ANTENA

INTERNATIONALISATION OF HIGHER
EDUCATION IN THE PHILIPPINES

IRO Management Guide for Philippines HEIs 2021

Ateneo de Manila University
Benguet State University
Central Luzon State University
Commission on Higher Education
De La Salle University
Mindanao State University-IIT
Polytechnic University of the Philippines
Saint Louis University
University of San Carlos
University of the Philippines
Xavier University

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ANTENA Project Philippine partner universities

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1. INTRODUCTION AND RATIONALE

With globalization, the world had gradually grown smaller with access to different countries With globalization, the world had gradually grown smaller with access to different countries outside of one's own increasingly made possible every day. From the movement of people to goods and services, daily life now includes an awareness, increased knowledge and understanding of different cultural groups. Interaction is no longer confined to local and national communities, but now includes international communities that teach people to see their own cultural group from a different perspective.

Along with globalization also came the realization that competition was now international in scope, too. With businesses vying to be the best providers in their respective industries, it was inevitable that this would impact the education sector eventually, since the latter is responsible for the training and development of the workforce.

To increase the competitive position of the Philippines in the field of higher education, a very clear direction must be set for internationalization initiatives. In particular, the formalization of a structure and the formulation of implementing guidelines that relate to the aforementioned.

A higher education institution (HEI) will have to address the challenge of having to deal with many offices that are performing activities considered analogous, germane and/or related to international matters as well as the reporting structures involved therein.

Furthermore, there is an urgent need to consolidate the activities of academic and supporting units with the office charged with fully realizing the internationalization initiatives of the HEI.

Finally, the end goal is to resolve the problem of an evolving mandate on internationalization at the HEI level that had no framework to guide its growth.

1.1. The Commission on Higher Education (CHED)

The Commission on Higher Education is the governing body of all public and private higher education institutions, as well as degree granting programs in the Philippines. More specifically, it is the office responsible for all tertiary education in the country and is an attached agency to the Office of the President of the Philippines.

This agency is headed by a Chairperson with four Commissioners, who are tasked with formulating and recommending development plans, policies, priorities and programs on higher education.

1. INTRODUCTION AND RATIONALE

Higher education institutions in the country are classified as:

- ▶ College or university;
- ▶ Public or private;
- ▶ Secular or religious

1.2. The International Affairs Staff (IAS) of CHED

The IAS is the division of the Commission on Higher Education tasked with initiating and monitoring all international activities HEIs engage in. It is the high-level technical Secretariat that ably assists the CHED Chairperson in the implementation of education matters involving other countries and international education organizations. This unit is responsible for coordinating and harmonizing, on behalf of the Chair and/or the Executive Director, all the international dimensions of CHED work that emanate from the respective mandate of the Commission's organic units. With three units, the Educational Agreements and International Recognition Unit, Trade in Education Services Unit, and the Protocol Affairs Unit, the IAS has the following general functions:

- ▶ Serves as the cleaning house for all bilateral and multilateral academic agreements services, exchOdio on the inflow and outflow of international students and services (transnational education).

- ▶ Serves eventually as clearing house of information on education policy, systems, curriculum development, educational governance and education materials as well as information on the comparability of higher education programs, degrees, diplomas in other countries, on the one hand, and as source of similar information on the Philippines (in cooperation with the Office of Planning, Research and Knowledge Management as well as the Office of Programs and Standards Development).

- ▶ Provides protocol assistance to all officials and staff of the Commission, including all requesting HEIs.

- ▶ Assists concerned organic units of the Commission in the coordination of official development assistance (ODA) from both bilateral and multilateral sources and in all matters of trade of educational services.

1.3. Internationalization Initiatives of the Philippine Government: From 1987 to the Present

The Philippines' policy on the internationalization of higher education shall be guided by the principles on foreign policy enshrined in the 1987 Philippine Constitution that upholds the promotion of national interest and the non-diminution of national sovereignty. (https://ched.gov.ph)

The policy response of the Philippine government to the declining educational standards in the country's education system during the first decade of the 21st century was the K to 12 (K-12) Program. In 2011, the Kindergarten Education Act made mandatory the pre- elementary year of Kindergarten education. Then, in 2013, the Basic Education Act extended the elementary and secondary education cycle from 10 to 12 years. This equals six years of primary education, four years of Junior High School, and two years of Senior High School. Thus, K-12 develops lifelong learners better prepared skillswise and more psychologically mature for entry into tertiary education.

In recent years, CHED worked on building the international competitiveness of higher education institutions in the Philippines. The promotion of HEIs was done through various means ranging from participation in educational conferences and fairs in different countries, membership in multilateral platforms and exchanges, among others.

Workshops were organized and held with the objective of developing the Philippines as a center of higher education in identified niches and programs. This was done with leading HEIs from all over the country who were asked to assess their various programs and identify those that were at the cutting edge in their respective fields.

Funding was provided by CHED for the development and sustainability of internationalization programs of HEIs, including grants for international academic mobility. However, the agency was concerned also with thinking beyond just mobility. It also realized that building brand and value within an international arena was critical to having a competitive edge. In this connection, international consultants were invited to assist in the assessment of needs of local HEIs and based on outcomes, training plans were drawn to address the issues raised.

Establishing a multi-sectoral cooperation with both local and international partners in different sectors meant working with people in not just education but also industry, government and even non-government organizations. This initiative has borne fruit as evidenced by increased participation from the various sectors in conferences held by IAS. The opening of conversations to achieve closer inter-agency cooperation between CHED, the Bureau of Immigration, the Department of Labor, and the Philippine Regulation Commission is another positive outcome.

Last but not least, CHED facilitated training to support internationalization initiatives through educational technology. This is in keeping with the demands of online and other technologically driven educational trends.

2. THE INTERNATIONAL OFFICE: STRUCTURE AND OPERATIONS

2.1. The International Office

The higher education institution (HEI) must institute (and not just designate) an office that shall be in charge and responsible for all activities concerning internationalization. The formulation of this international office's name is the HEI's responsibility. However, the name must clearly reflect the work, which is internationalization.

The function of this office will be to manage all activities of the university that pertain to internationalization initiatives and activities, analogous, germane and/or related to the aforementioned.

The three **main goals** (at the most basic level) required are:

1. **To facilitate and enhance the international education of students.** The International Office serves as the starting point for all inbound as well as outbound university students. It offers support to all new and continuing students involved.

2. **To facilitate and enhance international faculty collaborations and researches.**

3. **To promote and enhance the university's academic reputation abroad**, often in collaboration with foreign universities, businesses, and organizations involved in internationalization initiatives, activities.

The overarching goal of the International Office is to enrich the academic, research and cultural experience of international and local students, faculty, staff, visitors and even alumni of the HEI. This advocacy involves not just the populations on campus but also with the HEI's relevant partner communities. There is also the intent to increase the visibility of the international community while promoting educational and cultural exchange with various nationalities. Altogether, an underlying objective of cultivating respect for cultural differences with their multiple dimensions is built in to promote and increase the likelihood of an inclusive environment.

2.2. The International Officer

The HEI must appoint a person who shall serve as the International Officer. This person is to manage the International Office of the university. The formulation of this international officer's name is the HEI's responsibility. However, the name must clearly reflect the work, which is internationalization.

2. THE INTERNATIONAL OFFICE: STRUCTURE AND OPERATIONS

Various tasks are performed within the International Office. Hence, the HEI may hire staff along with the International Officer. Below are some general duties and responsibilities involved in the managing and running of an International Office. The International Office may list any, all, or even add other duties and responsibilities to this list.

The **Major Function:**
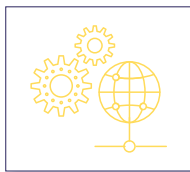
Initiates and manages global partnerships

Other Functions may include:

Handle enquiries from students, visitors and parents from outside the Philippines, including communication with potential as well as existing partner institutions (may include academic, business, NGO, and government units)

Deal with enquiries from various staff and offices within the university regarding international students as well as other matters pertaining to internationalization

Process and evaluate applications from potential students and exchange students

Facilitate the arrival of new students (information and advice before arrival)

Organize orientation days for new international students

Organize events for international students

2. THE INTERNATIONAL OFFICE: STRUCTURE AND OPERATIONS

Assist with all visa enquiries, including their processing

Operate a 'Student Drop-in' Center for international students

Support international students throughout their period of study

Coordinate exchange programs with countries across the world whether full or summer programs

Promote the university by visiting potential partners in other countries

Attend international exhibitions and meetings as a university representative

Manage overseas offices and communicate with overseas university branches (depending on whether the university has offshore offices)
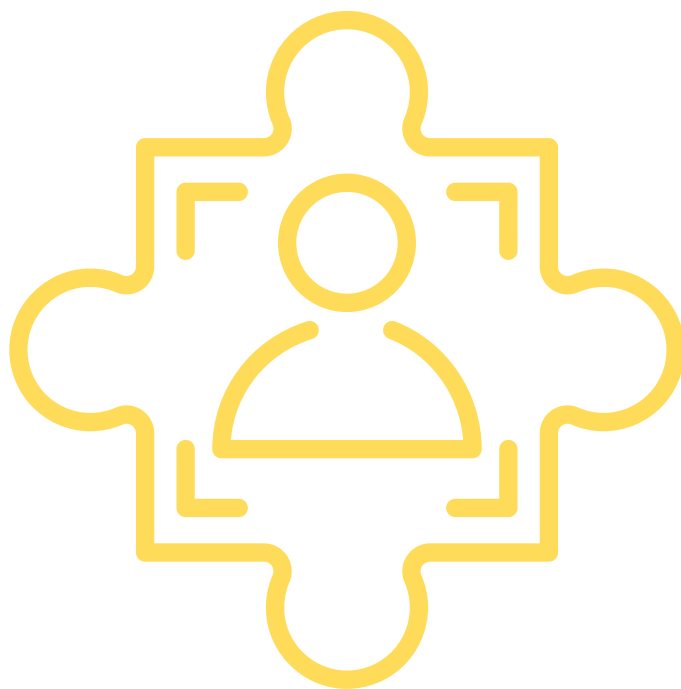
Create promotional material for use in other countries as well as locally
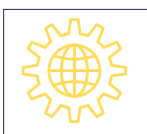
The functions include all analogous, germane and/or related to activities that govern internationalization initiatives.

3. RELATIONSHIPS WITH CHED AND THE HOME ORGANIZATION

3.1. Relationship with CHED

The International Office of a HEI serves as the clearing house of all activities that involve an international initiative which includes students. Specifically, said activities may include representation by faculty, students, staff and members of administration to engagements that are further governed by a legal document in the form of either a Memorandum of Understanding (MOU), Memorandum of Agreement (MOA), or their equivalent.

The International Office of the HEI is also tasked with reviewing then endorsing any activity involving the travel of students. A formal letter from the office must accompany the document required by CHED (see CMO 26 s. 2015) for clearance with the IAS.

3.2. Relationship with the President of the HEI

While the implementation of the Internationalization Strategy of the HEI is the responsibility of the International Office, its conceptualization is formulated with a special committee chaired by the President and selected members from his executive team.

The International Office is directly under the supervision of the President of the HEI. Consequently, it is an executive and not a service function.

▶ Developing strategic alliances and managing institutional partnerships and collaborations including membership in various legitimate international organizations that promote the internationalization of education.

▶ Working with departments to develop their international agendas. This includes international agreements, funding opportunities, information on student exchanges, participation in visits (both to institutions overseas as well as receiving incoming visitors/delegations) and profile-raising.

▶ Managing an ongoing schedule of visits by delegations from the HEI to institutions in other regions of the world.

▶ Hosting visits by delegations from international universities and other public bodies to offices and departments of the HEI.

▶ Working with international alumni and donors, in partnership with the equivalent of the HEI office that is into development and alumni relations.

3. RELATIONSHIPS WITH CHED AND THE HOME ORGANIZATION

▶ Building the international profile of the HEI through visits, media coverage, events and conferences.

▶ Developing and managing international opportunities for students.

▶ Internationalizing the campus, the curriculum and services to staff, students, partners and stakeholders.

3.3. Relationship with Other University Units

The relationship of the International Office with other units within its home organization is an area that needs to be addressed and discussed from its very inception.

As the Internationalization Officer is under the direct supervision of the President of the HEI, it is an executive function. Hence, the International Office operates within the purview of the President.

Given the very nature and scope of the work that an International Office does, it cannot be limited to performing strictly academic functions. The Office cannot, therefore, be placed under a Vice Chancellor or Vice President for Academics or similar office in order that its operations are not limited or hampered in any way by this arrangement.

4. DEVELOPING THE INTERNATIONALIZATION STRATEGY

4. DEVELOPING THE INTERNATIONALIZATION STRATEGY

Internationalization is a core pillar of HEIs within the context of improving quality. Hence, the number of countries that have committed to internationalization in higher education has been steadily increasing. Developing the internationalization strategy for the HEI must take into consideration alignment with CHED's overarching strategy and not just its own agenda.

The common objective is to develop cooperation and capacity building for borderless, offshore, transnational and cross-border education, achieved through linkages with various stakeholders. The institutional mandate, therefore, is to seek out exceptional strategic partners to:

- ▶ expand and diversify academic mobility for faculty, staff and students

- ▶ internationalize research and academic programs

4.1. For Faculty and Staff

A number of strategies could be built around specific objectives that pave the way for meeting the current needs of faculty and staff:

- ▶ Offer opportunities for conducting meaningful, quality and even cutting edge research that is of an internationally significant standard and may influence business, government and other relevant sectors all over the world.

- ▶ Assist and/or facilitate finding research partnerships with foreign counterparts that will yield research projects of intellectual value, longevity and impact.

- ▶ Create opportunities for exchanges with high quality and/or internationally recognized higher education institutions and organizations.

- ▶ Create a dynamic environment that meets international standards for knowledge exchange, teaching, and research with the matching facilities to support all activities.

4.2. For Students

- ▶ Develop programs to prepare students to not just survive but also succeed in an ever-changing global economy.

- ▶ Create opportunities for exchanges with high quality and/or internationally recognized higher education institutions.

4. DEVELOPING THE INTERNATIONALIZATION STRATEGY

▸ Improve exchanges and employment opportunities for students at all levels and programs.

▸ Create programs that respond to the changing needs of a global marketplace and attract international students as well.

▸ Develop internship programs to include cultural and volunteering placements in a variety of countries that will broaden the academic experience of students while overseas.

▸ Collaborate with a diverse range of partners around the world to help students gain a sense of what it means to become a global citizen.

4.3. For the Institution

The objectives that best serve the HEI, while often bound by academic endeavor and opportunity, should also revolve around practical strategies that work toward reputation building, stakeholder engagement and income generation. Furthermore, top management should include in this agenda the promotion of internationalization throughout the organization.

▸ Promote on the international stage, through various means, the different accomplishments and significant reputation building events hosted as well as participated in by the institution that meet internationally significant standards and demonstrate leadership in certain fields of endeavor.

▸ Create a brand for the HEI that is not only well known but also respected in important and relevant international markets as well as with key audiences.

▸ Develop an international culture with a global impact for improved cultural understanding between the HEI and key international partners.

▸ Build a dynamic environment that meets international standards for facilitating knowledge exchange, teaching, and research with the matching facilities to support all activities.

▸ Cultivate and embed an international perspective in the local culture of the HEI.

▸ Generate and eventually increase income from a variety of internationalization - related operations that may include student fees, research grants, even donations from alumni and partner organizations.
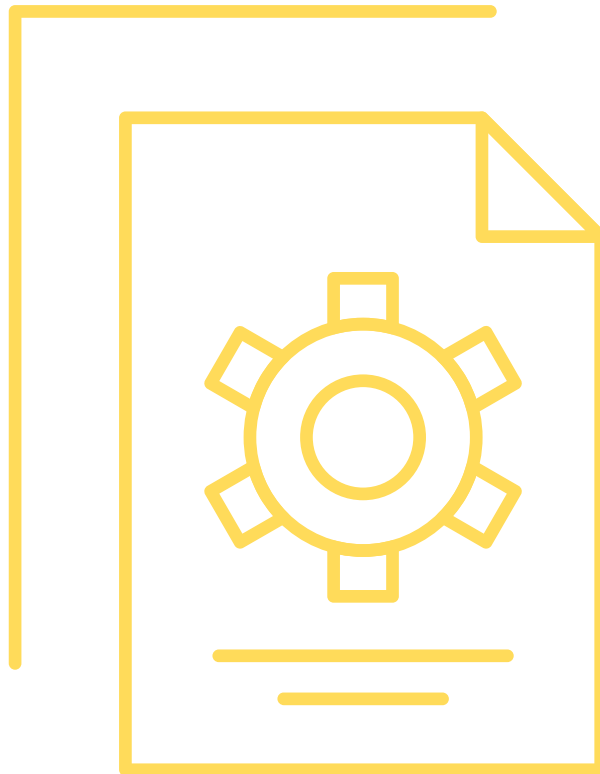
5. IMPLEMENTING THE STRATEGY

The process of implementation begins with determining the key strategies that the HEI wishes to embark on and institutionalize. Therefore, such decision-making must be done at the highest levels then cascaded down to all other levels of management to eventually include the entire academic community. The implementation of the internationalization strategy is consequently, done at two levels—at the institutional and the sectorial levels.

