Internationalization of Philippine Higher Education
Higher Education Thought Leaders’ Conference
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Atty. Lily Freida M. Milla, CESO IV
OIC, Office of the Deputy Executive Director
Director III, International Affairs Staff
Commission on Higher Education
Philippines has the right ingredients for IHE

- The Philippines is one of the fastest growing Southeast Asian economies*
- The 12th largest population in the world; more than half of whom are under 25**
- Higher education infrastructure**
  - GER at the tertiary level is 28.2%
  - Predominance of private institutions
  - High levels of English Proficiency
  - ELT destination

*Source: [https://www.adb.org/countries/philippines/main](https://www.adb.org/countries/philippines/main)
**Source: [https://apalearc.nyu.edu.tw/PPT/PPT030.pdf](https://apalearc.nyu.edu.tw/PPT/PPT030.pdf)
Our Higher Education figures keep going up every year

- Tertiary graduates in science, engineering, manufacturing and construction
- HEIs engaged in local and global partnerships and collaborations
- Number of graduate education graduates (MA/PhD) engaged in original research of creative work
- Unique HEIs with COE/COD Status
- Higher Education Scholarships granted in 2017 alone
  - Within the Top 65* in the World for Higher Education and Training
  - Within the Top 50* in the World for Innovation Global Competitiveness Training
- No. 3 ASEAN ranking for faculty with PhD
- No. 2 ASEAN ranking for faculty with Bachelor’s degrees
- Over $280,000 in Research Funding per proposal Two-Year DARE TO Grant
Internationalization is **NOT** about:

- Number of agreements concluded
- Number of **programs and courses** taught in English
- Number of **foreign students**
- Foreign **travels**
Policy Framework and Strategies on the Internationalization of Philippine Higher Education

Aims to provide the national perspective and direction for the country’s higher education internationalization efforts.
Internationalization goals

**SHORT TERM**
- Development of a globally-competitive human resource

**LONG TERM**
- Building of a knowledge-based society

- Strengthen the ASEAN Identity and Community
- Mold the next generation of global citizens
Revisiting the definition of internationalization

1997 | “The process of integrating an international or intercultural dimension into the teaching, research and service functions of the institution.” – Knight, 1997

2004 | “The process of integrating an international, intercultural or global dimension into the purpose, functions or delivery of post secondary education.” – Knight, 2004
Revisiting the definition of internationalization

2015 | “[Is] the intentional process of integrating an international, intercultural or global dimension into the purpose, functions and delivery of post-secondary education, in order to enhance the quality of education and research for all students and staff, and to make a meaningful contribution to society.” – de Wit et al., 2015

2016 | “Internationalization of higher education involves the integration of international/intercultural dimensions to HEIs’ purpose, functions, and/or delivery; it involves a process of interchange of higher education between nations, between national systems of higher education, and between institutions of higher education. It is the expansion of higher learning within and beyond national borders and centers of scholarly studies. Internationalization of higher education is a much broader concept than cross-border education.” – Policy Framework on the IZN of Philippine Higher Education (CMO 55 s 2016)
Definition of **Internationalization**

**Internationalization** is an intentional process, an empowering product and liberating mindset that infuses the international multicultural dimension into the purpose functions and delivery of post secondary and continuing education while reinforcing the values, interests and goals of the institution, national development and ASEAN community building.
Internationalization
as a strategy to:

• Enhance the quality of Philippine higher education;
• Uphold the country’s reputation as a center of higher education in identified niches/programs of excellence;
• Strengthen the country’s role in an interconnected global community;
• Develop Philippine HEIs as productive members of the international academic community;
• Produce graduates with 21st century competencies able to live and work in a diverse multicultural setting;
• Foster closer cooperation and understanding between the Philippines and the rest of the world.
Internationalization contributes to a number of important policy instruments
“Beyond access to quality education, this legislation you (Duterte) signed will be the greatest investment for the future because it will produce a highly educated, better trained and more employable workforce who will propel the country's development in the future”

— CHED Chairman J. Prospero ”Popoy” De Vera III, DPA
CHED’s Thrust

CHED envisions to establish an enabling environment to allow the Philippine higher education sector to meet the challenges and take on opportunities brought about by internationalization and ASEAN integration.
Implementing Mechanism

A panel of experts on internationalization will be responsible for reviewing and evaluating the izn strategic plans of the HEIs, and overseeing the effective implementation of the higher education izn policy and strategy.
Internationalization Strategy

**Commission on Higher Education**

**Developmental** – provision of advisory and technical assistance in the development and design of izn programs, training, and capacity building, and information

