Collaborative TNE in the Philippines: Creating Exemplars for International Engagement

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Lotus Postrado
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Ateneo de Manila University
Outline

- K-12 Transition and Implications to HE
- Recent efforts on Internationalisation
- About Philippine-UK TNE Project (JDNP)
- Implications of TNE to Philippine HE Sector
- Ateneo-Queen Mary University of London Experience
The K to 12 Reform
Republic Act 10533 (The Enhanced Basic Education Act of 2013)

On Faculty & Staff
Reduced enrollments in 2016 to 2021, affecting employment status of HEI personnel, including deloading and possible displacement
Must be capacitated and re-tooled

On College Programs
Movement of courses to SHS has led to revisions in: 1) General Education Curriculum; and 2) Policies, standards and guidelines (PSGs) of college programs
Benchmarking of curricula with international standards

APAIE 2018 Conference & Exhibition | The Impact of the Fourth Industrial Revolution on Higher Education in the Asia Pacific | 25 to 29 March 2018
www.apaie2018.org
Other policy reforms

1. Development of the Philippine Qualifications Framework (E.O. 83, s. 2012)
   - Alignment of PQF with international standards
   - Credit transfer, pathways and equivalencies
2. Referencing with ASEAN Qualifications Framework
3. Outcomes-based and typology-based quality assurance to strengthen quality, effectiveness of PHEIs (CMO 46, s. 2012)
5. Policies, Standards and Guidelines on Transnational Education (CMO 62, s. 2016)
6. Review of Graduate Programs
7. Government investment through the K to 12 Transition Program
Policy Framework and Strategies on the Internationalization of Philippine Higher Education (CHED Memorandum Order No. 55, s. 2016)

Salient provisions:

- Defined the concept of internationalization aligned with the mandate of CHED and strategy of the Philippines towards ASEAN integration
- Encourages HEIs to develop their Institutional Strategic Internationalization Plan which may includes activities under Cross-border Education (faculty and student mobility) and Home-based Education (internationalization of curriculum)
- Defined CHED’s support and assistance to HEIs in accordance to the the levels of development
Policies, Standards and Guidelines on Transnational Education (CHED Memorandum Order No. 62, s. 2016)

Policy to complement the aim of internationalizing Philippine Higher Education in order to facilitate the development of a human resource base that is responsive to the needs of the times.

Salient Provisions:

- Articulates modes of delivery of Transnational Education such as Joint and Double Degrees, Twinning Arrangement, Articulation, and Validation
- Defined comprehensively the process of application for Government Authority to Operate TNE programs.
- Exemption of HEIs with Autonomous and Deregulated status in the application for Government Authority to Operate TNE Programs.
The K to 12 Transition Program

INVESTING IN THE FUTURE OF HIGHER EDUCATION:

STRONGER & MORE SUSTAINABLE HEIs by 2021

As a response to the challenge posed on higher education institutions and personnel during the K to 12 Transition, CHED has designed a comprehensive range of developmental programs that both (1) mitigate impact on labor and (2) strengthen and ensure sustainability of higher education institutions during the 5-year period, and beyond.

Scholarships for Graduate Studies and Professional Advancement

Faculty and Staff Development Grants (Instruction, Research & Sectoral Engagement)

Institutional Development and Innovation Grants

Senior High School Training Package for Higher Education Institutions

www.apaie2018.org
Improving the state of higher education through the K to 12 Transition Program

**FACULTY & STAFF**

- **CURRENT**
  - 13% have PhDs
  - 41% have Master's Degrees
  - 46% have Bachelor's Degrees

- **often not aligned in the fields they teach**
- Needed expansion of expertise across disciplines
- Many contractuals & part-timers
- No research work/capacity

**INSTITUTIONS**

- There are only 75 Autonomous and Deregulated institutions among the 1,706 Private HEIs in the country (4%), and **NONE** in Regions 8, MIMAROPA & CARAGA.