5.1. At the Institutional Level

Top management starts with constituting a team with a multi-sectorial representation to ensure that all stakeholders are on board to help identify the strategies relevant to the creation of the internationalization agenda of the HEI. This team then identifies the steps that need to be taken to implement each strategy identified. Related processes must also be taken into consideration so that a comprehensive execution of the internationalization agenda is secured.

The final step is the dissemination of information on the internationalization agenda to all sectors of the academic community.

5.2. At the Sectoral Level

The dissemination of information on the internationalization agenda is to be done in a systematic manner to ensure that all members of the academic community are informed. The promotion of this agenda is thus shared and collectively, builds the necessary momentum for support on different levels.

Through the various offices and departments in the HEI, faculty, staff, and students may get involved and avail of the services that the designated International Office will eventually provide. In this connection, ideally, each school or college must appoint an officer that will coordinate with the International Office and implement

internationalization related activities at the school or college level. Academic departments, in turn, may designate a faculty member to take charge of internationalization activities at this level.

While each level of management may choose to have designated representatives to carry out the internationalization agenda at their respective levels, individual members of the academic

5. IMPLEMENTING THE STRATEGY

community, whether faculty, staff or student, are free to avail of the services of the International Office on their own.

Even as various sectors are encouraged to develop their own activities related to internationalization, it must be made clear that coordination with the International Office is still done, as it remains the governing unit over all internationalization activities within the HEI. A committee or council is formed by the International Office composed of representatives from the various sectors to serve as the venue for discussion of matters that concern internationalization.
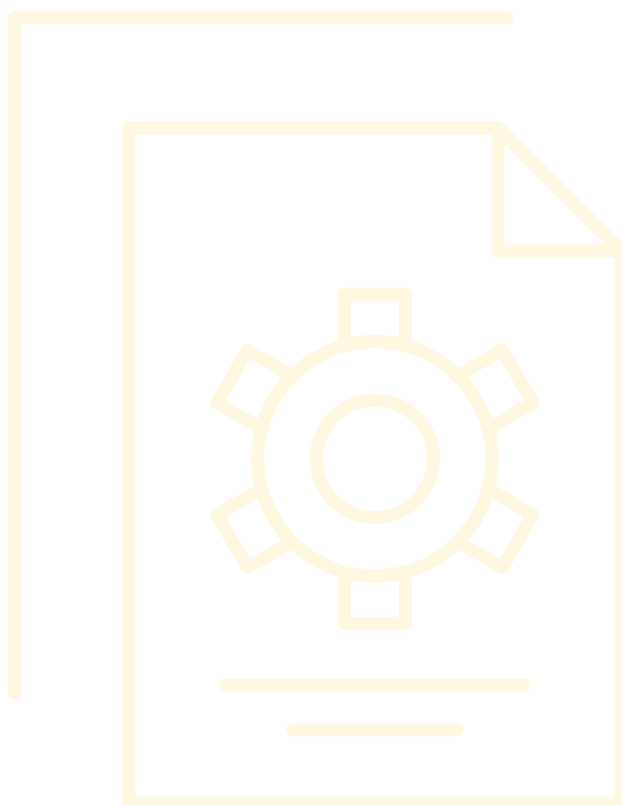
6. MARKETING AND COMMUNICATIONS

The visibility of the International Office is made manifest not only by its daily operations but also reinforced through a variety of marketing strategies. Communication after all is key if the office is to retain existing partners, gain new ones and maintain a presence in the global marketplace.

There are quite a number of best practices that have developed over the years and models that may be followed with the assurance of good results. However, instead of coming up with many strategies, it is best to focus on just a few that fit the vision and mission of the organization as well as its culture. From here, concrete strategies may be formulated and then carried out.

The budget for the roll out of various marketing campaigns is something that needs to be formulated carefully. Along with this is the consideration that there will be additional costs incurred for communication across different platforms and modalities. The HEI will have to make a clear stand at this point on the value it will give to internationalization initiatives as the budget will reflect this decision.

To ensure the successful implementation of a marketing strategy, a number of techniques may be considered. For instance, it is important to be fully informed of all the ongoing activities in the HEI that promote internationalization initiatives and use them as opportunities to get more visibility, even funding. Being aware of competitors and knowing their strengths as well as weaknesses is another technique. With this knowledge, the HEI can formulate strategies that set them apart from others in their niche and thereby promote their uniqueness.

The most important point to remember when working on marketing and communications to promote the internationalization goals and initiatives of the HEI is anticipating change. This is the one constant that can be expected which is why the Internationalization Office and its staff should always remain prepared to address questions and concerns that may arise at any given moment in time.

7. SUSTAINABILITY AND FUNDRAISING

The continuity of the International Office, like other offices on campus, often relies on a central fund from which an amount is given as a budget for its annual operations. However, this should not deter the office from seeking other sources of funding to not just continue its existing operations but to also expand it.

What needs to be understood from the very start is that fundraising is a process. Especially for organizations that are nonprofits, this is an opportunity for them to raise revenue to help them achieve more objectives.

Funding can be obtained from different sectors. The most common are other educational institutions, businesses, government institutions and even non-government entities such as foundations. Last, but not least, would be alumni from the HEI itself.

Some Basic Steps:

1. Identify the person who shall serve as the fundraising specialist and build a small but highly competent team to support the aforementioned.

    The Internationalization Officer must work with this person to review the mission and vision of the HEI as these will serve as the backbone of the fund-raising plan.

2. Examine the existing programs and services of the Internationalization Office. Assess how they respond to the needs of both the HEI's community and the world outside of it.

    Periodically evaluate these programs and services. Identify strengths and weaknesses so that there is continuous improvement over time.

3. Using the data obtained from #2, build fund-raising campaigns around the programs and services that show the HEI in the best light.

Some important points to remember:

1. Asking someone to donate means that some kind of a relationship has been built over time with that person either as a colleague, former teacher or student, even friend. It is never advisable to ask money from strangers unless they make the initial move or signify an intent to donate. Also, for ethical purposes and to avoid problems with the AMLA (Anti Money Laundering Council), due diligence should be conducted on not just the donor but the source of the funds that will be donated as well.

7. SUSTAINABILITY AND FUNDRAISING

2. When asking for the support that is needed, think of the needs of the donor. This is why it is important to cultivate a relationship with this person. The solicitation needs to be personalized as this may well become a periodic donation.

3. It is advisable for the HEI to have a standard donor's document. Consult with lawyers knowledgeable in this matter to check on the legality of the documents drawn up with donors but more critical is seeking advice from business, even financial experts on the implication of the terms and conditions of the Deed of Donation.
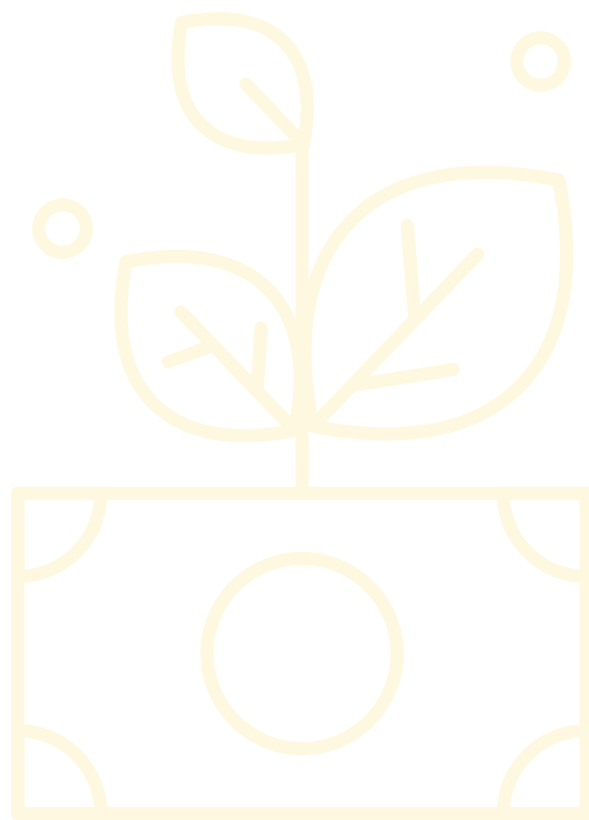
8. BEST PRACTICES
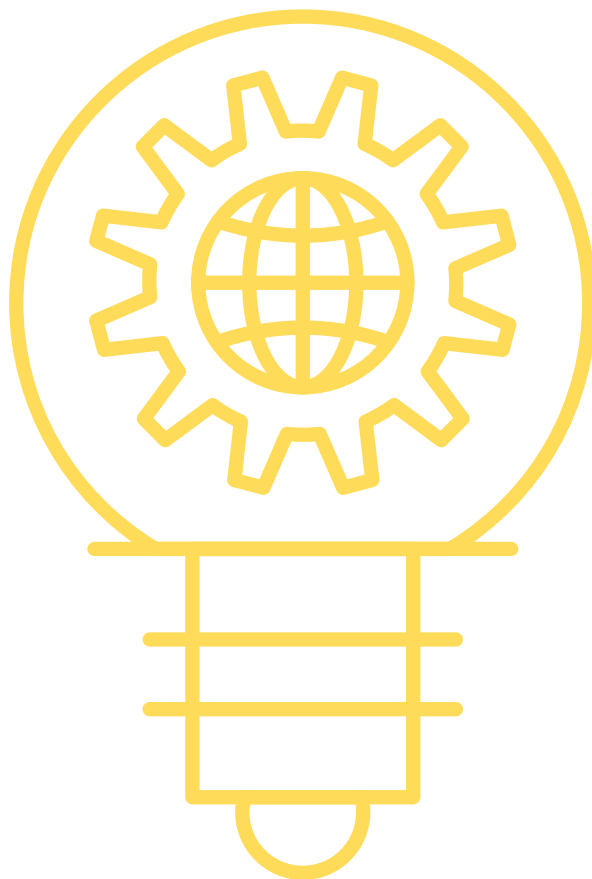
In the Philippines, Internationalization Offices fall into three different stages of development: Starters (who have been active for anywhere from a few years to less than 10 years) to Developing (more than 10 years but less than 30 years) and Advanced (with more than 30 years of experience in internationalization activities).

Hence, various internationalization activities are delivered across different levels of expertise as a result of experience and access to different partners on a global platform. Best practices, however, are not always a result of these variables as HEIs continually strive to be creative, innovative and competitive. A selected number of best practices are discussed here to provide guidance and inspiration.

The CHED-IAS provides a starting point by developing guidelines on Forming International Agreements with details on how to achieve this. (See Appendix E.)

Best Practices for Research. This begins with developing a strong research program that the HEI supports and is aligned with the Internationalization Office's initiatives.

Such initiatives include among others, participation in international conferences. Both faculty and students can participate by presenting their research papers or simply attending the conference. Exposure to such events is helpful in that they gain experience from being there, presenting and listening to speakers as well as other participants interact. Furthermore, their home institution gains some attention from their attendance.

From such participation, publication in international journals is possible as some of these conferences already provide opportunities to do so. At the least, feedback at the conference from participants can lead to revising the paper presented to make it more viable for publication.

Research collaboration is another best practice that leads to the development of a critical mass of researchers and research projects. Along with this, research capability and productivity can be seen to improve with the end goal of increased publications in ISI and SCOPUS-indexed journals.

Best Practices for Mobility: Faculty and Students. The development of faculty and students as a vital human resource of the HEI is an important consideration and mobility generally prepares people to be globally competitive. Hence, scholarships and training along with cultural and educational exchanges provide the best opportunities for capacity building. Lectures, workshops, skills training, field exposure and individual research studies are just some of the training that different mobility programs offer.

8. BEST PRACTICES

Another consideration in this area is that exchanges must consider both inbound and outbound participants. Ideally, the creation of different programs for each type of mobility is done.

International internships are a growing trend. Furthermore, this can lead to job offers abroad which some students may opt for at the end of their internship.

In Appendix F you will find examples of good practices for mobility, developed and implemented in the following universities:

- ADMU - Student Mobility (Outbound)- Junior Term Abroad (JTA)

- ADMU - Student Mobility (Inbound)

- MSU-IIT - Student mobility

- XU - Student mobility – Hosting

- SLU - Student mobility

- ADMU - Student exchange program (ASEC)

- SLU - Welcome and send off programs for inbound students and staff

- SLU - Peer Buddy System

Best Practices for Agreements. The CHED-IAS provided an excellent template for MOUs and MOAs in Appendix D. However, as an added precaution, each HEI must have in place protocols for conducting due diligence on a potential partner. It may sometimes not be enough to just check on rankings. Checks will have to also include the registration of this partner as a legal entity and if a foundation, it's financial profile (including source of funding) and legitimacy. The reputation of the HEI is important and must be protected at all times.

In Annex G you can find actions and procedures that have been implemented and have generated successful results, which can serve as a reference to initiate or strengthen the establishment of International Agreements in your institution, such as:

- ADMU - Management of Partnerships and International Agreements

- SLU - International Agreements Management

- UP - International Agreements Management

- PUP - International Agreements Management

▶ **Best Practices for Development.** For internationalization initiatives to really take off, the HEI's management needs to make a clear commitment to support its Internationalization Office. It cannot be simply a token effort of establishing the office. This commitment must be made in the form of financial and administrative support. (See section on the office's relationship with the President of the HEI for the latter.)

Development also includes infrastructure in terms of facilities that support incoming international visitors and guests. These could include a competitive library, housing (hotel and dormitories), and even cafeterias that cater to an international community (halal, vegetarian and other dietary considerations).

Curriculum development is another area that could be enhanced through internationalization efforts. With inputs from faculty and students who have travelled to partner institutions, the HEI stands to benefit from their feedback. Also, collaborative efforts with overseas partners in research, cultural and academic domains provides additional information to generate ideas for improvements in curriculum design and delivery.

To have a clearer idea, in Annex H you can find several examples of good practices that have generated a very positive impact on the development of Internationalization in these institutions and you can easily adapt to your context:

- ▶ UP - International Visits Management
- ▶ SLU - Culture exchange through the International Teahouse of SLU
- ▶ BSU - IRO Management Structure
- ▶ BSU - International Visits Management

▶ **Best Practices for Marketing and Communication.** The HEI needs to have a well-designed website that the Internationalization Office can use to promote its various activities. Furthermore, creating a presence on various social media platforms will also help create greater visibility for both the office and the HEI.

Working closely with the relevant government offices ensures that the exchange of important information is done on a regular basis. For instance, CHED and the Bureau of Immigration are two offices that Internationalization Offices normally engage with.

For Marketing and Communication, good practices have also been collected from several ANTENA partners with the aim of sharing procedures that have generated successful results and that can

8. BEST PRACTICES

help other Higher Education Institutions in the Philippines to undertake actions or improvements that promote the growth of internationalization within your institution. In annex I you will find:

- ▸ UP - Communication and Social Media in IROS

- ▸ SLU - Website and Facebook account for Internationalization

- ▸ BSU - Communication and Social Media in IROS

▸ **Best Practices for Funding Students.** The HEI may choose to set aside funds to assist students going on an exchange or internship. This could range from a full to partial financial support or even a loan. The terms and conditions can be set to suit all parties concerned.
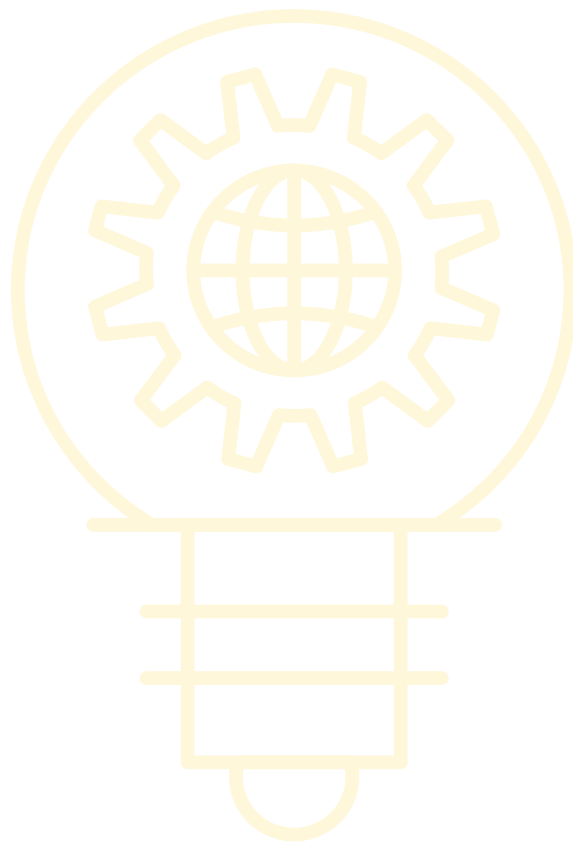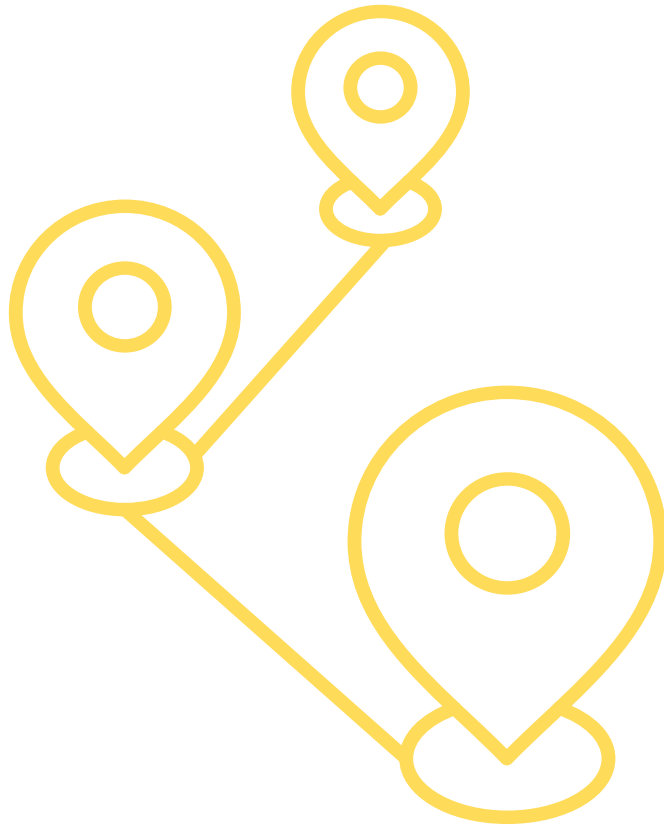
9. ISSUES AND CHALLENGES

A number of issues and challenges that have been discussed amongst HEIs have slowly been addressed over the years. However, there are three areas that remain as constant concerns.