**Regulatory** – promulgating policies and standard for izn arrangements to ensure compliance with existing laws, effective delivery of intended outcomes, and basis for qualifying HEIs

**Philippine HEIs**

**Programmatic and holistic** approach to developing and implementing their izn strategy instead of one-off, random activities
Factors to consider for programs on Internationalization

- Build on potential niche/flagship programs that can support national economic and social agenda
- Support unmet local demand; widening access to international qualifications
- Positions Philippines favorably with ASEAN higher education sector and student market
- Support wider ASEAN development goals *

* Adopted from the PHL Poster Presentation at 2018 EAIE on PHL-UK Collaborative Transnational Education
Well-developed & credible brand of PHL HiEd Institutions

Strong cross-border/local/virtual mobility and IZN-at-Home programs

Improved institutional capacity thru expansion of collaborations and consortia

Recognition of Philippine HEIs and graduates in the global community

Development of PHL as a center of HE in Identified Niche/Programs of Excellence

Implementation of Framework and Strategies on the IZN of PHE (CMO 55, 2016)

Assistance to Develop and Sustain IZN Programs of HEIs

International Academic Mobility (Academic Exchange Programs)

Participation in Intl Assessment of HEI performance and Filipino graduates

1. Branding & Reputation
2. Improved Graduate Qualification
3. Quality Institutions
4. Economic growth & National Competitiveness
ASEAN Post-2015 Vision on Education

Adopted by the 8th ASED, 11 Sept 2014, Vientiane, Lao PDR

1. The ASEAN education sector will continue to promote a Community that puts people at its centre as well as one with an enhanced awareness of ASEAN.

2. It remains steadfast in its focus on sustainable development in the region.

3. It will give emphasis on access to quality inclusive education and development of lifelong learning through robust capacity building programmes and provision of structural guidelines.

From Assistant Director Abigail Lanceta’s (ASEAN Secretariat) presentation on “ASEAN Cooperation in Higher Education”
ASEAN on Mobility and Credit Transfer

- ASEAN University Network (AUN)
- ASEAN International Mobility for Students (AIMS) Program
AIMS
MEMBER
HEIs
ASEAN on Quality Assurance and Qualifications Frameworks

• ASEAN Quality Assurance Network (AQAN)
• ASEAN Qualifications Reference Framework (AQRF) Committee
ASEAN
Other Initiatives

• ASEAN Citation Index (ACI)
• ASEAN Cyber University (ACU) Project
ASEAN Initiatives with Dialogue Partners

• ASEAN Plus Three (APT) Working Group on Mobility of Higher Education and Ensuring Quality Assurance of Higher Education
• EU Support to Higher Education in the ASEAN Region (EU SHARE)
SEA-Teacher and SEA-TVET Projects

- The **SEA-Teacher Project** launched its first batch in 2016. It is now in its 8th batch.

  - Objectives:
    - To enable the students to develop their teaching skills
    - To encourage the students to practice their English
    - To allow the students to gain a broader regional and global views
    - To expose future teachers to diverse teaching and learning situations and opportunities and the value of flexibility

- The **SEA-TVET Project** launched its first batch in early 2018. It is now in its 4th batch.

  - Objectives:
    - To enhance global competitiveness, knowledge and technical skills of TVET students
    - To improve intercultural understanding, regional perspectives, and English communication of students
    - To provide employable opportunities for students
    - To create a sustainable partnership among polytechnics and TVET colleges/institutions in Southeast Asia
SEA-Teacher and SEA-TVET Projects

SEA-Teacher

- Total number of participating HEIs are 307 from the first to the latest batch:
  - Philippines - 93
  - Indonesia - 150
  - Malaysia - 1
  - Thailand - 63

SEA-TVET

- Total number of participating HEIs are 111 from the first to the latest batch:
  - Philippines - 16
  - Indonesia - 77
  - Malaysia - 5
  - Thailand - 10
  - Vietnam - 3
APT Guidelines on Transcripts and Supplemental Documents for the Academic Records of Exchange Students

4. RECOMMENDED INFORMATION AND DESCRIPTION OF TRANSCRIPTS AND SUPPLEMENTAL DOCUMENTS

It is preferable that the Transcripts, including the supplemental documents, are written in English, or in the language(s) agreed upon between the host university(s) and the home university. These may contain the following information, which can be customised depending on the situation of the host country. Attachment of syllabi containing relevant information can substitute for other documents.

