion, decision, implementation, and confirmation. This framework guides how communication and peer influence will encourage the gradual uptake of the study abroad program. Early adopters, motivated students, and supportive teachers will be strategically engaged to influence the early majority. The innovation's relative advantage, compatibility, and observability are communicated through student assemblies, classroom discussions, printed brochures, and social media platforms like Facebook and TikTok. Peer testimonials and alumni storytelling enhance the innovation's appeal by reducing perceived risks and uncertainties (Sahin, 2006).

2. Ely's Eight Conditions of Change

Ely (1990) emphasizes that successful implementation of educational change depends on eight interdependent conditions: dissatisfaction with the status quo, sufficient knowledge and skills, availability of resources and time, rewards or incentives, participation, commitment, and leadership. In this model, these conditions are met through:

- Dissatisfaction: Highlighting the absence of study abroad success stories at the school.
- Skills: Providing students and teachers with training and materials.
- Resources and Time: Scheduled workshops and allocated counselor hours.
- Incentives: Celebrating milestones and showcasing success.
- Participation: Involving parents, alumni, and local leaders in planning and delivery.
- Commitment: Building ownership through teacher and counselor engagement.
- Leadership: Designating trained counselors and a communication manager.

3. Kotter's 8-Step Change Model

Kotter's (1995) model offers a step-by-step roadmap for initiating and sustaining change. The program follows these steps:

1. Establish a sense of urgency through alumni stories and data on missed global opportunities.
2. Build a guiding coalition including counselors, teachers, and student leaders.
3. Create a vision for change centered around equity in access to global education.
4. Communicate the vision through assemblies, posters, videos, and social platforms.
5. Empower action by equipping students with application skills and removing barriers.
6. Generate short-term wins by recognizing students who complete mock applications or receive interview invitations.
7. Consolidate gains and produce more change using ongoing feedback and stakeholder meetings.
8. Anchor the changes in the school culture through yearly alumni involvement and counselor-led reflection.

CONCLUSION

The study abroad model presented in this report provides a practical, evidence-based response to the barriers that Cambodian high school students face in accessing international education. Grounded in comprehensive front-end analysis and guided by established change frameworks, including Rogers' Diffusion of Innovations, Ely's Conditions of Change, and Kotter's 8-Step Change Model. This intervention is both contextually responsive and strategically designed. Its phased structure, strong communication and diffusion plan, and emphasis on cultural relevance ensure that the model is not only feasible but also scalable and sustainable. By fostering stakeholder collaboration, amplifying student voices, and anchoring change in community participation, the model lays the groundwork for long-term impact, transforming study abroad from an aspiration into an accessible, supported reality for Cambodian youth.

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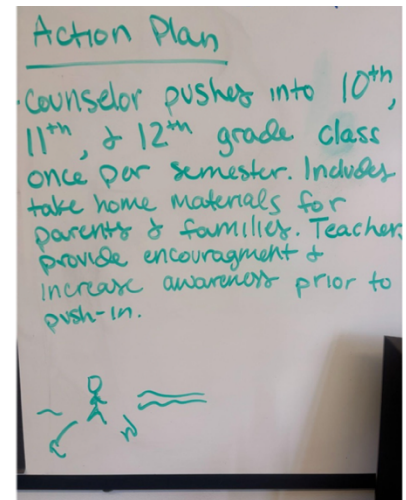
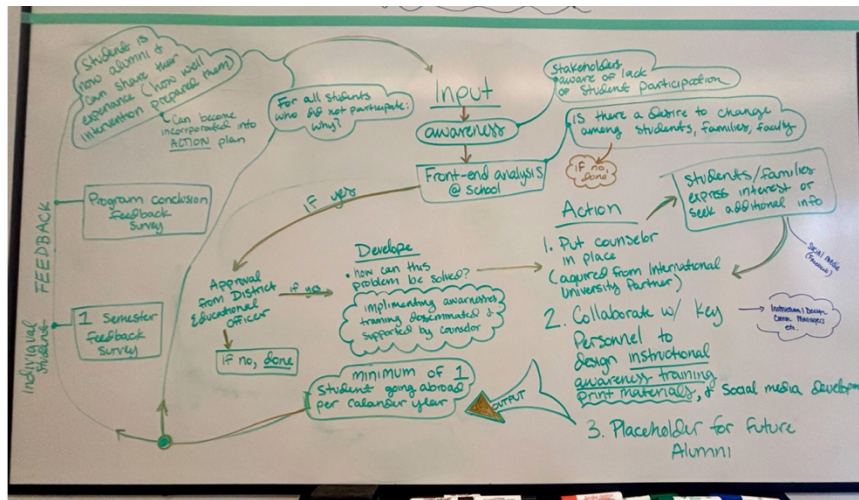
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APPENDIX