The first concerns administration. In particular, the fact that while most HEIs have a clear mandate for their International Offices, their role in the institution's hierarchy remains nebulous. They are often not given jurisdiction over offices that need to work closely with them. The International Office also gets bogged down with turf concerns as different offices on campus position for full ownership of an internationalization initiative. It should be made clear that once the initiative concerns internationalization, the International Office should be involved. Credit still remains with the initiating party but the work should involve the International Office as it is not only the clearing house for such initiatives but is tasked with conducting the due diligence required to protect the interests of the HEI at large.

The second concern is government support to assist HEIs in promoting internationalization. There is a need to increase funding for various international initiatives and this should be given to deserving local HEIs to use. Another is the facilitation of cooperation between HEIs and the different agencies they often have to deal with that include CHED, the Bureau of Immigration, Department of Labor and Employment(DOLE), Professional Regulation Commission(PRC) and Department of Foreign Affairs(DFA).

The third concern is about inclusion and diversity. Even in a highly globalized world where internationalization sets out to break barriers amongst different cultures, some problems still arise with regards to prejudice and discrimination. While these cannot be completely eliminated, a program needs to be instituted just the same to prepare staff from International Offices. These staff in turn could orient outgoing faculty and students.

Appendix

Appendix A. CHED Memorandum Order 55 (CMO 55 s. 2016)

Policy Framework and Strategies on the Internationalization of Philippine Higher Education
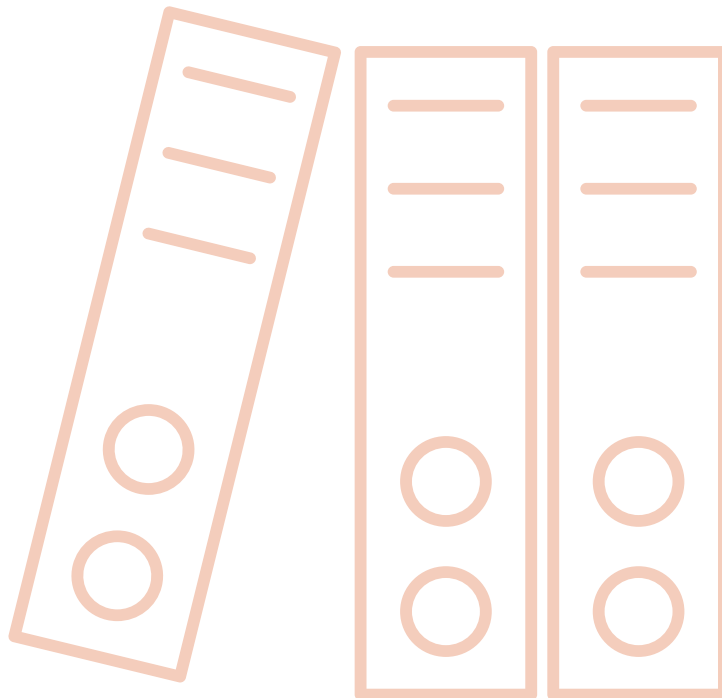
Republic of the Philippines
OFFICE OF THE PRESIDENT
COMMISSION ON HIGHER EDUCATION

CHED Memorandum Order (CMO)
No. 55 s.2016

SUBJECT: POLICY FRAMEWORK AND STRATEGIES ON THE INTERNATIONALIZATION OF PHILIPPINE HIGHER EDUCATION

In accordance with the 1987 Philippine Constitution and Republic Act No. 7722, otherwise known as the "Higher Education Action of 1994," and taking into account the Philippine Government commitments to bilateral, multilateral, regional and international agreements in higher education, including its trade as services, hereunder are the policies, strategies and guiding principles on the internationalization of Philippine Higher Education.

ARTICLE I
BACKGROUND AND CONTEXT

1. International initiatives in higher education have been driven in the past mainly by academic, social, cultural, and political factors.[1] Internationalization of higher education as traditionally practiced involving cooperation among universities to advance knowledge frontiers and promote social and cultural diversity was referred to as International Education. As a concept, it was confined to a series of "fragmented" and rather "unrelated" international activities in higher education: study abroad, foreign student advising, student and staff exchange, development education, and area studies.

2. With the advent of globalization and rapid changes in information and communications technology—the concept of internationalization is distinguished from International Education by the comprehensiveness of the framework and the inclusion of different forms, providers and products of cross-border education apart from internationalization initiatives at home that entails incorporation of international dimensions in the curriculum and the learning process.

3. Internationalization has increasingly become a key feature of higher education in the global era, in light of the freer flow of students and workers within and across regional economies and the necessity of international linkages in the generation of productive knowledge, innovation and technology. In particular, the integration of ASEAN Member States enlarges the economic space for its members by expanding markets for goods and services. The opportunities and challenges opened by this integration are the backdrop of the Philippines' comprehensive and far-reaching policy reforms that include the internationalization of higher education.

4. Against the backdrop of the ASEAN Economic Community, the country's national plans, the imperatives of labor and student mobility as well as more vigorous academic exchanges, internationalization is integral to the Commission on Higher Education's reform. The following internationalization strategies have been identified:
    a) Enhanced implementation of the quality assurance framework and the quality, effectiveness and efficiency of Philippine higher education institutions (HEIs);

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[1] Knight and de Wit, 1999; Scott, 1998.

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b) Systematic facilitation of country-wide and regional mobility and market-access of students, faculty and staff; and

c) Strengthening of appropriate international linkages of HEIs for a sustainable Philippine international higher education sector.

ARTICLE II
OBJECTIVES OF THE CMO

1. The objectives of this CMO are to:

a) articulate the Philippine higher education internationalization policy to provide a national perspective and context for various initiatives related to the subject of internationalization;

b) guide the Philippine higher education sector's internationalization efforts bearing in mind Philippine national interest, security and identity while also contributing to the improvement of the country's competitiveness;

c) define the strategies that underpin the various modes of internationalization;

d) set the principles to guide Philippine HEIs in pursuing internationalization programs;

e) encourage Philippine HEIs to adopt a programmatic approach to internationalization; and

f) serve as basis for improving programs, policies and standards on internationalization activities, cognizant of the need for appropriate government regulation for a cohesive internationalization thrust and in affirmation of the Philippines' efforts in upholding its global higher education reputation.

2. The above objectives complement CMOs that provide policies, strategies and procedures on transnational education, open and distance e-Learning Programs, student mobility and exchange, and other forms of internationalization schemes.

ARTICLE III
KEY CONCEPTS AND TERMINOLOGY

Section 1. The Concept of Internationalization

1. In its broadest sense, internationalization of higher education involves the integration of international/intercultural dimensions to HEIs' purpose, functions, and/or delivery[2]; it involves a process of interchange of higher education between nations, between national systems of higher education, and between institutions of higher education.[3] 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.

2. There are two pillars in the internationalization of higher education: internationalization at "home" or home-based internationalization (within national borders) and cross-border internationalization. The two pillars are closely linked and are interdependent.

Section 2. Home-based Internationalization

1. Home-based or campus-based internationalization takes place through collaborative activities and events, networking, partnerships and other forms of linkages with foreign HEIs, often enabled by information technology, without the learner or the education service provider moving out of their respective national territories.

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[2] Knight, 2003.
[3] Knight and de Wit, 1997.

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2. Activities under the category of home-based internationalization include:
   a) On curriculum and programs: Providing international content and dimensions in the curriculum, learning/teaching programs, as well as in the learning materials;
   b) On the teaching/learning process: Involvement of returned study-abroad students, use of international scholars and teachers, integration of international and intercultural materials, and virtual student mobility (distance learning);
   c) On extra-curricular activities: Establishment of student clubs and organizations linked with those in other countries, holding of intercultural campus events, as well as establishing connections with cultural and ethnic groups;
   d) On liaising with local cultural/ethnic groups: engagement with local cultural and ethnic groups through internships, placement, and applied researches; also, the involvement of members of local cultural and ethnic groups in teaching/learning, research, and other extracurricular activities; and
   e) On research and scholarly activity: establishment of area and theme centers and joint research projects with international content, holding of international conferences, seminars and workshops, and establishment of linkages with international research partners.

Section 3. Cross-border Education

1. Cross-border education can involve mobility of students, faculty and researchers; programs, and institutions. Based on the UNESCO 2005 Guidelines, activities under cross-border education include:
   a) **Student/faculty/researcher mobility**: this includes (a) movement of students to study in a foreign country; (b) faculty exchanges between institutions located in different countries; (c) research fellowships/collaboration involving visits of scholars to country(ies) of collaborating institutions; (d) foreign language study; (e) building international perspectives through conferences and networks involving travel of learners, faculty, or researchers.
   b) **Program mobility**: this includes (a) twinning programs; (b) academic franchising; (c) program articulation programs; (d) joint /double awards;
   c) **Institutional mobility**: this consists of commercial presence of foreign universities in another country in the form of (a) branch campuses; (b) offshore institutions; and (c) international institutions.

Section 4. Terminology

1. The key terms used in this CMO are defined as follows:
   a) **Internationalization of higher education** is the process of integrating international, intercultural, and global dimensions into the goals, functions (teaching, learning, research, and service), and delivery of higher education; it involves a process of interchange of higher education between nations, with partnerships between nations, between national systems of higher education, and between institutions of higher education.[4]
   b) **Home-based or campus-based internationalization** includes activities that occur in the home campus without the learner or the education service provider moving out of their respective national territories.
   c) **Cross border education** refers to "the movement of people, programs, providers, knowledge, ideas, projects and services across national boundaries."[5]

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[4] Knight and de Wit, 1997
[5] Knight, 2004

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d) **Transnational education** includes "all types of higher education study programmes, or sets of courses of study, or educational services (including those of distance education) in which the learners are located in a country different from the one where the awarding institution is based." Such programs may belong to the education system of a State different from the State in which it operates, or may operate independently of any national education.[6]

e) **Academic mobility** is a period of study, teaching and/or research in a country other than a student's or academic staff member's country of residence ('the home country'). This includes internships abroad, service learning, on the job (OJT) trainings, semester abroad, immersions, cultural exchanges, and other similar exchange activities. This period is of limited duration, and it is envisaged that the students or staff members return to their home country upon completion of the designated period. The term 'academic mobility' is not intended to cover migration from one country to another. Academic mobility may be achieved within exchange programs set up for this purpose, or individually. Academic mobility also implies virtual mobility.

f) **Academic cooperation agreement** refers to a cooperative agreement, either bilateral or multilateral, that signifies a partnership between two or more HEIs for the implementation of collaborative teaching and learning activities, including distance learning; joint research; transfer of technology; delivery of academic services; and the exchange of art and culture or other collaborative academic activities. An academic cooperation agreement can be bilateral or multilateral, and it can be between governments, between HEIs, or between corporations and HEIs.

g) **Academic franchising** is the process whereby a higher education institution (franchiser) from a certain country grants another institution (franchisee) in another country the right to provide the franchiser's programmes/qualifications in the franchisee's host country, irrespective of the students' provenance (from the first, the second or any other country.

h) **Program articulation** refers to inter-institutional arrangements whereby two or more institutions agree to define jointly a study programme in terms of study credits and credit transfer, so that students pursuing their studies in one institution have their credits recognized by the other in order to continue their studies (e.g. dual degrees/Joint programs/co-diplomation). These may or may not lead to joint or double degrees.

i) **Branch campus** is a campus established by a higher education institution from one country in another country (host country) to offer its own educational programmes/qualifications, irrespective of the students' provenance.

j) **Recognized higher education institutions** refers to higher education institutions sanctioned by competent authorities in participating countries.

k) **International students** refers to students who undertake all or part of their higher education experience in a country other than their home country or students who travel across a national boundary to a country other than their home country to undertake all or part of their higher education experience.[7]

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[6] UNESCO/Council of Europe Code of Good Practice in the Provision of Transnational Education (Riga, 6 June 2001)
[7] Project Atlas, n.d.

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ARTICLE IV
PRINCIPLES, POLICIES AND STRATEGIES

Section 5. General Principles

1. The Philippines' policy on the internationalization of higher education shall be guided by the principles on foreign policy enshrined in the 1987 Philippine Constitution that upholds the promotion of national interest and the non-diminution of national sovereignty.

2. The Philippines' policy on the internationalization of higher education shall be in conformity with Article XIV Section 4 (2) of the 1987 Constitution, Sec. 123 of the Corporation Code, Foreign Investments Act of 1991 as amended, and other applicable laws, rules and regulations.

3. The recognition and realization of this policy on the internationalization of higher education, particularly on academic and institution mobility, recognition of degrees, quality assurance mechanisms, and comparability of qualifications shall be on a government to government framework and shall adhere to the principle of reciprocity and international comity.

4. The national interest in internationalizing higher education consists of:
   a) building human capital and innovation capacity towards achieving the country's economic and social development goals, and the development of the Filipino nation as a responsible member of the international community;
   b) advancing learning and integrity of research, protecting academic freedom, promoting continuing intellectual growth, and developing responsible and effective leadership;
   c) promoting more equitable access to quality higher education;
   d) safeguarding the interests and reputation of the Philippine higher educational system—its students, academic staff, institutions and programs; and
   e) ensuring the political, economic, social, and other strategic aspects of national security are well protected at all times.

5. The Philippines adheres to the principles of ASEAN cooperation and is committed to establish an ASEAN Socio-Cultural Community that is people-centered and socially responsible with the view to achieving enduring solidarity, unity and a common identity with the peoples of ASEAN.

6. The Philippines is further committed to facilitating people mobility in ASEAN through higher education exchanges across member states, as embodied in the Master Plan for ASEAN Connectivity 2025.

7. The Philippines recognizes that globalization and liberalization in goods and services trade have resulted in new transnational arrangements that require reliable and workable frameworks of cooperation at the bilateral, regional and multilateral levels. The Philippines upholds its commitments to these frameworks and shall continue to seek avenues of cooperation, consistent with its national interest, to pursue the goals of higher education.

8. While cross-border education shall be promoted as an important component of internationalization, the national higher education system shall continue to be entrusted with the preservation and promotion of cultural and social norms and values enshrined in the Constitution.[8]

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[8] Article XIV, Section 3 of the 1987 Constitution.

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9. CHED, in coordination with other government agencies, will put in place appropriate measures to ensure the availability of faculty/instructors in Philippine HEIs to manage outmigration and avoid brain drain.

Section 6. Internationalization Policy

The internationalization policy for Philippine higher education has the primary goal of improving the quality of education that would translate into the development of a competitive human resource capital that can adapt to shifting demands in the regional and global environment to support and sustain the country's economic growth. Internationalization is also envisaged to stimulate innovation and technological advancement resulting from a wider interaction of knowledge networks. Internationalization in higher education contributes likewise to building informed and critical citizenry, more inclusive and participative society, and improvement of lives through its positive impact on the social and economic landscape.

The higher education internationalization strategy shall be directed towards supporting the national development goals, reflected in the Philippine Development Plan (PDP) and the CHED's medium-term Strategic Plan. In the medium-term, higher education quality improvements resulting from internationalization would be manifested through an increasing number of graduates who possess employable skills both in the domestic and international labor markets, global perspectives, and adaptable mindsets. Over the long-term, the strategy is to be able to continuously upgrade and sustain the quality of Philippine HEIs through academic and knowledge transfer outcomes that would result in improved quality assurance, accreditation status and educational standards comparable with international levels.

The CHED shall pursue internationalization as a strategy to:
a) enhance the quality of Philippine higher education;
b) uphold the country's reputation as a center of higher education in identified niches/programs of excellence;
c) strengthen the country's role in an interconnected global community;
d) develop Philippine HEIs as productive members of the international academic community;
e) produce graduates with 21st century competencies who are able to live and work in a diverse multicultural setting; and
f) foster closer cooperation and understanding between the Philippines and the rest of the world.