- **4%**

- Meanwhile, there are only 195 Centers of Excellence (COEs) and **226** Centers of Development (CODs) in the 2,000+ higher education institutions in the country, and mostly in the following areas:
  - Teacher Education (17%)
  - Information Technology (12%)

**COUNTRY**

- **23 - 26%**
  - Underemployment 2015 - 2017*

- **5.1 - 6.3%**
  - Unemployment 2015 - 2017*

- **Mismatch of skills, according to industries**

*Source: Philippine Statistical Authority. Retrieved 16 March 2018
Education Reforms in PHL
Implications on Internationalization

Addresses previous barriers:

- Many baccalaureate degrees earned in local HEIs are considered to be equivalent to only two years of college work in other countries (UNESCO 2013)
- Bureaucratic procedures and administrative red tape that discourage or disincentivize participation in internationalization initiatives (Dewey and Duff, 2009)
- Lack of support staff and personnel to facilitate internationalization initiatives (Dewey and Duff, 2009)
- The government has also limited funds for supporting studies abroad even for acquiring expertise needed for the country’s development (UNESCO 2013)
- Lack of financing (Green, 2007)
- Lack of institutional strategy (Green, 2007)
CHED signed agreements with the following countries

<table>
<thead>
<tr>
<th>Continent</th>
<th>Countries</th>
</tr>
</thead>
<tbody>
<tr>
<td>Asia</td>
<td>Brunei; People’s Rep. of China; Indonesia; Japan; Rep. of Korea; Singapore; Taiwan, China; Thailand; and Vietnam</td>
</tr>
<tr>
<td>Middle East and Africa</td>
<td>Iran, Israel, Saudi Arabia, and Turkey</td>
</tr>
<tr>
<td>Europe</td>
<td>France and Spain</td>
</tr>
<tr>
<td>North and South America</td>
<td>Canada, Mexico and USA</td>
</tr>
</tbody>
</table>
Partners for faculty development
Engaging in Regional Initiatives to boost Student Mobility

ASEAN Credit Transfer System

ASEAN International Mobility for Students (AIMS) programme

ASEAN University Network (AUN)
Number of PHL students studying abroad, almost double compared to 9 years ago

Sources:
1/ 2004-2008 data: UNESCO. 2013. The International Mobility of Students in Asia and the Pacific

www.apaie2018.org
Australia as top destination of students studying abroad

<table>
<thead>
<tr>
<th>TOP DESTINATION</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>TOTAL (est. 2017)</td>
<td>16,308</td>
</tr>
<tr>
<td>Australia</td>
<td>5,075</td>
</tr>
<tr>
<td>United States</td>
<td>3,037</td>
</tr>
<tr>
<td>New Zealand</td>
<td>1,495</td>
</tr>
<tr>
<td>United Kingdom</td>
<td>763</td>
</tr>
<tr>
<td>Saudi Arabia</td>
<td>747</td>
</tr>
</tbody>
</table>

Surge of foreign students in 2017

Sources:
1/ 2006-2007 data: UNESCO. 2013. The International Mobility of Students in Asia and the Pacific
Data from submissions of HEIs, as of February 2018

www.apaie2018.org
### Attracting students from new countries in the last decade

<table>
<thead>
<tr>
<th>Top</th>
<th>2006</th>
<th>2007</th>
<th>2016</th>
<th>2017</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Rep. of Korea</td>
<td>Rep. of Korea</td>
<td>India</td>
<td>India</td>
</tr>
<tr>
<td>3</td>
<td>Indonesia</td>
<td>Indonesia</td>
<td>Nigeria</td>
<td>Rep. of Korea</td>
</tr>
<tr>
<td>4</td>
<td>Taiwan, China</td>
<td>Iran</td>
<td>People's Rep. of China</td>
<td>Nepal</td>
</tr>
<tr>
<td>5</td>
<td>USA</td>
<td>Taiwan, China</td>
<td>Papua New Guinea</td>
<td>Sudan</td>
</tr>
</tbody>
</table>

1/ 2006-2007 data: UNESCO. 2013. The International Mobility of Students in Asia and the Pacific
2/ 2016-2017 data: Commission on Higher Education. Office of Student Development and Services. Data from submissions of HEIs, as of February 2018