Model Diagram Development

Version I

We brainstormed how the various components of our model would interact to ensure coherence and logical flow throughout the design.



PROS: Good Starting point with a meaningful feedback loop established.

CONS: The Action plan was not robust enough, and the model was visually confusing.

Version II

Our next iteration focused on including as much information as possible so that we could then carve out the most important aspects of the model.

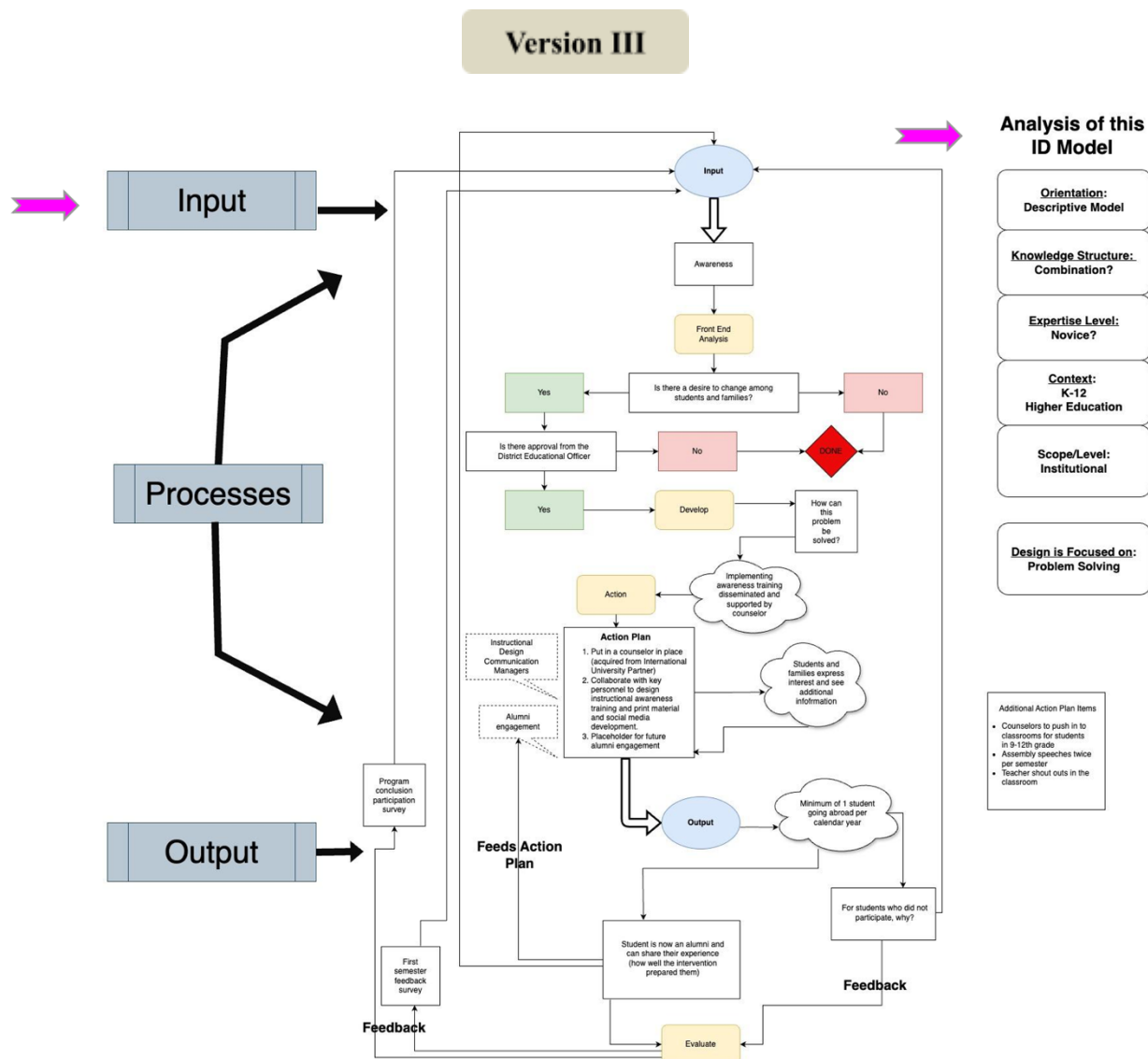
PROS:

- Outlined how ADDIE informed our decision-making process
- Looks more formal
- The action plan more fleshed out

CONS:

- Very busy and complex looking
- Difficult to follow logic path





Similar to Version 2, we continued to refine our model by adding depth and clearly justifying our design choices. We ensured the model included distinct inputs, processes, and outputs for greater clarity. Additionally, we improved the visual spacing for better readability and referred to Edmonds' framework to guide our comparison of instructional design models.

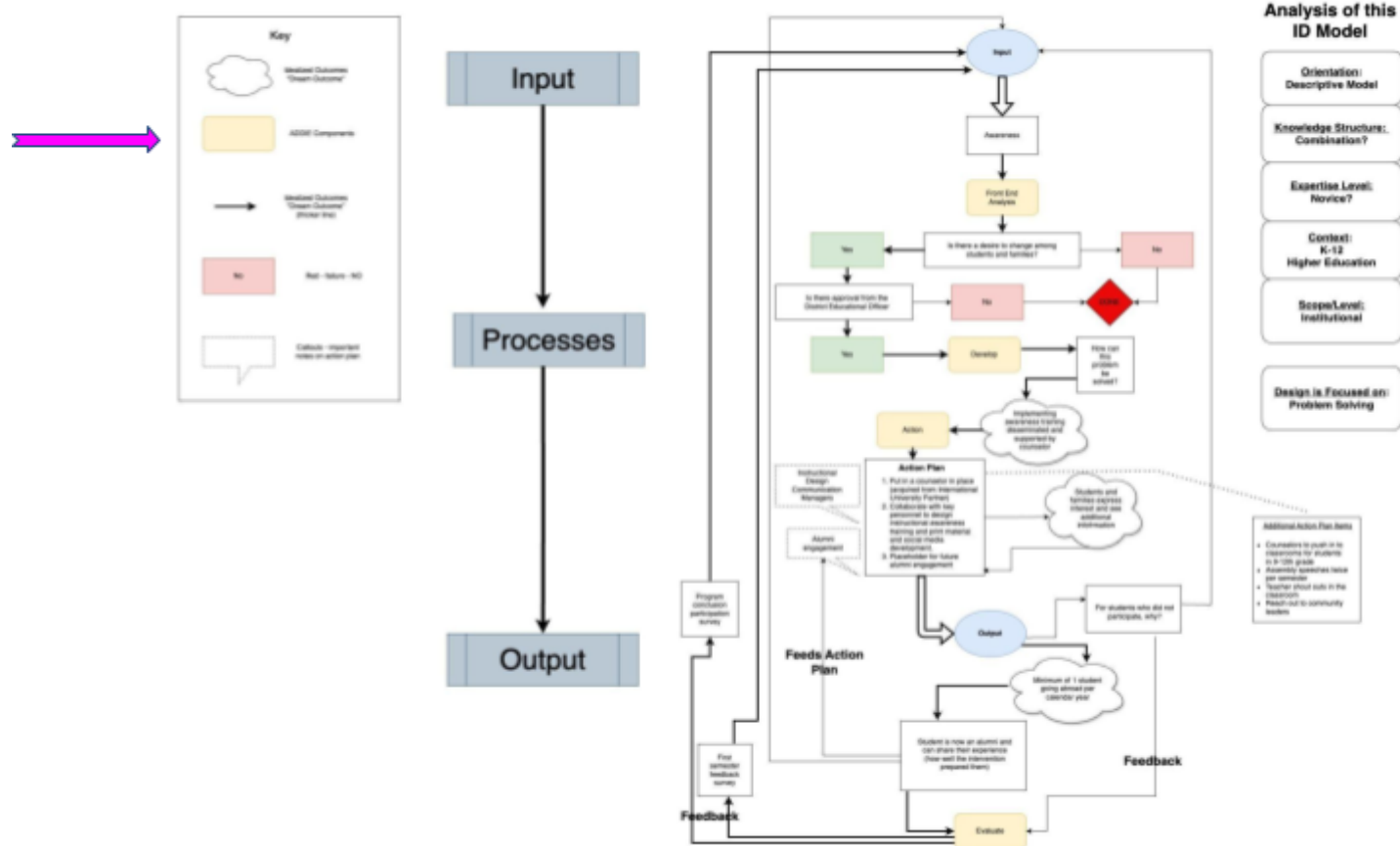
PROS:

- Outlined how ADDIE informed our decision-making process
- Clear input, process, and output

CONS:

- Still too complex and hard to read.

Version IV



The fourth iteration improves upon the third model in several ways:

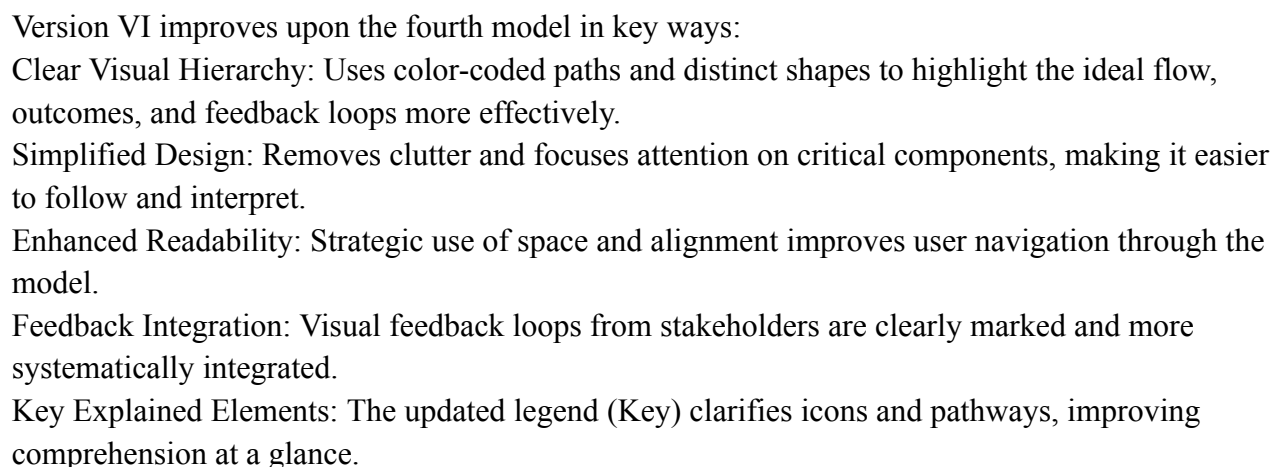
Cleaner Layout: Clutter is reduced, making the diagram more readable and visually organized.