Section 7. Rationale for Internationalization

1. An internationalization strategy in Philippine higher education is warranted by the demands of integration and globalization which the national higher education system alone cannot adequately meet. In the context of integration, students' learning environment needs to be enhanced; their experiences diversified and their competencies sharpened, so that they can participate meaningfully in regional and global labor markets. These are made possible through expanded forms of educational interfaces that widen their educational experience and mindsets.

2. Internationalization confers the following intrinsic benefits:
    a) enriches and diversifies students' learning experience so that they can be more adaptable to fast-paced changes in a global environment;
    b) promotes and deepens awareness of social and cultural similarities, and inculcates respect for social and cultural differences;

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c) generates highly-qualified graduates that can compete in the national, regional and international labor markets;

d) serves as a platform for the government and HEIs to participate in the setting of international standards that can help in developing program and curriculum design with an international orientation;

e) provides an opportunity for developing and strengthening academic linkages for collaborative work and exchanges;

f) promotes academic and knowledge transfers that can enhance the quality of Philippine HEIs over the long-term;

g) provides an opportunity for strengthening diplomatic and international economic relations that could deepen awareness of the interdependence of nations; and

h) provides an opportunity for knowledge and technology transfer, sharing and broadening of perspectives and experiences of faculty, academic staff, and students through institutional visits, joint researches, collaborative academic and cultural activities, and sharing of academic and cultural resources.

Section 8. Internationalization Strategy

1. To realize these benefits, the CHED shall promote the development and pursuit of an internationalization strategy by all qualified Philippine HEIs. It shall take measures to ensure the effective implementation of this strategy, including but not limited to, the provision of advisory and technical assistance, as well as incentives. It shall put in place a mechanism within the CHED to oversee and monitor the internationalization program, and undertake periodic assessments at the national and institutional levels.

2. The CHED shall perform both a developmental and regulatory role in promoting the internationalization strategy.

   a) Its developmental role includes the provision of advisory and technical assistance in the development and design of internationalization programs, training and capacity building, and information to guide choices and safeguard the legitimate interest of all stakeholders.

   b) Its regulatory role consists of promulgating policies and standards for various types of internationalization arrangements to ensure compliance with existing laws, the effective delivery of intended outcomes, and as a basis for qualifying HEIs that may participate in specific internationalization arrangements.

3. HEIs shall be encouraged to pursue a programmatic and holistic approach to developing and implementing their internationalization strategy, rather than one-off, random activities, in order to generate synergy and impact. Internationalization programs must:

   a) have clear goals and targets with respect to improvements in learning outcomes, competency-based standards, curriculum and program development, faculty development and research;

   b) ensure quality provision and a system of recognition of academic credits, degrees, certificates and awards;

   c) be inclusive, cost-effective and results-based; and

   d) safeguard the welfare of students, protect the legitimate interests of the national higher education system, and promote national interest.

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4. Provision of CHED support and assistance shall be in accordance with the following levels of development:

Levels	Areas of CHED Support
Tier 1 – the national university and select SUCs/autonomous HEIs by evaluation; has national and international prominence and reputation as shown by international accreditation/awards/recognition/ membership in reputable international networks of universities; has good track record in successful implementation of international programs and linkages, including home-based internationalization activities with measurable outcomes affecting both community/ regional/ national levels; has a well-placed internationalization program/strategy; possesses all the necessary mechanisms, processes and facilities for a successful internationalization strategic plan i.e. IROs, international services office, sufficient and modern facilities; with well-defined typology	simultaneous student and faculty recruitment; strategic partnerships and research collaboration for innovation; participation in international scholarships, faculty and staff development; participation in international delegations by CHED and other NGAs; represent CHED/higher education sector in international meetings or organizations and support for their participation in these meetings/conferences participation in international fairs and education trade promotion; creation of joint, double, twinning degree programs; credit transfer and accumulation; niche-building initiatives; establishment of branch campuses and off-shore educational institutions; student internship and other study abroad programs; international educational trips; home-based internationalization activities as defined in Article III Section 2 (2) and other forms of international programs
Tier 2 – select SUCs/deregulated HEIs by evaluation with at least Level III program accreditation (or its equivalent as indicated in Article IV Section 9 (4); pursues home-based internationalization activities; possesses well-defined typology; undertakes membership in international networks; has an established international relations office, international student center and quality assurance mechanisms; has an internationalization program/strategy	international student recruitment and systematic and strategic academic mobility programs; participation in international delegations by CHED and other NGAs; research collaboration and cultural exchanges that benefit a diverse group of students and academic officials' participation in international scholarships, faculty and staff development; student internship abroad programs; international educational trips; home-based internationalization activities as defined in Article III Section 2 (2)
Tier 3 –with at least Level II accreditation (or its equivalent as indicated Article IV Section 9 (4); possesses well-defined typology; has an established IRO and international student center; has an internationalization program/strategy	international student recruitment for immersion/cultural activities; network/linkage-building activities that benefit a limited number of students and HEI officials and do not lead to degrees; student internship and other study abroad programs; international educational trips; home-based internationalization activities as defined in Article III Section 2 (2)
Tier 4 – has an existing internationalization vision with a limited number of academic cooperation agreements	home-based internationalization activities as defined in Article III Section 2 (2)

The panel of experts, per Article IX (1), shall determine the institutions belonging on each tier.

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Section 9. Specific Principles

1. The CHED recognizes Philippine HEIs' prerogative to determine the thrusts and components of their internationalization programs in accordance with their mission and goals, resources and institutional capacities, and following the typology of the outcomes-based quality assurance system set in CMO No. 46 s. 2013, and other applicable laws.

2. Regardless of the type or form, the internationalization program must be learner-centered; it should be focused primarily on the learners' needs in terms of their cognitive, social, cultural, professional and personal development. Learner outcomes should in no way be compromised by financial or political gain from the internationalization program.

3. Transparency shall be applied in the exercise of the CHED's regulatory function to ensure that relevant information is made available to all concerned parties. For academic mobility, information that should be widely disseminated include opportunities for scholarships, faculty exchange programs, international research conferences, etc. that are coursed through the Government, through the CHED or other agencies such as the National Economic and Development Authority (NEDA) or the Department of Foreign Affairs (DFA). Opportunities arising from bilateral agreements on higher education should also be widely disseminated. As regards transnational arrangements, information that should be widely disseminated include: (i) qualification of foreign HEIs; (ii) the criteria for qualifying internationalization arrangements; (ii) the procedures for the application of such criteria; and (iii) quality assurance mechanisms, among others.

4. The CHED shall determine the basic conditions for Philippine HEIs to effectively implement internationalization programs. HEIs shall prove that they have the capability to implement an internationalization program and to uphold and promote the Philippines' reputation for providing quality higher education through the following:
   a) an internationalization strategic plan;
   b) the physical, financial and human resources (budget allocation, facilities and equipment, including a dedicated International Relations Office and an International Student Center) with adequate personnel to sustain the program; and
   c) the administrative infrastructure for quality assurance and good governance.

5. The CHED shall likewise consider the maturity of the HEIs as an institution and its quality assurance systems reflected in well-documented business processes and the quality outcomes that contribute to program excellence. Assessment of institutional readiness includes governance and management, quality of learning and teaching, quality of professional exposure, research and creative work, adequate support facilities for students, provision for assistance to prospective international undergraduate/graduate applicants, and resources management and community relations.

6. Accreditation by the CHED recognized accrediting bodies may be considered but not mandatory in establishing readiness to undertake internationalization. In the alternative, the CHED may apply the Institutional Quality Assessment (ISA), or other evidence in the areas of institutional quality. Centers of Excellence and Centers of Development status will also be taken into consideration.

7. Quality improvements, diversity in academic content and experience, and the attainment of international standards and recognition are the primary considerations for all HEIs in developing their internationalization programs. Their internationalization programs should embed quality

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assessment procedures and a mechanism for monitoring and evaluating outcomes in relation to desired goals, mission and vision.

8. Specifically for State Universities and Colleges (SUCs), in accordance with their public mandate, the following purposes of internationalization are hereby added as considerations in developing their internationalization programs:

   a) facilitation of inclusive access, cost-effectiveness and community development orientation;

   b) addressing regional and sectoral needs and conditions in the communities within service areas, in cooperation with local government units and other relevant field agencies;

   c) use of home-based internationalization activities to allow more students to benefit from internationalization; and

   d) incorporation of international dimensions on the delivery of education to enhance student experience, craft multi-cultural, multi-faceted instruction, research and extension programs, and improve faculty credentials.

9. Furthermore, SUCs' internationalization programs shall be consistent with the rules and policies prescribed by the professional regulatory government agencies and laws covering the implementation of the program's curriculum and activities.

10. Qualified SUCs, in accordance with the level of internationalization development in Article IV, Section 4 and with manifest capability to undertake internationalization programs as outlined in Article IV Section 9 (4), shall be allowed to offer programs offshore or via online/distance/open with recognized foreign education institutions. As state-supported HEIs, their main purpose in undertaking these international programs must be imbued with public interest, and not jeopardize the reputation of Philippine higher education nor adversely affect the local delivery of the program to Filipino students.

11. CHED shall encourage HEIs qualified to participate in internationally-recognized benchmarks and assessments, in view of their positive impacts on global exposure and competitiveness of Philippine HEIs.

12. CHED provides leeway for HEIs to establish their own academic calendars and set their opening days in order to encourage innovation and the exercise of academic freedom among institutions of higher learning. They must ensure, however, that instituted changes are in consonance with Republic Act 7797.

13. As part of their internationalization strategy, HEIs may include an English language training program to enhance employability of learners in the international labor market.

ARTICLE V
ACADEMIC MOBILITY

Section 10. Policy on Academic Mobility

1. Mobility of students, faculty, and researchers shall be promoted by the CHED as integral to internationalization efforts. For this purpose, the CHED shall take proactive measures to address information, financial, academic and administrative barriers to academic mobility. Information barriers will be addressed through well-functioning, IT-based information systems on educational opportunities and qualified education providers. Mobilization of funds from internal and external sources in support of academic exchanges will be intensified, and better programming of these funds will be undertaken to support priority activities covered by

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internationalization initiatives. Academic barriers will be addressed through transparent and standardized mechanisms for recognition of academic qualifications and awards, and credit transfer schemes. Coordination among concerned agencies will be enhanced for greater efficiency and effectiveness in implementing the administrative processes involved in academic mobility.

2. The promotion of academic mobility is envisaged to confer benefits at the level of the county, the HEI, and the student and faculty while maintaining national security. The profile and visibility of the country is enhanced by developing the capacity of HEIs to deliver international education that encourages the entry of international students. Academic mobility can enhance the quality of HEIs by promoting academic and knowledge transfers and enrich and diversify the students' and faculty's experience by promoting and deepening awareness of social and cultural similarities and differences. Students and faculty also gain from the opportunity to experience operating in an international environment and develop socio-cultural links with peers from other countries.

3. The CHED shall encourage and support HEIs' participation in ASEAN and other regional and global initiatives on internationalization. In particular, participation in regional academic mobility schemes shall be promoted; these include the ASEAN University Network (AUN), the ASEAN International Mobility for Students Program (AIMS) and the University Mobility in Asia and the Pacific (UMAP), among others. Mobility is one of the key strategic elements of cooperation leading to the development of a higher education common space in Southeast Asia. HEIs participating in these initiatives would be encouraged to form communities of practice to serve as a platform for exchanging information and insights for improving internationalization interventions at home and opening more opportunities for networking.

4. The CHED shall adhere to the principle of balanced mobility by reaching out to partners with diversified profiles of students, faculty and staff while ensuring the mutually beneficial distribution of academic mobility opportunities.

Section 11. Intake of International Students

1. The prevailing law, Executive Order No. 285 (Amending the Guidelines Governing the Entry and Stay of Foreign Students in the Philippines and the establishment of an Inter-agency Committee on Foreign Students for this Purpose), states that it is the Government's policy to continuously promote the Philippines as a center for education in the Asia Pacific Region by (i) encouraging foreign students to study in the country; (ii) developing awareness of the Philippine educational system among neighboring and other countries; and (iii) allowing duly-accepted foreign students to avail themselves of the facilities of the Philippine educational system.

2. In implementing this policy framework, the CHED shall accord high importance to the selection of *bona-fide* international students with high academic potentials and seriousness of purpose that can contribute to the enhancement of the academic environment in Philippine HEIs. At the same time, the CHED shall ensure that the quality of education providers for international students remains high, and that the students are assured of the education services for which they have paid. The CHED shall also promote the policy of harnessing the skills and expertise of outstanding foreign graduate students by allowing HEIs to engage them in teaching and research, thereby contributing to overall quality improvements in the institution.

3. E.O. 285 assigns to the CHED, the important function of qualifying schools that can accept international students, in conjunction with the Bureau of Immigration (BI). In particular, the E.O. mandates the CHED to:

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a) prepare an updated list of schools authorized to admit international students, i.e. schools accredited by the CHED recognized accrediting bodies and the BI;

b) clear the Certificate of Eligibility for Admission (CEA), issued by the Commission on Higher Education in cases where restrictions exist on enrollment of international students due to shortage of facilities (e.g. enrollment in medicine and dentistry); and

c) provide assistance to schools in regard to issues on comparative equivalences between foreign educational systems and those of the Philippines.

4. To facilitate student mobility, the CHED shall provide the frameworks for credit transfers, establish the systems for determining the recognition of academic degrees and studies, promote mutual recognition agreements, establish common quality assurance frameworks and standards, and formulate codes of good practice. These instruments are essential to promote transparent, comparable and systematic schemes that would bring about mutual trust among institutions in an exchange program. the CHED shall develop and publish online a Credit Transfer Guide that will collate bilateral and regional credit transfer frameworks, mutual recognition agreements, institutional transfer policies, recognition of academic degrees and studies and related information that will enable parents, students, faculty, administrators and guidance counselors to view transfer information systematically and comprehensively, subject to national security considerations.

5. The seat allocation for international students per program/discipline shall be based on the carrying capacity of the pertinent college/faculty provided that this shall not exceed 1/3 of the total student population of the HEI.

6. The CHED shall ensure that HEIs qualified to offer placement for international students recognize and implement their responsibilities diligently, efficiently and effectively. This would be manifested in (i) the efficiency in the processing of applications (e.g. time and cost to process, conversion ratios of applications to admissions, etc.); (ii) provision of accurate and comprehensive information on the admissions process, cost of tuition and other fees and all other charges, detailed description of courses, living conditions and costs, accommodations, and health the financial services (banking and insurance); and (iii) a transparent system for assessing and recognizing the award, certificate or degree that has been previously conferred to a foreign student applicant through well-established processes provided for under bilateral agreements or based on the UNESCO conventions on the Recognition of Studies and Qualifications in Higher Education.

7. HEIs shall be required to apply the same admissions tests for foreign and local students, although they may require international students to take English proficiency tests or other diagnostic tests, as deemed necessary, for purposes of determining the need for bridging courses. The HEIs shall require foreign student applicants to submit proof of financial capacity to cover tuition and other fees, living and other expenses.

8. All Philippine HEIs authorized to accept international students shall observe transparency with respect to providing information on the tuition and other fees applicable to international students, as well as other costs that may be incurred by them, by posting information in their official websites. State Colleges and Universities (SUCs) and Local Colleges and Universities (LUCs) shall charge the full cost of a foreign student's course, which is to be reflected in the schedule of tuition and other fees applicable to international students.

9. To enhance the consistency of the national approach in the qualification and registration of education providers as stipulated in existing laws and administrative fiats, the CHED, in cooperation with concerned government agencies, shall establish mechanisms to improve the

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efficiency, effectiveness, transparency of the qualification and registration system. These mechanisms shall include:

a) an online registration system for education providers applying to offer placements for international students; the system would allow electronic submission of the application which can be viewed by all concerned agencies (BI, DFA, NICA) and which can give their approval electronically after the required verification processes have been completed;

b) a centralized portal of approved education providers for international students, including their accredited course offerings and their description, for which international students may enroll;

c) an IT-based system that would support registered education providers and concerned government agencies in monitoring student compliance with student visa conditions and addressing student breaches;

d) an international student center to be established by HEIs to assist international students in adjusting to life and study in the Philippines. It shall support international students and scholars in immigration advising, social, cultural, and academic issues during their stay. In addition, it shall seek ways to increase international ambience on campus by identifying and implementing new opportunities between local and international students through workshops, collaboration with international organizations for social programs, trips and cultural excursions/immersions; and

e) efficient reporting of number and status of international students for proper monitoring of foreign student enrollment in accordance with Article V Section 11 (5).

10. To establish and maintain the Philippines' reputation as a provider of high quality education, and to safeguard the interests of international students, the CHED shall develop and implement a code of conduct that sets out standards of conduct of registered education providers as well as the role and administrative responsibilities of concerned government implementing agencies and instrumentalities. The objectives of the National Code would be to:

a) establish and maintain the Philippines' reputation as a provider of high quality education

b) ensure the integrity of qualified education providers;

c) safeguard the interests of international students through, among others, standardized provision of support services and uniform application of laws and administrative fiats; and

d) establish mechanisms at the national and institutional levels for resolution of issues or disputes.