<table>
<thead>
<tr>
<th>No</th>
<th>Recommended information for the Transcripts</th>
<th>Description of the contents</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><strong>Section 1: Information identifying the holder of the Transcripts</strong></td>
<td></td>
</tr>
<tr>
<td>1.1</td>
<td>Name(s)</td>
<td>Provide the student’s given name(s) with full family or surname (as per passport/identification card).</td>
</tr>
<tr>
<td>1.2</td>
<td>Date of birth</td>
<td>Indicate day, month and year of birth</td>
</tr>
<tr>
<td>1.3</td>
<td>Student level</td>
<td>Indicate the level of study, whether the student is a graduate or undergraduate student.</td>
</tr>
<tr>
<td>1.4</td>
<td>Name and country of the home university</td>
<td>Provide the name of the home university which the student was sent from, and the country where the university is located.</td>
</tr>
<tr>
<td></td>
<td><strong>Section 2: Information identifying the study programme at host university</strong></td>
<td></td>
</tr>
<tr>
<td>2.1</td>
<td>Name and country of the host university</td>
<td>Provide the name of the host university and the country where the university is located.</td>
</tr>
</tbody>
</table>
2.2 Name of the host faculty/ department/ major
Provide the name of the host faculty/ department/ major.

2.3 Student number/code of the host university
Provide the student number/code. This should identify the individual as a student enrolled in the particular programme by the host university.

2.4 Name of the study programme
Provide the full name of the study programme. If the programme is based on any agreement between universities, add the name of the agreement.

2.5 Period of the programme
Provide the official duration of the programme in weeks or months. This can be expressed just by using the dates of the beginning and end of the program with information on midterm vacation if applicable.

2.6 Language(s) of instruction
Indicate the language(s) that the programme and student assessment were conducted in.

### Section 3: Information on the contents and results obtained

3.1 Names of the courses/subjects
Provide the names of the courses/subjects undertaken with semester structure information.

3.2 Types of courses/subjects
Provide the types of the courses/subjects undertaken, e.g., lecture, laboratory, fieldwork.

3.3 Grades
Provide a list of the actual grades obtained in each course/ subject of the programme. When relevant, it should also be stated whether the courses are compulsory or optional.

3.4 Credits
Provide the number of credits the obtained courses/subjects offer.

### Section 4. Credit mechanism and grading scheme

4.1 Student workload (if applicable)
Provide the amount of student workload, i.e., the number of teaching/contact hours in class and the duration of self-study time students spend outside of the classroom, such as for homework, preparation for exams and writing reports. *If there is a relevant national regulation, please mention it here.*
<table>
<thead>
<tr>
<th>Section 4</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>4.2</td>
<td>Teaching hours/contact hours</td>
</tr>
<tr>
<td>4.3</td>
<td>Grading scheme and clear criteria for pass/fail</td>
</tr>
<tr>
<td>4.4</td>
<td>Credit transfer system (if applicable)</td>
</tr>
<tr>
<td>4.5</td>
<td>Other relevant information</td>
</tr>
</tbody>
</table>

**Section 5: Additional information (if applicable)**

<table>
<thead>
<tr>
<th>Section 5</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>5.1</td>
<td>Learning outcomes</td>
</tr>
<tr>
<td>5.2</td>
<td>Internship experience</td>
</tr>
<tr>
<td>5.3</td>
<td>Scholarship awards</td>
</tr>
<tr>
<td>5.4</td>
<td>Type of the host university</td>
</tr>
<tr>
<td>5.5</td>
<td>Information on accreditation status of the host university</td>
</tr>
<tr>
<td>5.6</td>
<td>Other relevant information</td>
</tr>
</tbody>
</table>

**Section 6: Certification of the Transcripts**
### 6.1 Date
Provide the date when the Transcripts were issued. This would not necessarily be the same date the study programme was finished.

### 6.2 Signature
Provide the name and signature of the official certifying the Transcripts, such as registrar, dean or head of administration office.

### 6.3 Official stamp/seal
Provide the official stamp/seal of the host university authenticating the Transcripts.

### 6.4 Contact address
Provide contact address of the host university.

### Annex:
It is strongly recommended to attach syllabi that outline the courses/subjects taken at the host university. Either paper copies or links are acceptable. Syllabi information may be complemented by other means such as letters from those responsible for the course/subject.
Exemplars
CHED Partnerships through the K-12 PMU

International Affairs Staff
Commission on Higher Education
Exemplars
Joint Development of Niche Programmes

Niche and Priority Program Areas:

- Transportation Engineering
- Transportation Studies
- Ethnological Landscape Architecture
- Cyber Security
- Data Science
- Digital Innovation and Creativity
- Agri-technology and Post-harvest Processing
- Maritime Affairs and Diplomacy
- Naval Architecture
- Conflict and Development
- Demography and Population Studies
- Alternative Learning System/Distance Education
- Adult Education
- Education Policy
- International Relations