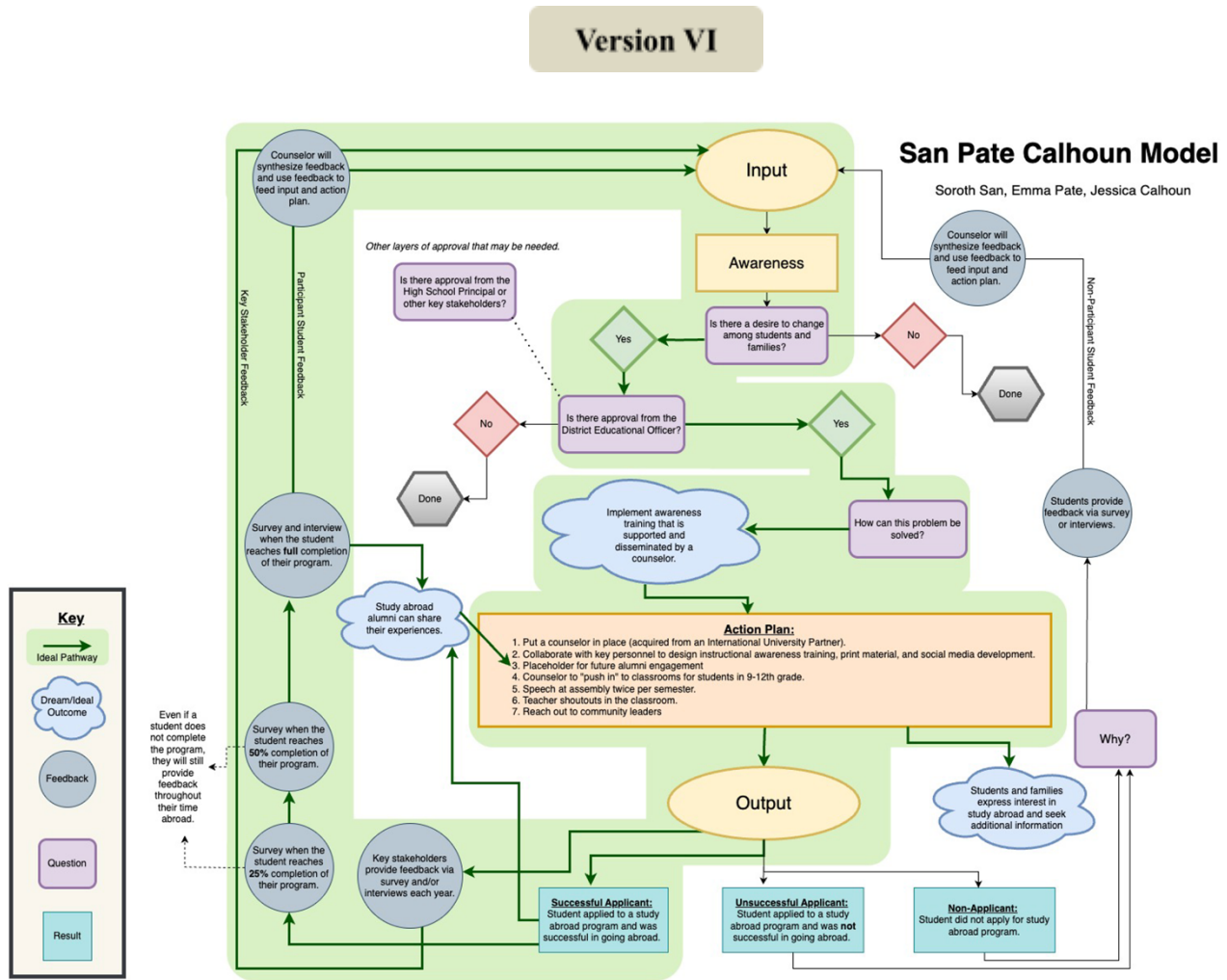
Added Key Indicators: Introduction of visual elements like ADDIE components, idealized outcomes, and callouts adds clarity and depth to the model's purpose.

Stronger Visual Hierarchy: Shapes and colors are used more intentionally, improving the user's ability to follow the flow.

Refined Action Pathways: Thicker lines for outcomes and improved alignment make pathways more intuitive.

Improved Labeling: Clearer labels and symbols (e.g., the key legend) help the user decode each component easily.