11. The National Code would further cover education agents and outline quality assurance indicators in partnering with such entities. A system of registration will be implemented and agents must be recognized by their respective home countries' embassies in the Philippines. Cooperation mechanisms with other government agencies will also be included as part of the code to ensure seamless coordination on the area of academic mobility.

12. International students shall not be allowed to take on paid work while pursuing their academic programs, except those classified as internships required by their program. Activities/work sought to be covered under this provision are those subject to the approval of the Department of Labor and Employment (DOLE) and the BI. Provided, that the foreign student unit of the admitting schools shall also furnish a copy to the DOLE its reports submitted to the BI, CHED and NICA in relation to the admission of the international students pursuant to the provisions of EO 285.

13. The CHED shall put in place a mechanism for international students at the graduate level who have excelled in the fields of science, technology, engineering, and mathematics, or in the priority development sectors, to work in the country after completion of their degrees. This is

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aimed at retaining highly skilled international students and giving them the opportunity to contribute to the country's growth objectives, especially in key priority sectors. Outstanding foreign graduate students may be given incentives to stay longer in the country through the award of research grants either from public or private sector institutions, geared towards the development of product or process innovations or practical business solutions in collaboration with knowledge-based enterprises or research universities. Outstanding foreign graduate students may also be allowed to teach, thereby contributing to the internationalization of faculty and researchers. State Colleges and Universities may be authorized to allocate subsidies for this purpose, in collaboration with the Department of Labor and Employment. Foreign graduate students who will work in the country through this mechanism shall comply with the laws, rules and regulations on the employment of foreign nationals.

14. Operational efficiency, fairness, and vigilance are the norms that shall guide all administrative processes involving international students for the duration of their stay in the country. With the expansion of internationalization initiatives, administrative procedures in concerned government agencies shall be reviewed periodically to ensure that they continue to be responsive and relevant to emerging needs and circumstances of international students.

Section 12. Outbound Students

1. Participation of Filipino students in academic exchanges abroad can be beneficial in terms of developing their intellectual potential through exposure to different perspectives and wider academic horizons, and enhancing personal maturity by inculcating confidence, adaptability, resilience, and intercultural awareness.

2. The categories of outbound student mobility include: (i) diploma mobility which involves doing a degree program in another country; (ii) credit mobility which involves doing some courses in another country that is part of the programme in the home institution; and (iii) other short-term mobility which involves going abroad during a higher education programme for an activity relevant to the programme and for a specific period of time, such as study tours and language tours, cultural exchanges, and placements or practical training including internships.

3. Outbound student activities can be self-financed, privately funded through HEI-to-HEI arrangements, supported by mixed study-work assistance schemes of individual universities abroad, or publicly-funded from Government or official development assistance (ODA) sources. Except for self-financed activities, outbound mobility activities are generally highly competitive.

4. Publicly-funded activities for outbound students shall prioritize diploma courses in the high-need disciplines at the graduate or postgraduate levels for beneficiaries who can potentially bring higher returns to teaching or research upon their return. Scholarships which cannot be provided adequately by local HEIs will be supported in fields and disciplines needed for economic development, or where there are opportunities elsewhere to significantly advance knowledge in these fields and disciplines.

5. To broaden access to publicly-funded scholarships, the CHED shall include in its official website, comprehensive information on available scholarships, both from Government and ODA sources, including relevant details such as application requirements and admissions policies, and eligibility for financing support. Mechanisms for scholars' compliance with return service obligations shall be strengthened alongside the provision of incentives, such as through better terms of employment, so that scholars are not induced to seek employment abroad after completing their studies.

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6. Due to limited resources for publicly-funded diploma mobility, HEIs shall be encouraged to promote unsponsored credit and other short-term mobility as part of their internationalization programs and to encourage students to include an international component as part of their degree. HEIs shall be encouraged to establish institutional linkages and networks to promote student exchange, study abroad, study tours and international attachments that will provide opportunities for outbound mobility of Filipino students.

7. The CHED shall actively provide technical support to HEIs with regard to Diploma Supplements, credit transfer schemes and the design of mobility innovations (e.g. mobility windows).

8. The CHED shall set minimum standards for the duration and activities abroad for short-term mobility. It shall also develop an information mechanism to promote the availability of student mobility programs that are embedded in agreements entered into by the Government.

9. The CHED shall provide the policy framework and guidelines to guide stakeholders in the selection of appropriate and legitimate partners for international education tours and cultural exchanges.

Section 13. Faculty and Researcher Mobility

1. The CHED shall encourage mobility of faculty and research in Philippine HEIs as a means to foster personal and professional development that could ultimately contribute to education quality improvements and enhance the international sensitivity of academic staff, thereby improving the capacity for internationalization.

2. Faculty and researcher mobility will be intensified in two areas: i) those linked to research and creative work; and ii) those directed to the building of teacher competencies and standards for outcomes based education.

3. In line with the Philippines' aspiration to become a competitive and knowledge-based economy, HEIs shall be encouraged to focus on faculty mobility programs that are linked to research and creative work, particularly in priority development sectors. The CHED shall promote mobility schemes concentrating on critical areas in science and technology to encourage inbound and outbound mobility of academic staff to occur. These schemes will be directed to the assimilation of knowledge especially in centers of research in advanced economies that would enable the building of capacity and knowledge transfer in the mobility recipients' home country. This would help HEIs build their international networks, and leverage their resources to mobilize additional funding for research. This, in turn, would help mobilize human resources, including Ph.D. faculty, for the long-term productivity and sustainability of the institution.

4. Support to faculty mobility will also be directed towards developing and enhancing teacher competencies required for implementing the outcomes-based education framework. These competencies are in the areas of assessing learner's progress in relation to desired outcomes, systematically recording learner's achievements, and making use of authentic assessment instruments. Building faculty skills in these areas would help HEIs in delivering desired learner outcomes, set standards for teacher quality, and enhance overall institutional capacity for implementing internationalization activities.

5. The CHED, in coordination with concerned government agencies, shall promote measures to facilitate the granting of visa, work permits (on a case to case basis), residential and other

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privileges to faculty and researchers from overseas as part of academic exchanges or internationalization initiatives.

ARTICLE VI
PROGRAM AND INSTITUTIONAL MOBILITY

Section 14. Policy, Rationale and Principles

1. The commoditization of education under the GATS has given rise to cross-border education in diverse forms involving mobility not only of students and academic staff, but also programs and institutions. With programs and institutional providers moving across borders with increasing ease, a pressing need has occurred for national systems to define the rules and standards that could provide the basis for quality assurance and recognition of foreign qualifications. This will ensure that outcomes and impacts of transnational education (TNE) are relevant to national needs and priorities.

2. Recognizing the challenges brought resulting from the rapid rise of TNE and its impact on higher education, the Government shall take measures to effectively manage transnational arrangements so that these can complement the goals of the national higher education system to broaden access to quality higher education, promote the academic quality of study programs and degrees, respond more effectively to learners' educational needs, as well as establish and maintain the Philippines' reputation as a provider of high quality education. These measures shall cover both foreign HEIs , including their agents, franchisees and partners; and Philippine HEIs engaged in TNE.

3. This policy framework seeks to guide Philippine HEIs on TNE modalities and processes as well as direct and prioritize partnerships towards attaining high and fast economic growth, bearing in mind a key mission of higher education which is to produce competent and globally competitive graduates with 21st Century skills whose qualifications are comparable and credentials are recognized. In determining TNE partnerships that may be permitted by CHED, the partnership must clearly show that it can contribute to the building of research universities, spurring innovation and fostering the creation of a knowledge economy for the country.

4. Transnational arrangements can take the form of (i) collaborative arrangements, such as: franchising, twinning (leading to an academic degree), and joint degrees, whereby study programmes, or parts of a course of study, or other educational services of the awarding institution are provided by another partner institution; or (ii) non-collaborative arrangements, such as branch campuses, off-shore institutions, corporate or international institutions, whereby study programmes, or parts of a course of study, or other educational services are provided directly by an awarding institution.[9] Collaborative arrangements are forms of program mobility; while non-collaborative arrangements are forms of institutional mobility.

5. Transnational arrangements shall be covered by legally binding agreements setting out the rights and obligations of the contracting parties. These agreements shall be consistent with the national legislation in both the receiving and sending countries, which shall have to be complied with.

6. Governance mechanisms for setting up of foreign campuses as institutional mobility shall be guided by the Philippine Constitution and pertinent domestic laws.

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[9] UNESCO/Council of Europe Code of Good Practice in the Provision of Transnational Education, 2001

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7. The foreign HEI seeking to form a branch campus must meet all the following conditions:
   a) established for foreign temporary students;
   b) establishment must be advantageous to the Philippine higher education system;
   c) there must be an invitation from CHED and the Philippine Government;
   d) the foreign HEI must have international prominence and accredited by its appropriate government agency or accrediting body to offer international programs or operate offshore programs;
   e) the Branch Campus must have program offerings different from local offerings by Philippine HEIs; and
   f) capital accumulation and reinvestment within the Philippines must be undertaken.

8. The principles stated in Article IV (2) shall be strictly adhered to in the awarding of PHL qualification resulting from international partnerships particularly on academic, program and institution mobility.

9. Academic quality and standards of TNE programs should be at least comparable to those of the awarding institution and partner HEIs in the receiving country. When differences arise, the same should be cited and the differences explained clearly through rationale and effects to the recognition of qualifications. The quality assurance and control of the TNE programs shall be the shared responsibility of the providing and the awarding institution. Procedures and decisions concerning the quality of educational services provided by transnational arrangements should be based on specific criteria, which are transparent, systematic and open to scrutiny.[10]

10. Faculty and other members of TNE institutions should be proficient in terms of qualifications, teaching, research and other professional experience.

11. Admission policies of both partnering institutions should be of equivalent standards.

12. The home institution which awards the degree and qualifications must provide clear, transparent and reliable information about its status as a higher education institution and the qualifications it grants in terms of learning outcomes and levels of achievement.

13. The Center for Academic Information and Mobility (CAIM) stated in Article IX (2) shall facilitate within the networks of NICs the exchange information and advice on TNE matters.

Section 15. Qualifications of Transnational Education Providers

1. The CHED shall set the conditions for qualifying TNE programs offered by Philippine HEIs under collaborative arrangements with a partner foreign HEI (e.g. twinning, dual programs, or joint degrees) or through offshore programs and services. Philippine HEIs partnering with a foreign HEI in delivering a program shall require a certification from the CHED, and those operating offshore shall be qualified based on a Quality Assurance System implemented by the CHED. Other obligations include adherence to the local laws of the host country, and the provision of student support services in cases where offshore students need to spend a period of their time in the Philippines as part of their course requirements. Both groups shall be subject to monitoring and evaluation by the CHED with the same set of parameters being applied to both onshore and offshore operations.

2. In selecting partners offshore, Philippine HEIs shall be guided by the following eligibility conditions for foreign HEIs: (i) legal standing and accreditation status in the base of operations; (ii) existence of quality assurance mechanisms, including collaboration with international quality

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[10] UNESCO, 2001

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assurance bodies; (iii) quality of academic staff; (iv) adequacy of facilities and infrastructure; and (v) non-stock.

3. Furthermore, HEIs intending to enter into TNE programs, whether inbound or outbound, must clearly show that such partnership is consistent with the institution's strategic plan and its international objectives, that the partner with whom the program is to be offered will add value to the University by increasing international opportunities for staff and students in teaching and research, and the program is viable and sustainable.

4. Only foreign HEIs recognized by their respective governments as quality education providers, and accredited by a recognized accrediting body, or accorded an equivalent status by a competent authority in the country of origin, shall be allowed by the CHED to offer undergraduate, graduate and post-graduate degrees provided that the foreign HEIs has a partner Philippine HEI.

5. The CHED shall assist stakeholders in the Philippines in determining the legal status and academic standing of said providers especially in cases of foreign HEIs providing degrees obtained purely online and not requiring a local partner. Nothing in this provision shall be construed however to confer recognition by the CHED of degrees or credentials obtained purely online.

6. The CHED shall publish the Qualifications Registry of TNE programs and providers in its website to publicly communicate the recognition and acceptance of these TNE programs as a form of education. Only those providers listed in the Qualifications Registry will be allowed to advertise their TNE programs.

ARTICLE VII
INTERNATIONAL ACADEMIC COOPERATION AGREEMENTS

Section 16. Policy, Rationale and Principles

1. An international academic cooperation agreement is the formalization of a partnership between governments, academic networks or two or more HEIs to undertake collaborative teaching and learning activities, in areas such as research; joint academic and scientific activity; staff and student exchange, exchange of publications in areas of common interest; and other collaborative academic activities. It generally takes the form of a memorandum of agreement (MOA) or its variants, and is different from commercial contracts that govern offshore provision of educational services through institutional mobility. Academic cooperation agreements can be bilateral or multilateral; or it can be between governments, between HEIs, or between corporations and HEIs. International academic cooperation agreements at the level of governments signify the need to respond to a demand for higher education which the national education system is not able to provide, or to set quality assurance standards and mutual recognition agreements to facilitate academic mobility exchanges.

2. International partnerships may be initiated by heads of state, by the governments through their respective ministries in charge of higher education, by major organizations and networks and by institutions.

3. Academic cooperation agreements can be effective in formalizing shared goals and mutuality of purpose, reciprocity of preferences, mutual recognition arrangements, and clarity in the responsibilities and obligations of the parties. By articulating these elements formally, an

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academic partnership agreement builds and promotes trust between the parties through processes that ensure that high quality standards are met and maintained.

4. Academic cooperation agreements shall be the preferred instrument for entering into academic partnership programs. At the level of governments, these agreements generally provide the framework for setting standards, mutual recognition arrangements, types of academic exchanges and the institutional arrangements for implementation and monitoring. A Philippine HEI may enter into an academic cooperation agreement with a foreign HEI, within or outside a governmental framework agreement, as a means to formalize an academic partnership arrangement that contributes clearly to the goals of the institution, and is established with partners of the highest quality.

5. Academic cooperation agreements must be based on the principles of mutuality, transparency, reciprocity and respect for national sovereignty and autonomy of the HEIs that are parties to the agreement. It must offer the prospect of a long-term relationship between the partners in order to be sustainable.

6. The activities contemplated under the agreement must be aligned with the Philippine HEI's vision and mission, as well as its staff capacities and resources. These activities must have the potential to enhance the HEI's quality standards and internationalization efforts.

7. CHED shall prioritize and encourage crossborder arrangements between foreign HEIs and Philippine HEIs guided and covered by the country's bilateral agreements with the foreign HEIs' home countries as they are treated, in this instance, as part of the CHED's international commitments.

8. Philippine HEIs entering partnerships and academic cooperation agreements with foreign entities must exercise due diligence in validating and verifying with the proper authorities the legitimacy and status of their partners. The CHED must be provided with the results of validation and verification activities to enable it to provide the necessary guidance and assistance. Guidelines will be issued to cover this matter.

9. Philippine HEIs must notify the CHED of all academic cooperation agreements entered into within 30 days from the approval by its Board. The CHED shall ensure that the partnership relationship, as well as the partnership activities embodied in the agreement, is consistent with national principles as well as the procedures governing quality and standards in higher education as promulgated by the CHED. A system to monitor the implementation and assess the outcomes of these agreements shall be established. The reporting of the academic cooperation agreements is necessary for compiling a database that will aid in policy formulation and grant of support and incentives as significant contributions to international commitments in higher education.

Section 17. Guidelines for Determining Academic Partners

1. In choosing academic partners, HEIs shall be guided by the following considerations:
   a) Complementarity and compatibility of vision and mission, strategies and expertise
   b) Willingness to set shared goals and to work towards these goals through specific and time-bound measures;
   c) Qualifications recognized by the competent government body, verifiable based on transparent criteria and procedures;
   d) Financial soundness and commitment to provide internal funding to support collaborative activities and not relying solely on grant funds from external sources

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e) Recognition of, and respect for, national differences, and efforts to deepen understanding of these differences;

f) Willingness to make collaborative decisions and share responsibility for them;

g) Transparency on all issues of decision-making and resource allocation and the readiness to address these issues promptly and resolutely;

h) Support from all levels in the respective institutions of the partners;

i) Continuous monitoring the partnership using both quantitative and qualitative indicators;

j) Compliance with existing and related rules and regulations of the CHED and other government agencies; and

k) Status of partner foreign HEIs' accreditation/certification as granted by their home governments.

ARTICLE VIII
IMPLEMENTATION STRATEGY

1. Philippine HEIs shall be encouraged to take a holistic and programmatic approach in pursuing their internationalization strategies and programs. A programmatic approach will reinforce the HEI's planning process, and will prevent random activities that may have minimal impact on quality improvements. These programs, which can combine activities under both home-based internationalization and cross-border arrangements, would require specific targeting of outputs and outcomes, and a systematic planning of inputs over specified timeframe. It should have a results framework that specifies quantitative and qualitative indicators resulting from internationalization interventions (e.g. increased employability of graduates, improvement in competency scores, increase in published research outputs through collaborative programs, etc.). This results framework should be aligned with the competency-, outcomes-, and typology-based framework embodied in CMO No. 46 s. 2012 entitled "Policy Standards to Enhance Quality Assurance in Philippine Higher Education through an Outcomes-based and Typology-based QA."