Forging partnerships between Philippine and United Kingdom (UK) Institutions

A two-year partnership between CHED and the British Council that aims to provide capacity and funding support for 10 Philippine HEIs to establish international connectivity and engagement through the joint development of TNE programs with HEIs in the United Kingdom.
<table>
<thead>
<tr>
<th>PH HEI</th>
<th>UK HEI</th>
<th>TNE Program/s</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ateneo de Manila University</td>
<td>Queen Mary University of London</td>
<td>MSc Data Science; MSc Innovation through Media Arts Technology</td>
</tr>
<tr>
<td>Bicol University</td>
<td>University of Liverpool</td>
<td>MSc Sustainable Food Systems</td>
</tr>
<tr>
<td>Central Luzon State University</td>
<td>University of Liverpool</td>
<td>PhD Sustainable Food Systems</td>
</tr>
<tr>
<td>De La Salle University</td>
<td>Liverpool Hope University</td>
<td>MSc Computer Science; MSc Sports and Exercise Nutrition; MSc Data Science/Data Engineering; MSc Robotics Engineering</td>
</tr>
<tr>
<td>Miriam College</td>
<td>Goldsmith's University of London</td>
<td>PGCert and MA Designing Education</td>
</tr>
<tr>
<td>Saint Louis University</td>
<td>Coventry University</td>
<td>MSc Disaster Risk Reduction and Management</td>
</tr>
<tr>
<td>Silliman University</td>
<td>Newcastle University</td>
<td>MRes Tropical Biological Oceanography</td>
</tr>
<tr>
<td>University of San Carlos</td>
<td>Coventry University Cardiff Metropolitan University</td>
<td>PhD Engineering; MA Arts and Design</td>
</tr>
<tr>
<td>University of Santo Tomas</td>
<td>University of Reading University of Leeds</td>
<td>PhD Built Environment/Architecture; MSc in Public Health (International) with Postgraduate Certificate</td>
</tr>
<tr>
<td>University of the Philippines</td>
<td>University of Reading</td>
<td>PhD Meteorology; PhD Agriculture/Food Security</td>
</tr>
</tbody>
</table>
Exemplars
ANTENA Project

• A project entitled “Internationalization of Higher Education at the Philippines Network – ANTENA” was recently granted by the European Union (EU) through the Erasmus Plus Higher Education Capacity Building program.

• This three-year project will directly target the implementation of international relations policies at the national level and improve management knowledge and skills for international relations at the institutional level.
Exemplars
Project FORTH

“Formation of Teachers in Emerging Challenged Areas in the Philippines: A Model for Global Use” (aka Project FORTH) is co-funded by the Erasmus+ Programme of the European Commission, the FORTH project aims to address the need of teacher formation in the disadvantaged but emerging areas of the country. Planned activities include:

• Participation in national/transnational training sessions
• Writing modules and training of trainers
• Lab training sessions for training of practice teachers
• Train teacher trainers for selected public schools
Exemplars
PCARI

Philippine-California Advanced Research Institutes (PCARI) Project enhances the skills and expertise of faculty and staff of Philippine universities and colleges through scholarships, training and research partnerships.

Features:
• Scholarship, training and research
• Two main fields: information infrastructure development and health innovation and translational medicine
• Provides opportunities for direct collaboration
• Attracts the best and the brightest with full support for research
• Addresses important problems of society using the best technologies
Exemplars

Supported ASEAN Associations

ASEAN Teacher Education Network (ASTEN), through the Philippine Normal University

The AsTEN is a network of premier Teacher Education Institutions (TEIs) of countries in the ASEAN pioneered by the Philippine Normal University.

ASEAN Association of Schools of Medical Technology (AASMT), through the Philippine Association of Schools of Medical Technology and Public Health

The AASMT is an organization of MedTech schools in ASEAN aimed at exchanging ideas, best practices, and experience in the field.
Fostering World-class Philippine Universities

Fostering world-class Philippine universities is a CHED initiated project that aims to ramp up the internationalization initiatives of public universities.

It seeks to further drive positively and incentivize the good practices, thrusts, and programs on internationalization that the delivers on fulfilling sustainable goals not just on education but the 17 other goals stated in SDG 2030.
Ways Forward

Asian IDENTITY of Internationalization

INNOVATION in IZN programs

INCLUSIVITY in INTERNATIONALIZATION OF HiEd-

INVESTING IN HIGHER ED;
INVESTING TO THE FUTURE
“Education is the single most important legacy that we can bestow upon our youth. It opens doors for countless opportunities that will lead to their further empowerment, greater success and the realization of their individual aspirations”

- President Rodrigo Roa Duterte
Thank you!
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