Sources:

www.apaie2018.org
## Linkages and Cross-border Collaborations

<table>
<thead>
<tr>
<th>Continent</th>
<th>No. of Partnerships</th>
<th>Forms of Linkage</th>
<th>Discipline/s Covered</th>
</tr>
</thead>
<tbody>
<tr>
<td>Asia</td>
<td>392</td>
<td>Research Collaboration, Student and Faculty Mobility and Teacher Training</td>
<td>Business Administration, Education, Engineering, Medicine and Nursing</td>
</tr>
<tr>
<td>Europe</td>
<td>103</td>
<td>Research Collaboration, Student and Faculty Mobility and Transnational Education</td>
<td>Engineering, Environment Studies, Medicine and Social Studies</td>
</tr>
<tr>
<td>Middle East and Africa</td>
<td>9</td>
<td>Research Collaboration and Student and Faculty Mobility</td>
<td>Education, English Language and Rehabilitation Science</td>
</tr>
<tr>
<td>North and South America</td>
<td>78</td>
<td>Research Collaboration and Student and Faculty Mobility</td>
<td>Business Administration, Education, Hotel Management, Medicine, Nursing and Social Sciences</td>
</tr>
</tbody>
</table>
Institutional support via the K to 12 Transition Program

**CMO no. 33, s. of 2016**

The Institutional Development and Innovation Grants (IDIG) are awarded to HEIs to fund initiatives that strengthen their qualifications and capacity to remain relevant and respond to local, regional, national, and global priorities.

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**PATRIOTISM**
As agents of Filipino national and civic consciousness

**INCLUSIVE GROWTH AND SUSTAINABLE DEVELOPMENT**
As advocates of sustainable economic growth and productive and decent work for all Filipinos

**GLOBAL COMPETITIVENESS**
As vehicles for international connectivity and engagement, at par with HEIs in other parts of the world

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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.

NICHE & PRIORITY PROGRAM AREAS that remain unavailable locally:

1. Transportation Engineering
2. Transportation Studies
3. Ethnological Landscape Architecture
4. Cyber Security
5. Data Science
6. Digital Innovation and Creativity
7. Agri-technology and Post-harvest Processing
8. Maritime Affairs and Diplomacy
9. Naval Architecture
10. Conflict and Development
11. Demography and Population Studies
12. Alternative Learning System/Distance Education
13. Adult Education
14. Education Policy
15. International Relations
16. Transnational Issues

www.apaie2018.org
Philippines has the right ingredients for IHE

• The Philippines is one of the fastest growing Southeast Asian economies*

• Current economic growth is mainly attributed to accelerated domestic spending

*Source: https://www.adb.org/countries/philippines/main
• Philippines’ growing services-based industries

Growth in the services sectors in South and Southeast Asia

Nepal 39%
Pakistan 9%
Myanmar 7%
Philippines 14%
Indonesia 13%
• The Philippines have the most favourable youthful demographic outlook across the ASEAN peer group.
Increase in demand for HE: Implications to HEIs

• increase the existing capacity internally; or
• allow international education provision to meet excess demand for higher education. Adequate regulation of overseas provision can contribute to enhanced quality of provision and local capacity building
Opportunities for TNE

• All the elements are in place for a receptive TNE environment in the Philippines (socio-economic, English, TNE policy)

• Demand for TNE in the Philippines is very much present and set to grow

• Philippine HEIs are not necessarily looking for top-tier UK higher education institution partners but with partners that will contribute to institutional capacity building
Challenges

• Not enough trained faculty in the Philippines who could administer or teach the TNE degree especially new, niche courses
• Dearth of information on TNE;
• Fees and infrastructure costs of TNE
About Philippine-UK TNE Project

• Joint Development of Niche Programmes through Philippine-UK Linkages

• Institutional capacity and grant support to 10 selected Philippine HEIs to establish TNE partnerships with UK universities

• 2-year British Council-CHED partnership;

• Collaborative TNE - PH and UK HEIs to mutually benefit by sharing country-specific experience and expertise on niche areas, leading to exchanges in curriculum development, training and research
Objectives

• Increase HEI capacity for internationalisation and TNE
• Develop new niche postgraduate degree offers on priority disciplines by AY 2018/2019
• Increase Philippine-UK HEI partnerships

Outputs

• 18 UK-PH joint, dual, double degrees
• 14 UK-PH HE partnerships
• TNE consortium/network
• Exemplar on Postgraduate Degree by Research
Project Framework

**INPUTS**
- British Council and CHED provide SUPPORT in establishment of partnerships between UK and PH HEIs, w/ focus on CB on IHE, TNE and university-industry linkages
- Growing need to enhance quality of HE for national and regional economic growth, integration
- Increase in government investments on HE
- PH has receptive environment for IHE/TNE