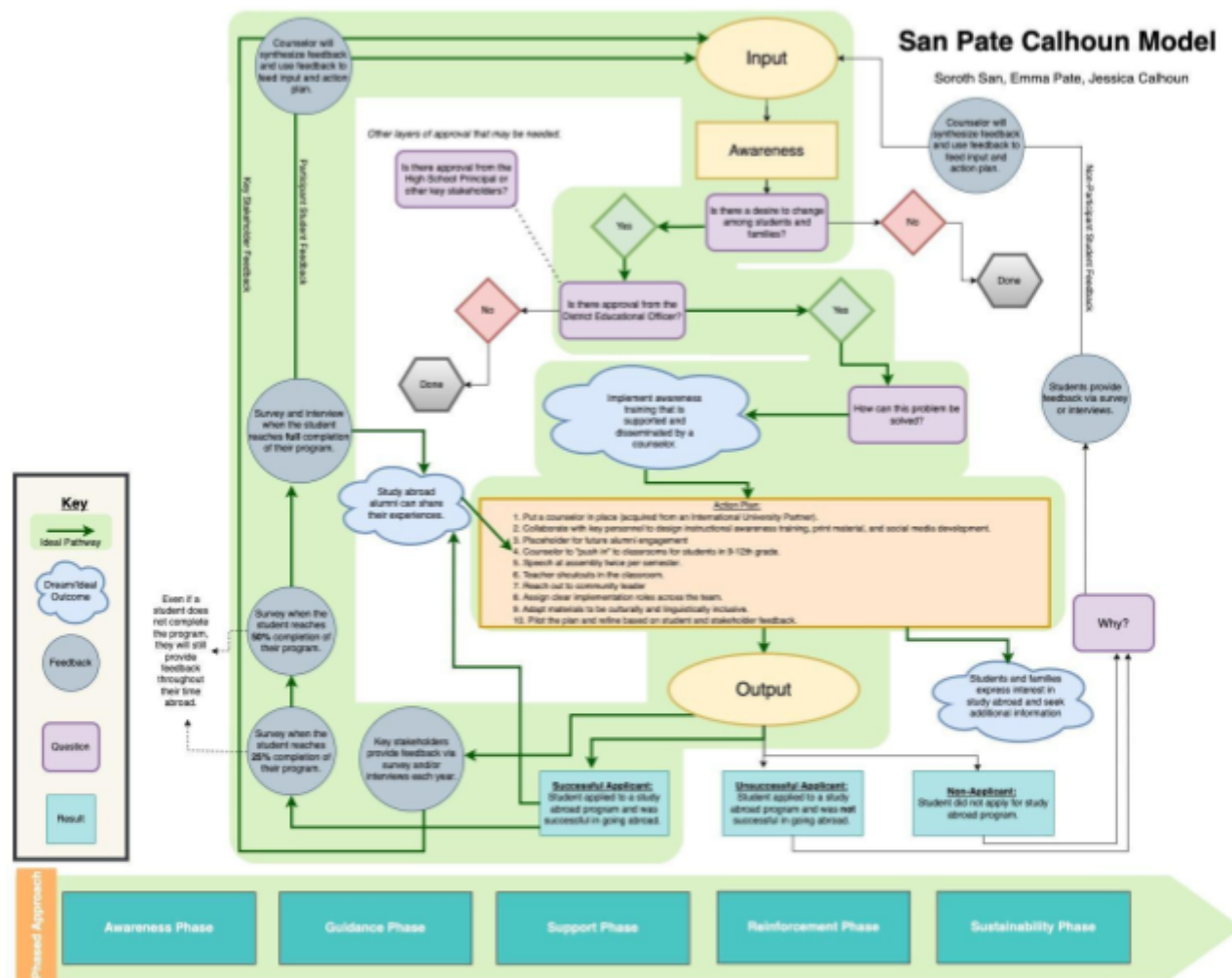




Based on the feedback received during our in-class presentation, we enhanced our fifth iteration by incorporating additional layers of approval for intervention implementation, including endorsements from the district education officer, school principal, and school board. All core components have been retained to uphold the model's effectiveness and integrity. Additionally, we included a critical element to guide the collection of input from all relevant stakeholders. Previously, our model did not account for students who were admitted to study abroad but did not complete their programs. Gathering feedback from this group remains essential to ensure a more comprehensive understanding of barriers and to inform future improvements.

Final Version
VI

THE SAN, PATE, CALHOUN MODEL



Building on the strengths of the previous iteration, which was already well-developed, we continued to refine the model to make it more practical and contextually relevant. Based on feedback from our colleagues on Blackboard, we added a few key elements to the Action Plan, including: assigning clear implementation roles across the team, adapting materials to be culturally and linguistically inclusive, and piloting the plan with revisions based on student and stakeholder feedback. As a result, we carefully analyzed and integrated essential elements to strengthen the model's overall effectiveness. Furthermore, we adopted a phased approach to organize the model in a clear, logical manner. This structure enhances both usability and understanding, making the model more accessible and actionable for diverse stakeholders.