2. The programmatic approach to internationalization should be reflected in a medium-term internationalization program to be submitted to, and evaluated by, the CHED through its panel of experts. The CHED will encourage the operation of such internationalization programs and qualified TNE programs, through the grant of incentives upon its endorsement. These incentives shall include, but not be limited to:

a) Priority in the allocation of grants for research papers and presentations, foreign scholarships and training, international educational tours, student participation in international conferences and seminars;

b) Facilitation, through waiver of some requirements, in the application for grants for the above activities;

c) Facilitation, through waiver of some requirements, for outbound and inbound mobility of students, faculty and researchers as part of the internationalization program;

d) Major consideration in the retention of the HEIs status' as Center of Excellence or Center of Development, as applicable;

e) Inclusion in the registry of international linkages/arrangements/collaborative programs; and

f) Financial assistance/support on programs/activities that support action plans/activities/programs under authorized international commitments.

3. Upon successful achievement of targeted results, additional incentives to be provided shall include, but not be limited to:

a) Upgrading of accreditation status, subject to fulfillment of other requirements prescribed by the accrediting bodies;

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b) Additional grant allocations, linked to outputs and outcomes (e.g. levels of increase in the employability rate of graduates); and

c) The vesting of the appropriate recognition and awards by the CHED as a means to promote good practices in the planning and implementation of internationalization programs.

4. The CHED shall conduct forums and workshops to promote dialogue and understanding of the CHED's internationalization policies, strategies and implementation guidelines.

5. The CHED shall commission studies on internationalization, its effects, challenges and opportunities as well as trends, based on Philippine experience with a view to designing viable and effective methods of evaluating internationalization-related impacts.

ARTICLE IX
IMPLEMENTING MECHANISM

1. A panel of experts on internationalization is hereby created to be responsible for reviewing and evaluating the internationalization strategic plans of the HEIs, and overseeing the effective implementation of the higher education internationalization policy and strategy. The panel will be chaired and convened by the CHED and assisted by an inter-office committee to ensure that the different internationalization roles and functions of CHED offices are coordinated. The International Affairs Staff (IAS) will serve as the secretariat of the panel of experts and will be responsible for the day-to-day tasks of administering the internationalization program.

2. The CHED, in recognition of the importance of enhancing policy coordination among involved government agencies, shall request relevant government agencies to submit reports on the updates on internationalization programs, projects, and activities.

3. A center for academic information and mobility in accordance with the UNESCO Convention on the Mutual Recognition of Qualifications in the Asia-pacific shall be established and lodged with the IAS as its head and contact point for matters involving international concerns in higher education. It shall be composed of inter-office representatives to undertake the following functions:

a) serve as the information and documentation center for Philippine higher education system to collaborate with national information centers of other countries on matters relative to equivalence in higher education for those who want to continue their studies as well as for professional purposes and information on the academic recognition of diplomas and study periods in the Philippines;

b) establish the directory/information base of HEIs and degree programs within the official higher education system;

c) establish the directory/information base of foreign HEIs and degree programs recognized and endorsed by their home governments

d) develop and put in place the management information system required to monitor, track, and assess the status and results of the program; and

e) facilitate the recognition of qualifications in higher education.

IAS shall likewise make advice available online in the areas of higher education activities with governmental imprimatur such as conferences, capacity-building activities, promotions, available resources for support of internationalization programs, accredited publications and such other related programs/activities. The most significant information are the descriptions of the regulatory environment in higher education of different countries, national qualification frameworks and the education profiles of different countries.

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4. The implementation of this policy framework shall be in compliment with existing CHED policies, standards, and guidelines on transnational education.

ARTICLE X
TRANSITORY PROVISIONS

1. All HEIs shall submit to the International Affairs Staff, not later than 90 days after the date of the issuance of this CMO, their existing cooperation arrangements and collaborative programmes as part of their institution's profile to establish the registry of linkages; otherwise, these arrangements shall not be included in the collaborations that may be entitled to recognition, support and other incentives. The template report is annexed hereto.

2. After submission of the cooperation and collaborative programs, the same shall be reviewed by the panel of experts for possible incentives and recognition.

ARTICLE XI
SEPARABILITY CLAUSE

If any part of this CMO shall be held invalid, other provisions which are not affected shall continue to be in force.

ARTICLE XII
REPEALING CLAUSE

Any and all CHED issuances which are contrary to or inconsistent with any of the provisions herein are hereby deemed repealed.

ARTICLE XIII
APPROVAL AND EFFECTIVITY

This CMO shall take effect 15 days from publication in a newspaper of general circulation or in the Official Gazette and shall remain in force and in effect until otherwise revoked or suspended.

Issued this 11 day of November, 2016, Quezon City, Philippines.

PATRICIA B. LICUANAN, Ph.D.
Chairperson

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ANNEX A: UNIVERSITY PROFILE TEMPLATE

Logo	**[NAME OF HEI]** [Address] [Website]
Background of the Institution	
Mission/Vision	
Name of President/Chancellor	
Name of International Relations Officer	
Telephone	
Fax	
Email	

INTERNATIONAL LINKAGES					
Partner HEI/ Organization	Form/s of Linkage	Discipline/s Covered	Date Signed	Status	
				Active	Inactive

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Guidelines for CHED Support for the Grants-In-Aid to Undergraduate Filipino Students Participating in International Conferences and-or Seminars
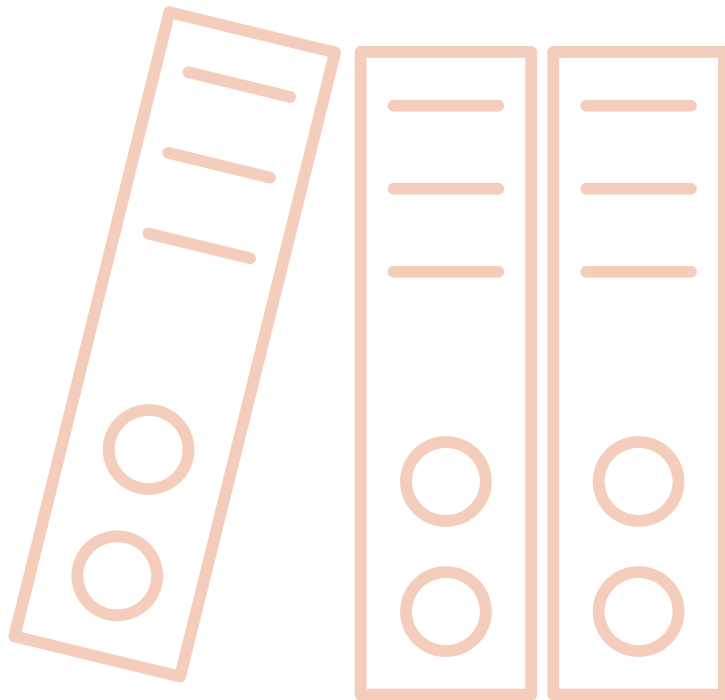
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Republic of the Philippines
OFFICE OF THE PRESIDENT
COMMISSION ON HIGHER EDUCATION

OFFICIAL
RELEASE
CHED Central Office
RECORDS SECTION

CHED MEMORANDUM ORDER (CMO)
No. 21
Series of 2016

SUBJECT: GUIDELINES FOR CHED SUPPORT FOR THE GRANTS-IN-AID TO UNDERGRADUATE FILIPINO STUDENTS PARTICIPATING IN INTERNATIONAL CONFERENCES AND/OR SEMINARS (GIA-UFSPIC/S)

In accordance with the pertinent provisions of Republic Act (RA) No. 7722, otherwise known as "Higher Education Act of 1994", and by virtue of Commission en banc Resolution No. 750-2015 dated December 14-15, 2015, the Commission hereby adopts and promulgates these Guidelines for CHED support for the Grants-in-Aid to Undergraduate Students Participating in International Conferences and/or Seminars (GIA-UFSPIC/S).

Article I
Rationale and Objectives

The Commission on Higher Education (CHED) recognizes that international exposure and worldwide access to education create opportunities for our students to be globally competitive and have the ability to cope with the rapid demands of the changing world. With the continuing increase in students' participation in cross border education, international conferences and/or seminars have become instruments in our students' learning process. They provide excellent training grounds for students to enhance their skills, access to cross-cultural learning environments and avenues to foster friendships and networks. The Commission recognizes its role in ensuring that the same are available to all deserving Filipino students.

The dissemination of knowledge on a global scale has the potential to transform students' lives in significant ways. International conferences and/or seminars facilitate access to knowledge without the constraints by the traditional methods. Progressive universities and countries are reaping the benefits of globalization, which is the most important and game-changing trend in higher education today.

International conferences and/or seminars allow students to socialize with students from institutions in other countries and provide them with the opportunity to exchange ideas, share resources, participate in debates, develop friendships, and increase their awareness of new trends happening in their areas of interest.

International conferences and/or seminars entail expenses for plane tickets, accommodation, registration fees, among others. This is the reason why not all students can afford to attend international conferences and/or seminars.

Higher Education Development Center Building, C.P. Garcia Ave., UP Campus, Diliman, Quezon City, Philippines
Web Site: www.ched.gov.ph Tel Nos. 441-1177, 385-4391, 441-1169, 441-1149, 441-1170, 441-1216, 392-5296, 441-1220

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The CHED has the mandate to develop and promote policies, systems, procedures and programs that help widen access of undergraduate students to international conferences and seminars. The same is parallel with the directive of the Office of Student Development and Services (OSDS) to set up a system of grants and other incentives which shall be accessible to deserving students in public and private higher education institutions. Thus, this CHED Memorandum Order aims to:

1. provide guidelines for the processing of applications for undergraduate Filipino students' participation in international conferences and/or seminars;

2. provide financial assistance to enable undergraduate students to participate in international conferences and/or seminars;

3. provide opportunities for undergraduate students to be exposed to international perspectives; and

4. ensure the safety and compliance with legal processes of undergraduate students participating in international conferences and/or seminars.

Article II
Definition of Terms

1. **Accommodation** refers to the lodging or temporary sleeping quarters of the grantee during the international conference and/or seminar, including food and water expenses.

2. **Applicant** is a natural born Filipino citizen who is currently enrolled in a Philippine Higher Education Institution (HEI) and endorsed by his/her respective HEI.

3. **Certificate of Attendance/Participation** refers to the document attesting that the undergraduate student officially attended and participated in the international conference and/or seminar.

4. **Cross-border Education** *refers to the movement of people, programmes, providers, curricula, projects, research and services in tertiary (or higher) education across national jurisdictional borders.* It is a subset of educational internationalisation and can be part of development cooperation projects, academic exchange programmes and commercial initiatives. (OECD AND IBRD/THE WORLD BANK 2007)

5. **Grantee** is a qualified applicant permitted to receive CHED subsidy for his/her participation in international conferences and/or seminars.

6. **Grantor** refers to the Commission on Higher Education with allotted budget for the grants of the qualified undergraduate students participating in international conferences and/or seminars.

7. **International Conference and/or Seminar** is an international formal event with topics aimed at enriching knowledge, skills, attitudes and values of students from diverse countries.

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8. **Participation** is the involvement, association, or contribution of students in international conferences and/or seminars.

9. **Registration Fee** is the payment collected by the legitimate, academic/professional/civic organization to cover their expenses in organizing the international conferences and/or seminars.

10. **Sending Higher Education Institution** is a school duly recognized to offer tertiary education programs wherein the grantee is enrolled.

11. **Transportation** refers to public vehicles used by the grantee in moving from one place to another such as, but not limited to, taxi cabs, buses, airplanes and ferry boats.

12. **Transportation allowance** refers to the expenses incurred from the grantee's origin to the venue of the international conference and back via an aircraft, boat/ship, bus, taxi or jeepney subject to liquidation required by the Commission on Audit.

Article III
Scope and Coverage

This CMO shall cover Filipino undergraduate students currently enrolled in public and private Philippine HEIs with duly recognized/authorized programs.

To be qualified for grant of financial assistance for international conferences and/or seminars, the undergraduate student must be:

1. 18-30 years old;
2. Currently enrolled in a Philippine HEI;
3. With good moral character and academic standing;
4. Endorsed by the concerned HEI President or his/her duly authorized representative;
5. Insured for international travel; and
6. Fit to travel as certified by a medical doctor of the HEI.

Article IV
Implementing Guidelines and Procedures

Application and Processing

1. Applicant undergraduate student must submit an application to his/her respective HEI.

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2. The HEI will screen and endorse their nominees to OSDS through a CHED Regional Office (CHEDRO) three (3) months before the scheduled event together with the following requirements:

   a. Duly accomplished application form *(see "Annex A" – Application Form)*;
   b. Letter of endorsement/recommendation by the head of the institution or authorized representative where applicant is enrolled including a statement that the concerned undergraduate student is covered by insurance for international travel;
   c. Details of the International Conference and/or Seminar that must enhance academic/leadership skills of the concerned applicant (brochure);
   d. Photocopy of the application to the international conference and proof of acceptance;
   e. Photocopy of the paper to be presented at the international conference (if applicable);
   f. Details of estimated financial assistance to cover registration, transportation and accommodation;
   g. Medical Certificate; and
   h. Copy of the Contract between the CHED, HEI, Parent/Guardian, and Undergraduate Student Applicant duly signed by the applicant, parent of the applicant and HEI; *(see "Annex B" – Contract)*.

3. The CHEDRO will review the submitted documents and upon satisfaction that the same comply with the requirements, shall endorse the same to OSDS; *(see "Annex C" - Checklist of Documentary Requirements.*
4. OSDS will review the application and check the legitimacy of the conference and/or seminar in coordination with International Affairs Staff (IAS) and, if found in order, will submit a request for the *Approval of Malacañang.*
5. Upon approval of Malacañang, OSDS will process the release of grants and transfer funds to the CHEDRO;
6. The CHEDRO will release the approved amount to the grantee;
7. OSDS will endorse the grantee to the Bureau of Immigration for clearance, copy furnished the DFA and the CHEDRO.

Article V
Responsibilities of the Parties

Applicant/Grantee must:

1. Strictly follow the deadline for submission of application documents specified in Article IV, to give CHED ample time to process the application;
2. Prepare plans on how to fund the rest of the expenses and obtain counterpart funding from other sources in the event that the grant is not sufficient;
3. Submit an application with complete documentary requirements to his/her HEI;
4. Attend the sessions diligently; and
5. Return to the Philippines after completion of the conference and/or seminar attended;

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6. Submit to the CHEDRO through his/her sending HEI, within thirty (30) days upon return from the activity, the following documents in both hard and electronic copy, for liquidation:

    a. Proof of his/her participation or Photocopy of Conference and/or Seminar Organizer's Certification or Certificate of Attendance/Participation from the organizer given to the concerned grantee;
    b. Original tickets, boarding passes and bills/receipts (no substitute for the original boarding passes);
    c. Itinerary of travel and Certification of Travel Completed;
    d. A travel report containing observations, learning experiences, highlight of the conference, and seminar group photos, evaluation/recommendation as to the benefits derived from attending the international conference/seminar, etc.; and
    e. Contract;

7. Re-echo the international conference and/or seminar learnings to his/her HEI; and

8. Reimburse CHED the total assistance released to him/her in case he/she fails to attend the conference.

Parent/Guardian/Spouse must:

1. Give full support to the attendance of the grantee in the international conference and/or seminar;
2. Co-sign the contract to manifest approval or consent to the participation of their child/spouse;
3. Reimburse the amount of assistance released by the grantor in the event that the student fails to liquidate the expenses;
4. Reimburse the assistance released to the grantee in case of breach of the contract; and
5. Reimburse the outstanding unliquidated report and required official receipts within one (1) month after the conference.

Higher Education Institution (HEI) must:

1. Nominate and endorse qualified applicant to CHEDRO together with the appropriate documents required;
2. Determine the legitimacy of the international conference and/or seminar;
3. Not charge any application fee for the processing of the documents;
4. Provide the appropriate student services such as but not limited to screening of the applicants, providing copy of insurance coverage of the undergraduate students, assurance for the completeness of the undergraduate student's application together with the health condition of the undergraduate student;
5. Assist undergraduate students for the travel arrangements, e.g. ticket, hotel reservation, VISA requirements, and pre-departure orientation, among others;
6. Provide support for the undergraduate student's paper presentation (if applicable);

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Appendix B. Memorandum Order 21 (CM) 21 s. 2016)

7. Monitor the participating undergraduate students with regard to their itinerary;
8. Be responsible for the submission of grantee's complete documents, travel report and report in the re-echoing of the international conference and/or seminar attended to his/her HEI (The supporting documents should not be limited to pictures and attendance sheet. These should be submitted within thirty (30) days upon return from the conference to CHEDRO);
9. Ensure the return of the undergraduate student to the Philippines after completion of the seminar attended; and
10. Ensure that the grantee re-echo the international conference and/or seminar learnings attended to his/her HEI's students and submit a report thereof to CHED Regional Office.

CHED Regional Office shall:

1. Conduct a regional orientation on the provisions of these guidelines for the HEIs;
2. Ensure that the sending HEI submits complete documentary requirements of the grantee on time;
3. Not be responsible for the late receipt of application due to postal delay or loss in postal transit, etc.;
4. Submit the complete application to OSDS for the processing of fund transfer;
5. Release the subsidy directly to the applicant/grantee;
6. Require the grantee through his/her HEI to submit documents and travel report within 30 days upon return from the conference; and
7. Submit report to the Executive Office and HEDF through the OSDS on the status of fund transfer.