**OUTPUTS (RESULTS)**
- Capacitated PHL HEIs to better engage internationally and create new HE partnerships
- Joint UK and Philippine postgraduate degree programmes
- PH HEIs with internationalization agenda aligned to institutional priorities and strategies
- Research on opportunities and challenges on TNE in PH
- Training on IHE, TNE, QA, curriculum development, international branding
- International HE conferences, Call for Interest in UK, partnership meetings/discussions in PH/UK;
- Development grant for partnership projects
- Market research
- University visits to the UK/PH
- Academic meetings
- Alignment of QA systems
- Learning/mentorship of HEIs from their UK HEI partners
- Scoping research for baseline, project design

**OUTCOMES**
- Increased capacity of HEIs leadership and faculty on IHE and TNE
- Support HE reforms/strategy (e.g. TNE, Graduate Programme)
- Increased partnerships between UK and PH
- Improved international profile of PH HEIs
- Growth of PH TNE degrees
- Increased student and researcher mobility

**IMPACT**
- PH HEIs to contribute economically by producing experts needed for growth, global competitiveness
- HEIs are more innovative and globally competitive
- UK-PH university partnerships network thrive, opening up more opportunities
- Increased reputation of PH HEIs
- Contribute to quality PH HE
- Contribute to prosperity of UK and PH

Trust and understanding between people of UK and PH
Philippines Priority Disciplines

- Transportation Studies
- Climate Change
- Design Engineering
- Education (Professional Education, Educational Neuroscience, Educational Planning, Economics and International Development, Lifelong Learning)
- Tropical Medicine / Public Health
- Energy Security / Renewable Energy
- Maritime Engineering
- Social Science
- Oceanography
- Economics
- Agriculture / Food Security
- Digital Innovation and Creativity
PARTICIPATING PHILIPPINE HIGHER EDUCATION INSTITUTIONS

University of the Philippines
Quezon City - State University 60,000
Flagship Disciplines:
- Engineering
- Natural Sciences
- Social Sciences
- Fine Arts
- Agriculture
- Urban Planning
- Humanities
- Industrial Design
- Geography

Ateneo de Manila University
Quezon City - Private 14,404
Flagship Disciplines:
- Literature
- Philosophy
- History
- Entrepreneurship
- Biology
- Chemistry
- Mathematics
- Physics
- Psychology
- Sociology
- Environmental Science
- Communication
- Business Administration
- Political Science
- Electronic Engineering
- Information Technology

De La Salle University
Manila City - Private 19,000
Flagship Disciplines:
- Accountancy and Business
- Engineering
- Computer Science
- Liberal Arts
- Natural Sciences
- Economics
- Education

University of Santo Tomas
Manila City - Private 43,323
Flagship Disciplines:
- Biology
- Chemistry
- Education
- Nursing
- Psychology
- Philosophy
- Music
- Pharmacy

Miriam College
Quezon City - Private 3,186
Flagship Disciplines:
- Design
- Education

St. Louis University
Benguet - Private 25,423
Flagship Disciplines:
- Education Business Administration
- Information Technology Engineering
- Nursing Medical Laboratory Science

Central Luzon State University
Nueva Ecija - State University 15,460
Flagship Disciplines:
- Agriculture
- Fisheries
- Agricultural Engineering
- Veterinary Medicine
- Biology
- Teacher Education

Bicol University
Bicol - State University 21,000
Flagship Disciplines:
- Teacher Education
- Nursing
- Fisheries Education
- Accountancy
- Social Work
- Engineering

University of San Carlos
Cebu - Private 16,788
Flagship Disciplines:
- Engineering
- Social Sciences
- Sciences

Silliman University
Negros Oriental - Private 9,057
Flagship Disciplines:
- Nursing
- Information Technology
- Teacher Education
- Biology
- Marine Science
- Medical Technology
• giving students access to pursue international and highly specialised degrees in the Philippines

• JOINT, DOUBLE, DUAL DEGREES where students will receive academic qualification from both the Philippine university and its UK partner institution

• At least 6 months of study in the UK
• Projects/research can be done in the PH or in the UK
ATENEO DE MANILA UNIVERSITY AND QUEEN MARY UNIVERSITY OF LONDON

- MSc Innovation through Media Arts Technology (Dual Degree)
- MSc Data Science (Dual Degree)

BICOL UNIVERSITY AND UNIVERSITY OF LIVERPOOL

- MSc Sustainable Food Systems (Dual Degree)

CENTRAL LUZON STATE UNIVERSITY AND UNIVERSITY OF LIVERPOOL

- PhD Sustainable Food Systems by Research (Dual Degree)
DE LA SALLE UNIVERSITY AND LIVERPOOL HOPE UNIVERSITY
• MSc Computer Science (Dual Degree)
• MSc Data Science (Dual Degree)
• MSc Robotics Engineering (Dual Degree)
• MSc Sport and Exercise Nutrition (Dual Degree)

MIRIAM COLLEGE AND GOLDSMITHS, UNIVERSITY OF LONDON
• PGCert and MA Designing Education (Dual Degree)

SAINT LOUIS UNIVERSITY AND COVENTRY UNIVERSITY
• MSc Disaster Risk Reduction and Management
SILLIMAN UNIVERSITY AND NEWCASTLE UNIVERSITY

• NEWCASTLE UNIVERSITY: MRes Marine Ecosystems and Governance
• SILLIMAN UNIVERSITY: MRes Tropical Biological Oceanography
• Double Degree

UNIVERSITY OF THE PHILIPPINES DILIMAN AND UNIVERSITY OF READING

• PhD (by Research) Meteorology (Dual Degree)

UNIVERSITY OF THE PHILIPPINES LOS BAÑOS AND UNIVERSITY OF READING

• PhD (By Research) Agriculture (Dual Degree)
UNIVERSITY OF SAN CARLOS AND COVENTRY UNIVERSITY
• PhD Engineering (Dual Degree)

UNIVERSITY OF SAN CARLOS AND CARDIFF METROPOLITAN UNIVERSITY
• MA Arts and Design (Joint Degree)
UNIVERSITY OF SANTO TOMAS AND UNIVERSITY OF READING

- PhD Built Environment/Architecture (Dual Degree)

UNIVERSITY OF SANTO TOMAS AND UNIVERSITY OF LEEDS

- UNIVERSITY OF SANTO TOMAS: Master in Public Health (International)-
- UNIVERSITY OF LEEDS: Postgraduate Certificate
- Ladderised Programme
How can TNE support Philippine HE?

• Supports equitable access to quality higher education
• Supports local capacity building and economic growth
• Enables growth in all shapes of mobility: scholars, students, research, academic programmes, institutions
• Makes HEIs more agile to continuously changing operating environment – through its flexibility to adjust mobility of students, staff and programmes accordingly
• Timely policy response to a growing HE harmonisation across ASEAN and rise in regional mobility
The Ateneo-Queen Mary Experience
Ateneo de Manila

- conceptual solutions-based orientation
- ASEAN context

Queen Mary

- ethos
- philosophy
- mission

- hands-on exploratory, playful orientation
- European context

Digital Innovation
The Product: Dual Degrees

Innovation through Media and Arts Technology
(24-month program)

Data Science
(18-21 month program)

www.global.ateneo.edu/designingtomorrow  www.apaie2018.org
Dual Degrees: The Model

One term in Queen Mary
Some remote supervision for projects
Some online modules

Two degrees: one from each university

\[
\begin{align*}
36 &+ 36 = 72 \\
27 &+ 15 + 30 = 57
\end{align*}
\]
Dual Degrees: The Process

Normal Process

0

2-3 years

JDNP-Facilitated Process

0

1 year
Deep Collaboration & Institutional Changes

http://www.corporatewellnessmagazine.com/others/challenging-the-mainstream/
Differences

- Program Length/Structure
- Credit System
- Assessment/Quality Assurance Systems
- Grading System
- Processes
- Facilities
Insight #1

Differences: Starting point for institutional reflection

not mindless copying
not ‘keeping up with the Joneses’

honest questioning of how we do things to strengthen identity, mission within our context
Insight #2

Multi-sectoral Collaboration: 10x

- Commission on Higher Education
- Philippine Universities
- Ateneo
- Queen Mary
- UK Universities
- British Council/Embassy

National need
Policy, planning
Joint planning
Vicarious learning
Joint planning
Vicarious learning
Vetting
National need
Policy, planning

www.apaie2018.org
Insight #3

Office for International Relations: Catalytic Potential

Broker partnerships

Broker change
Future of TNEs

Anecdotally, market study interest on the rise

- Credentials from two countries
- Multicultural perspective/experience
- Cross-cultural networks

Some challenges to crack

- Same degree? Two different degrees
- Shorter time?
- New modalities? Effectivity?
- Affordability?
To find out more about Philippines TNE

www.britishcouncil.ph/tne