CHED, through the Office of Student Development and Services, shall:

1. Review the documents submitted;
2. Check and validate the legitimacy of the conference and its suitability to the program wherein the undergraduate student is enrolled in coordination with the International Affairs Staff (IAS);
3. Endorse the application and other supporting documents to Malacañang for approval;
4. Process the approval of the grant and transfer the same including supporting documents to the concerned CHEDRO; and
5. Endorse the grantee to the Bureau of Immigration.

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Appendix B. Memorandum Order 21 (CM) 21 s. 2016)

Article VI
Funding

Slot Allocation

1. For the initial year of implementation, the Commission shall allocate Two Million Four Hundred Thousand Pesos (PhP2,400,000.00) at One Hundred Fifty Thousand Pesos (PhP150,000.00) per Region covering sixteen (16) regions. Each applicant will be given a maximum of Seventy-Five Thousand Pesos (PhP 75,000.00) based on the following:

    a) Registration (exclusive of Daily Subsistence Allowance) fee not to exceed PhP 15,000.00
    b) Daily subsistence allowance based on UNDP rates
    c) Roundtrip economy airfare not to exceed PhP 50,000.00
    d) Pre-travel allowance of PhP 1,500.00

2. Each allocation per region must be utilized before the end of August. However, unutilized slot allocations beyond the said period will be reallocated to other regions with high numbers of applications;

3. An annual slot of P150,000.00 per region shall be given to the most deserving undergraduate students, based on the following:

    a) Type of institution;
    b) Seminar's impact on economic growth;
    c) Venue of the conference and/or seminar preferably in a country with a bilateral agreement with the Philippines;
    d) Relevance of the seminar and/or conference to the degree program of the undergraduate student;
    e) Academic and co-curricular performance of the undergraduate student as certified by the HEI;
    f) Accreditation of the program where the undergraduate student is enrolled or CHED equivalent; and
    g) Student population.

Article VII
Liquidation

The grantee and HEI concerned shall comply with the existing accounting and auditing rules and regulations.

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Article VIII
Violations

Any HEI and Grantee that shall be found to have committed the following violations of these guidelines shall be meted with the appropriate sanctions stated in Article IX.

1. **Higher Education Institutions**

   - Submission of fabricated documents;
   - Endorsing the undergraduate student in invalid/unrelated/inappropriate conference and/or seminar;
   - Failure to provide assistance to undergraduate students who will attend the international conference and/or seminar;
   - Failure to monitor welfare of participating undergraduate student; and/or
   - Failure to submit the required reports/documents of the undergraduate students for liquidation.

2. **Grantees**

   - Submission of fabricated documents;
   - Non-attendance in or Non-completion of the conference and/or seminar;
   - Failure to return within the authorized itinerary without prior approval;
   - Violation of the rules, regulations and/or law of the host country; and/or
   - Failure to comply with the liquidation requirements.

Article IX
Sanctions

In order to ensure compliance with the policies and guidelines stated in this CMO, the Commission en Banc (CEB) may, upon recommendation of the CHED Legal and Legislative Service (LLS), impose the following sanctions on HEIs depending on the nature and seriousness of any violation that they have committed under Article VIII.

1. Written reprimand, with a warning that repeated or persistent violations of these regulations and guidelines may result in the suspension of HEI's right to send qualified students to participate in international conferences and/or seminars;

2. Downgrading of Government Recognition to permit status or grant of Autonomous to Deregulated status, COE to COD status;

3. Filing of appropriate administrative and criminal case.

4. Any student applicant/grantee found guilty of committing violations specified in Article VIII of these guidelines may be subjected to sanctions in accordance with the concerned HEI's rules and regulations.

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Appendix B. Memorandum Order 21 (CM) 21 s. 2016)

Article X
Provision on Due Process

Any violation shall be dealt with, with observance of due process before imposition of sanctions upon recommendation of the CHEDROs and CHED Legal and Legislative Service (LLS).
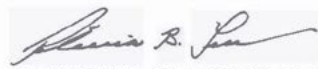
1. Upon receipt by CHEDROs/OSDS CHED Central Office of complaints or reports of violations, the same shall be immediately referred to the CHED Chairperson, through the Executive Director, who shall then order the CHED LLS and other concerned offices to conduct an investigation on said complaints/reports for appropriate action, following prescribed procedures.

2. The HEI, while under investigation for alleged violations of these guidelines, may be suspended from sending students to participate in international conferences and/or seminars by the CHED Chairperson.

Article XII
Effectivity

These guidelines shall take effect fifteen (15) days after publication in a newspaper of general circulation or the Official Gazette and Office of National Registrar, U.P. Law Center, and should be observed by all HEIs starting Academic Year (AY) 2016-2017. These guidelines shall remain in force and effect until revoked or amended.

Immediate dissemination of this CMO is hereby enjoined.

Issued this 19 of _____ April 2016 _____, Quezon City, Philippines.

PATRICIA B. LICUANAN, Ph.D.
Chairperson

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Appendix

Republic of the Philippines
Office of the President
Commission on Higher Education
Office of Student Development and Services

"Annex A"

Grants-in-Aid to Undergraduate Students Participating in International
Conferences and/or Seminars (GIA-UFSPIC/S)

2 x 2 Photo

Application Form

Last Name	Given Name	Middle Name

Gender: _____ Age: _____ Date of Birth: _____ e-mail address: _____

Postal /Home Address: _____

Telephone or Mobile Phone Number/s: _____

University / College: _____ Program (Area of Study): _____ Year of Study: _____

Professor or Academic Advisor who can provide a reference:

e-mail address: _____ Contact Number: _____

Name of International Conference and/or Seminar: _____

Theme: _____

Location (complete address of the conference): _____

Inclusive dates: _____

Sponsors (if applicable): _____ Relationship: _____ Amount: _____

FINANCIAL PROPOSAL
Estimated Expenses:

Registration Fees: _____   Transportaton   By Land _____
Accommodation: _____   By Sea _____
                                                    By Air _____

Estimated Total Expenses: _____

Applicant Signature: _____ Date: _____

Recommending Approval:
(name and signature of Adviser / Dean) _____ Date: _____

Contact person in case of emergency

Name: _____ Relationship: _____

Contact Numbers: _____

Address: _____

Please answer briefly:

1.) How will the conference enhance your academic/leadership strength or develop your skills and abilities to be a globally competitive person you envision?

2.) Describe your past and current extra curricular activities, including community service and other involvement.

3.) List of membership in organizations (please indicate position)

(Please use the back sheet or provide extra sheet for your answer)

"Annex B"

SAMPLE CONTRACT

KNOW ALL MEN BY THESE PRESENTS:

This Contract for CHED SUPPORT FOR THE GRANTS-IN-AID TO UNDERGRADUATE FILIPINO STUDENTS PARTICIPATING IN INTERNATIONAL CONFERENCES AND/OR SEMINARS (GIA-UFSPIC/S) entered ____(date)____ at Quezon City, Philippines between:

The Commission on Higher Education (CHED), a government agency created pursuant to R.A. 7722 with principal address at Higher Education Development Center Bldg., C.P. Garcia Avenue, UP-Diliman, Quezon City, represented herein by its Chairperson, DR. PATRICIA B. LICUANAN and herein referred to as the 'GRANTOR';

- and –

_____Name of Student_____, of legal age, Filipino and residing at _____, Philippines, herein referred to as the "GRANTEE";

- and-

_____Name of HEI_____, a higher education institution duly authorized to offer tertiary education, with principal address at _____,represented herein by its President, _____, hereinafter referred to as the "SENDING INSTITUTION"

WITNESSETH, that:

WHEREAS, Section 8 R.A. No. 7722 otherwise known as the Higher Education Act mandates the Commission on Higher Education (CHED) to take appropriate steps to ensure that education shall be accessible to all and ensure and protect academic freedom for the continuing intellectual growth, the advancement of learning and research, the development of responsible and effective leadership, the education of high level professionals and the enrichment of historical and cultural heritage.

WHEREAS, CHED Memorandum Order No. ___, series 201_ provides guidelines for the processing of the application for students' participation international conferences and/or seminars;

WHEREAS, CHED allotted (P_____) from the Higher Education Development Fund (HEDF) for this program;

WHEREAS, the Grantee must apply through the Higher Education Institution where they are currently enrolled;

WHEREAS, the Higher Education Institution must immediately screen and evaluate the applications and send the same to CHED Regional Office;

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WHEREAS, CHED–after having considered the merits of the application, CHED is committed to provide financial support as part of its development programs to nurture/enhance our students;

WHEREAS, the HIGHER EDUCATION INSTITUTION having been supportive to this commitment of CHED, is ready, able and willing to send its students to the international conference and/or seminars through this program, subject to the terms and conditions specified in the Contract;

NOW, THEREFORE, for and in consideration of the foregoing and the stipulations herein set forth, the parties hereby agree on the following:

Section 1. CHED RESPONSIBILITIES:

1.1 CHED shall ensure that all the appropriate documents under CMO No. ___, s. ____ must be submitted by the grantee through his/her HEI for the processing of the amount needed for his/her participation to the international conference and/or seminar together with the following:

  1.1.1 Duly accomplished application form;
  1.1.2 Letter of endorsement/recommendation by the head of the institution or authorized representative where applicant is enrolled including statement that the concerned student is covered by insurance for international travel;
  1.1.3 Details of the International Conference and/or Seminar that must enhance academic/leadership skills of concerned applicant (brochure);
  1.1.4 Photocopy of the application to the international conference and proof of acceptance;
  1.1.5 Photocopy of the paper to be presented at the international conference (if available);
  1.1.6 Details of estimated financial assistance to cover registration, transportation and accommodation);
  1.1.7 Medical Certificate.

1.2 CHED ensures that the conference and/or seminar to be attended by the student is legitimate;
1.3 CHED guarantees the validity of the travel of the students through the approval of the Malacañang;
1.4 CHED commits to release a total of _____ or _____ to the GRANTEE for the following expenses:

  - breakdown of expenses-

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1.5 CHED shall require the GRANTEE to submit to CHEDRO through his/her sending HEI within 30 days upon return from the activity, the following documents both in hard and electronic copy for liquidation:

1.5.1 Proof of his/her participation or Photocopy of Conference and/or Seminar Organizer's Certification or Certificate of Attendance/Participation from the organizer given to the concerned grantee;

1.5.2 Original tickets, boarding passes and bills/receipts (no substitute for the original boarding passes);

1.5.3 Itinerary of travel and Certification of Travel Completed;

1.5.4 A travel report containing observations, learning experiences, highlight of the conference, and seminar group photos, evaluation/recommendation as to the benefits derived from attending the international conference/seminar, etc.; and

1.5.5 Contract

1.4 CHED shall monitor compliance by the GRANTEE to the terms and conditions of this Contract.

Section 2. HIGHER EDUCATION INSTITUTION (HEI) RESPONSIBILITIES

The HEI has the following responsibilities:

2.1 Nominates and endorses qualified applicant to CHED Regional Office together with the appropriate documents required stipulated in CMO No. __, s. _____;

2.2 Determines the legitimacy of the international conference and/or seminar;

2.3 Not charge any application fee for the processing of documents;

2.4 Provides the appropriate student services such as but not limited to screening of the applicants, providing copy of insurance coverage of the students, assistance in preparing travel documents and assurance for the completeness of the students applications together with the health condition of the student;

2.5 Assists students for the travel arrangements, e.g. ticket, hotel reservation, VISA requirements, and pre-departure orientation, among others;

2.6 Provides support on the student's paper presentation (if applicable);

2.7 Monitors the participating students with regard to their itinerary;

2.8 Submits complete documents and travel report of the grantee within 30 days upon return from the conference to CHEDRO;

2.9 Ensures the return of the student to the Philippines after completion of the seminar attended; and

2.10 Ensures that the grantee re-echo the international conference and/or seminar learnings attended to his/her HEI's students.

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Section 3. PARENT OR GUARDIAN RESPONSIBILITIES

The concerned parent or guardian has the following responsibilities:

3.1 Gives full support to the attendance of the grantee to the international conference and/or seminar;

3.2 Guarantees the return of the student to the Philippines after completion of the seminar attended;

3.2 Reimburses the amount of assistance released by the GRANTOR in the event that the student fails to liquidate the expenses as specified in Section 1.4 of this contract;

3.3 Reimburse the assistance released to the grantee in case of breach under Section 4.4 of this contract

3.4 Reimburse the outstanding unliquidated report and required official receipts within one (1) month after the conference.

Section 4. GRANTEE'S OBLIGATION/RESPONSIBILITIES

The grantee has the following responsibilities:

4.1 Represents and warrants that he/she will attend the international conference and/or seminar: (title of the conference) to be held in (address/location) on (date).

4.2 Submits to CHED through his/her HEI the appropriate documents required as stipulated in CMO No. __, s. ____ for the processing of the application and the amount needed for his participation to the conference specified under Section 1.4 of this Contract.

4.3 Arranges and performs booking for his travel and coordinates with the conference organizers and his/her HEI;

4.4 Returns to the Philippines after completion of the seminar attended;

4.5 Submits to CHED Regional Office through his/her HEI within 30 days upon his return from the conference proofs/documents relative to his travel grant as indicated in Section 1.4 of this Contract;

4.6 Re-echoes international conference and/or seminar learnings to his/her HEI; and

4.7 Reimburses CHED the total assistance released to him in case he fails to attend the conference.

Section 5. GRANT USE

5.1 The amount granted shall be spent only for the expenses covered by this Contract.

5.2 The GRANTEE must understand that the GRANTOR is not liable for any amount in excess of the Grant. Thus, any and all expenses in excess of the Grant relative to his/her participation in the international conference and/or seminar shall be shouldered by the GRANTEE.

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Section 6. AMENDMENTS

The parties hereto, upon mutual consent, may amend or modify this Contract by or through an addendum signed by all parties which shall form an integral part hereof.

IN WITNESS WHEREOF, the parties hereto have signed this Contract this _____ day of _____ at _____.

COMMISSION ON HIGHER EDUCATION   SENDING INSTITUION
By: By:

PATRICIA B. LICUANAN, Ph.D.   _____
         Chairperson   President of HEI

                    _____
                         Student/Grantee

                Signed in the Presence of:

ENGR. RONALDO A. LIVETA, CESE   _____
         Director   (Parent or Guardian of Grantee)

                CERTIFIED FUNDS AVAILABLE:

                    _____
                         Accountant

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Appendix

Appendix B. Memorandum Order 21 (CM) 21 s. 2016)

"Annex C"

Per CMO No.___, s. 2015, Guidelines for CHed Support For The Grants-In-Aid To Undergraduate Filipino Students Participating In International Conferences and/or Seminars (GIA-UFSPIC/S)

Check List of Documentary Requirements for GIA-UFSPIC/S

	Documentary Requirements	Complied	Remarks
1.	Letter of endorsement/ recommendation by the head of the institution or authorized representative where applicant is enrolled		
2.	Original Copy of the Contract between CHED, HEI and Student Applicant duly signed by the applicant, parent of the applicant and HEI		
3.	Duly accomplished application form		
4.	Details of the International Conference and/or Seminar or brochure		
5.	Photocopy of the application to the international conference and proof of acceptance		
6.	Photocopy of the paper to be presented at the international conference (if applicable)		
7.	Copy of insurance		
8.	Medical Certificate		

Evaluated by: Reviewed by: Recommended for approval:

_____   _____   _____
        Position   Position   Position

Appendix B. Memorandum Order 21 (CM) 21 s. 2016)

Process Flow

Grants-in-Aid to Undergraduate Students Participating in International
Conferences and/or Seminars (GIA-UFSPIC/S) per CMO No. ___ s. 2015

```
Applicant submits application to his/her HEI
            │
            ▼
HEI screens and endorses their nominees to
CHED Regional Office (CHEDRO) three (3)
months before the scheduled event
            │
            ▼
CHEDRO reviews documents and upon compliance
with the requirements and recommends the same to
OSDS
            │
            ▼
OSDS Designated Staff, Supervising EPS/CEPS
reviews the application and endorse to International
Affairs Staff to check the legitimacy of the
conference and/or seminar.
            │
            ▼
If found in order, OSDS submits request for
approval of Malacañang
            │
            ▼
Upon approval of Malacañang, OSDS processes
the release of grants and transfer funds to CHEDRO
together with the BI clearance
```

```
Grantee receives check and attends
international conference and/or seminar
            │
            ▼
Grantee liquidates expenses within a month
after the conference/seminar and submits the
liquidation report to concerned CHEDRO
            │
            ▼
Re-echo the international conference and/or
seminar learnings to his/her HEI
            │
            ▼
CHEDRO evaluates completeness of
submitted liquidation report and facilitates
liquidation of fund from the grantee
            │
            ▼
CHEDRO submits report to Executive Office
and HEDF through the OSDS the status of
fund transfer
```

Appendix

Appendix C. CHED Memorandum Order 62 (CMO 62 s. 2016)

Policies, Standards and Guidelines (PSGs) for Transnational Education (TNE) Programs
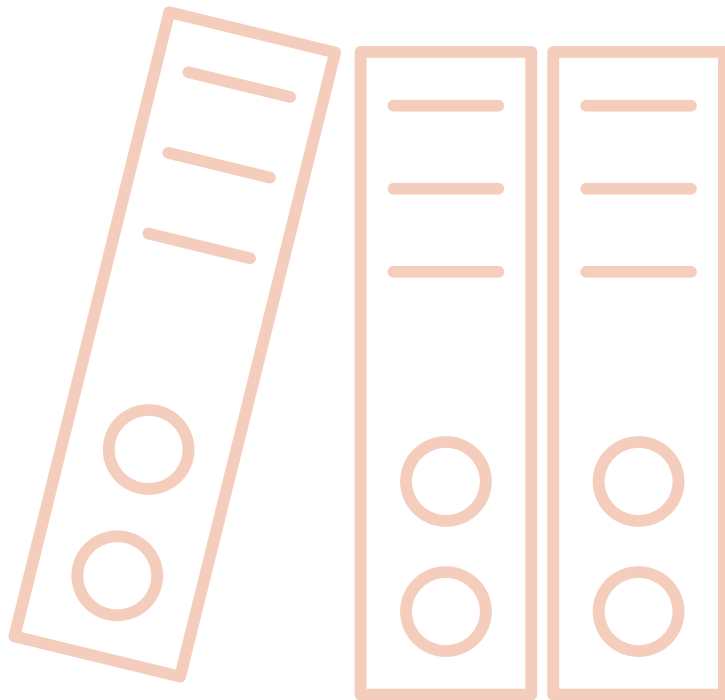
Appendix C. CHED Memorandum Order 62 (CMO 62 s. 2016)

Republic of the Philippines
OFFICE OF THE PRESIDENT
COMMISSION ON HIGHER EDUCATION

OFFICIAL RELEASE
CHED Central Office
RECORDS SECTION

CHED MEMORANDUM ORDER (CMO)
No. **62**
Series of 2016

SUBJECT: POLICIES, STANDARDS AND GUIDELINES (PSGs) FOR TRANSNATIONAL EDUCATION (TNE) PROGRAMS

In accordance with the pertinent provisions of Republic Act No. 7722, also known as the Higher Education Act of 1994 and by virtue of Commission en banc (CEB) Resolution Nos. 877-2016 and 921-2016 and other relevant policies and guidelines on the offering of programs and establishment of institutions in the country, the Commission hereby adopts and promulgates this set of Policies, Standards, and Guidelines (PSGs) for Transnational Education (TNE) Programs.

ARTICLE I
GENERAL PRINCIPLES AND POLICIES

1. The Higher Education Act of 1994 created the Commission on Higher Education (CHED) and provides that the powers and functions of CHED shall include setting standards and monitoring and evaluating programs and institutions of higher learning.

2. It is the policy and intention of CHED to internationalize Philippine higher education in order to facilitate the development of a human resource base that is responsive to the needs of the times. CHED recognizes that globalization and the liberalization of trade in goods and services worldwide have facilitated the growth in higher education internationalization, including transnational education (TNE), by which is meant higher education that is delivered in a country other than the one where an awarding institution is based.

3. These phenomena, together with developments in information and communication technologies, promote access to foreign qualifications and encourage Philippine universities, colleges, and training institutions to offer their programs and qualifications abroad, in partnership with counterparts overseas.

4. CHED is guided by the principles adopted by the UNESCO/Council of Europe in the 'Code of Good Practice in the Provision of Transnational Education' (2001) and the 'Revised Code of Good Practice in the Provision of Transnational Education' (2007). (See Annex 1 for the text of the Revised Code.)

5. CHED honors the Philippine commitments to bilateral, regional and multilateral trade agreements such as the General Agreement on Tariff, Trade in Services (GATTS) and the ASEAN Framework Agreement on Services (AFAS).

6. CHED recognizes Article 5(f) of the 1963 Vienna Convention on Consular Relations regarding the role of consular offices to act as notary in the authentication of relevant documents.

7. CHED promotes Open and Distance Learning (ODL) through tertiary education as an appropriate, efficient and effective system of delivering quality higher and technical educational services in the country (RA 10650).

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Appendix C. CHED Memorandum Order 62 (CMO 62 s. 2016)

8. CHED encourages the utilization of quality Open Educational Resources (OER) to promote universal access and the transmission of information and knowledge.

9. It is crucial to safeguard the interests of legitimate education providers and the general public through TNE.

10. The ability of TNE arrangements and operations to provide higher education that meets human, social, economic, and cultural needs depends on safeguarding the quality of Philippine higher education provision and qualifications.

11. Quality assurance, accreditation, and similar activities protect the interests of stakeholders in TNE, such as:
    a. Governments
    b. Higher education institutions
    c. Academic staff and students
    d. Quality assurance and accreditation bodies
    e. Academic recognition bodies
    f. Professional bodies
    g. Business and Industries
    h. Communities of practice
    i. Individuals working abroad (e.g. Overseas Filipino Workers, migrants, etc.)

12. The Commission hereby promulgates the Policies, Standards and Guidelines on TNE. This CMO shall describe the following:
    a. General Objectives
    b. Categories of TNE for the purposes of these PSGs
    c. Scope: TNE Offshore and TNE Onshore
    d. General Implementing Guidelines, including Quality Assurance Procedures
       i.   TNE Onshore conducted by Foreign Higher Education Providers (FHEPs)
       ii. TNE Offshore conducted by Philippine Higher Education Institutions (PHEIs)
    e. Implementing Guidelines, including Quality Assurance Procedures (Internal Quality System framework)
    f. Registration Guidelines and Procedures
    g. Announcements on TNE
    h. Revocation of Authority to Operate TNE

ARTICLE II
DEFINITION OF TERMS

1. **Accreditation** refers to the recognition given by national, regional or international accrediting agencies to educational programs or institutions based on acceptable levels of quality and performance.

2. **Agents** refer to third parties, such as brokers or facilitators, who act as intermediaries between awarding and providing institutions for establishing TNE arrangements. Some agents are involved in the provision of educational services.

3. **Autonomous Higher Education Institutions** (by evaluation) are HEIs that demonstrate exceptional institutional quality and enhancement consistent with their horizontal type through internal quality assurance systems, and demonstrate excellent program outcomes through a high proportion of accredited programs, the presence of Centers of Excellence and/or Development and/or international certification.

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Appendix C. CHED Memorandum Order 62 (CMO 62 s. 2016)

4. **Autonomous Higher Education Institutions** (by legislation) are Chartered State Universities and Colleges (SUCs) and Local Colleges and Universities (LCUs) that are created by national legislation or local ordinance and whose charters are argued to give them relative autonomy.

5. **Auxiliary services** refer to services that maybe provided by agency or learning center to support the delivery of educational services such as promotion, recruitment of students, testing, admission, and registration, processing of payments, student orientation, providing access to communication technologies, proctoring examinations, and such other related activities but not to include teaching and learning activities.

6. **Blended learning** is a mode of educational delivery that combines distance education, including online, with traditional classroom-based education.

7. **Branch** is an educational facility in a form of learning/tutorial/information centers apart from the main or home campus, established by an existing HEI. A local branch refers to a branch of FHEP in the Philippines and a foreign branch refers to a branch of a Philippine HEI abroad. See also international branch campuses in Article IV of this CMO.

8. **Communities of Practice** refer to the domain of people of the same interests.

9. **Distance Education** is a mode of educational delivery whereby teacher and learner are geographically separated and instruction is delivered through materials and methods using communication technologies, and supported by organizational and administrative structures and arrangements. The delivery medium is typically online but can be by print-based modules or by mobile phone.

10. **Foreign Higher Education Provider (FHEP)** refers to a foreign-owned and duly recognized higher education institution following a prescribed system of education registered in a country other than the Philippines.

11. **Franchisee** refers to an education provider registered and accredited with the Securities and Exchange Commission in the Philippines, and authorized to deliver educational programs or materials.

12. **Franchiser** refers to a higher education provider that enters into a contractual relationship with an entity (franchisee) operating under the franchiser's trade name and usually with franchiser's guidance in exchange for a fee.

13. **GATS Modes of Supply** are the four modes of trading services defined in the General Agreement on Trade in Services (GATS) upon the creation of the World Trade Organization (WTO) in 1994. The four modes are:
    a. (Mode 1) Cross-border supply: from the territory of one WTO member to the territory of another (e.g. e-learning program of a foreign university accessed by a Filipino student via the internet).
    b. (Mode 2) Consumption abroad: in the territory of one member to the service consumer of any other member (e.g. a foreign student enrolled in a Philippine university).
    c. (Mode 3) Commercial presence: by a service supplier of one member through commercial presence in the territory of any other member (e.g. a foreign university setting up operations in the Philippines).
    d. (Mode 4) Presence of natural persons: by a service supplier of one member through presence of natural persons in the territory of any other member (e.g. a Filipino visiting professor at a foreign university). A natural person is a human being as distinct from legal persons such as companies or organizations.

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Appendix

Appendix C. CHED Memorandum Order 62 (CMO 62 s. 2016)

14. **Open and Distance Learning (ODL)** refers to the merger of two (2) concepts, that of open learning and distance education. It is a system which combines the methodology of distance education to the philosophy of open and flexible learning.

15. **Open Learning** refers to a philosophy of learning that is based on access flexibility for equity in education, and educational system accessible to every individual with minimal restrictions and emphasizing the flexibility of the system to eradicate problems caused by barriers like age, geographical location, physical and time constraints, and economic situation.

16. **Open Educational Resources (OER)** are any type of educational materials that are in the public domain or introduced with an open license. The nature of these open materials means that anyone can legally and freely copy, use, adapt, and re-share them. OERs include textbooks, curricula, lecture notes, assignments, tests, projects, audio, video and animation.

17. **TNE (Transnational Education)** is higher education delivered in a country other than the one where an awarding institution is based. Categories of TNE Programs are outlined in Article IV of this CMO.
    17.1 **Inbound TNE Programs** refer to higher education programs operating in the Philippines.
    17.2 **Outbound TNE Programs** refer to higher education programs operating outside of the Philippines.
    17.3 **TNE Onshore** refers to the country where an HEP has its base of operations.
    17.4 **TNE Offshore** refers to any locality outside of the country where an HEP has its base of operations.

18. **Training Institution** means an accredited public or private institution of higher education which has implemented a training program for public school teachers/faculty members designed to improve skills in supervising and evaluating students and teachers.

ARTICLE III
GENERAL OBJECTIVES

This CMO is intended to:

1. Articulate to CHED Policies, Standards and Guidelines on TNE Programs;

2. Promote greater access to quality higher education through TNE;

3. Promote good practice in Philippine TNE Programs;

4. Safeguard the interests of students in TNE programs offered by PHEIs and FHEPs;

5. Facilitate the smooth operation of higher education programs offered via TNE by articulating and disseminating clear procedures for approval, monitoring and evaluation; and

6. Ensure that TNE programs are attuned with the domestic and international legal and regulatory frameworks.

Appendix C. CHED Memorandum Order 62 (CMO 62 s. 2016)

ARTICLE IV
CATEGORIES OF TRANSNATIONAL EDUCATION PROGRAMS

For purposes of this PSG, the term TNE refers to the following TNE Programs delivery modes:

1. **Academic Franchising.** This is the process whereby a higher education institution (franchiser) from a certain country grants another institution (franchisee) in another country the right to provide the franchiser's programmes/qualifications in the franchisee's host country, regardless of the students' provenance (from the first, the second or any other country.

2. **Articulation.** Students studying for a sub-degree qualification in one country are guaranteed advanced entry into a degree programme in another country if they achieve an agreed level of performance in their studies.

3. **Branch Campus.** This refers to a campus of a higher education institution from one country established in another country (host country) to offer its own educational programmes/qualifications, regardless of the students' origin or location.

4. **International branch campuses.** This refers to higher education institutions that are located in another country from the institution which either originated it or operates it, with some physical presence in the host country, and which awards at least one degree in the host country that is accredited in the country of the originating institution. International branch campuses typically have local partner institutions. In the case of inbound TNE to the Philippines by a foreign provider, a local Philippine partner institution is required by law.

5. **International extension program.** Typically, 'flying faculty' or deployed faculty deliver the awarding institution's courses at an institution in another country.

6. **Joint and double degrees.** Joint degrees typically refer to a partnership provision which leads to a single degree awarded by two or more institutions. The provision is jointly developed, jointly delivered and jointly assessed. Double degrees refer to a partnership provision which leads to two degrees awarded by two institutions. Joint and double degree models overlap with twinning arrangements, though do not necessarily involve student mobility from one country to another.

7. **Online, blended, and distance learning.** Refers here to provision which is delivered across an international border. The delivery medium is typically online but distance education can be otherwise, for example, by post or mobile phone. The online component of the provision can range from zero to 100%. Provision which is partly online and partly face-to-face is blended.

8. **TNE Offshore Institution.** This is an institution independent of the ministry of education/ commission of education in a host country, which in terms of its organization and educational contents, belongs to the education system of another country.

9. **Twinning arrangements.** Students study for a degree in two countries, starting in one and finishing in another.

10. **Validation.** Typically, institution A agrees to award its own degree to students who complete a program from institution B in another country.

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Appendix C. CHED Memorandum Order 62 (CMO 62 s. 2016)

ARTICLE V
SCOPE AND COVERAGE

This CMO refers to all TNE programs of degree-granting public and private higher institutions, both local and foreign. It covers TNE inbound and outbound programs.

ARTICLE VI
IMPLEMENTING GUIDELINES AND PROCEDURES

These general guidelines apply to all institutions operating TNE programs in or from the Philippines.

I. **Eligibility for Foreign Higher Education Providers (FHEPs) which will offer Inbound TNE**

FHEPs must have:

1. Accreditation or certification by the respective higher education ministry/commission or appropriate regulatory body for higher education;

2. Legal standing in its country of origin and/or other countries in which it conducts business as well as the recognition of its qualifications including those delivered through TNE;

3. Academic reputation in academic communities.

4. Qualifications and/or experience of academic staff in regard to teaching and research, when tutoring/academic support is provided by the offshore partner;

5. Quality and accessibility of student learning support services such as ICT infrastructure and facilities, library, computing services, bandwidth availability, meeting rooms, virtual learning environment, and learning management system;

6. Quality teaching and learning resources such as open educational resources (OERs);

7. Institutional and national quality assurance procedures for TNE including published standards and reports; and

8. Appropriate student support services, including when international students are to spend a period of time in the Philippines as part of course or program requirements, information on legal requirements and accommodation arrangements, subject to the Bureau of Immigration requirements for international students.

II. **Eligibility for Philippine Higher Education Institutions (PHEIs) which will offer Outbound TNE**

PHEIs must have:

1. Level III *accreditation* for the program granted by CHED recognized accrediting bodies or CHED 'Center of Excellence' or 'Center of Development' status for the program or program accreditation from an international audit body or agency.

2. Student learning support services equivalent to those within the Philippine HEI to ensure comparability of experience and equity in achieving standards for the Philippine awards.

3. Qualifications and/or experience of academic staff as regards teaching and research, when tutoring/academic support.

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4. Quality and accessibility of student learning support services such as ICT infrastructure and facilities, library, computing services, bandwidth availability, meeting rooms, virtual learning environment, and learning management system;

5. Quality teaching and learning resources such as open educational resources (OERs);

6. Institutional and national quality assurance procedures for TNE including published standards and reports.

III. **REGISTRATION GUIDELINES AND PROCEDURES**

1. **Authority to Operate.** The issuance of an authority to operate a specific educational and/or auxiliary service shall be governed by the following general procedures:
   a. Authority to Operate: shall be issued based on the recommendation of the concerned CHED Technical Panels involved in the specific disciplines.
   b. Validation of Authority: TNE providers shall be assessed by the CHED Central Office through the concerned Technical Panels during the third (3rd) year of implementation for undergraduate provision and second (2nd) year for graduate provision. If found to be fully compliant with the provisions of this CMO, providers will be re-certified. An annual status report shall be required to be submitted to CHED Office of Programs and Standards Development (OPSD).

2. **Filing an Application.** The FHEP and its Philippine-based agent, franchiser or partner will together file an application for authority to operate an educational and/or auxiliary service at CHED OPSD through the appropriate CHED Regional Office.

3. **Documentary Requirements.** The application shall demonstrate an FHEP's status as a quality higher educational service provider through the following documentation:
   a. A description of the nature of the educational and/or auxiliary services to be provided, following the provisions of Article VI above;
   b. A copy of any Memorandum of Agreement entered into by the partners;
   c. A copy of a due diligence report which includes information on the profile of the partner(s). See Article VI under 'Eligibility';
   d. Completed TNE Forms 1 to 4 (Annex 2);
   e. For institutions engaged in face-to-face or conventional delivery of educational services, a proof of compliance with CHED discipline-specific requirements for facilities in delivering classroom-based instruction.

4. Documents executed or issued outside the Philippines must be first authenticated at the relevant Philippine embassy or consulate prior to submission to CHED. FHEPs and CHED shall be guided by the existing regulations of the Department of Foreign Affairs on 1) authentication; and 2) the jurisdiction of the Philippine diplomatic post.

5. No Special Order (SO) shall be issued by CHED Regional or Central Offices if the degree is solely granted by the FHEP.
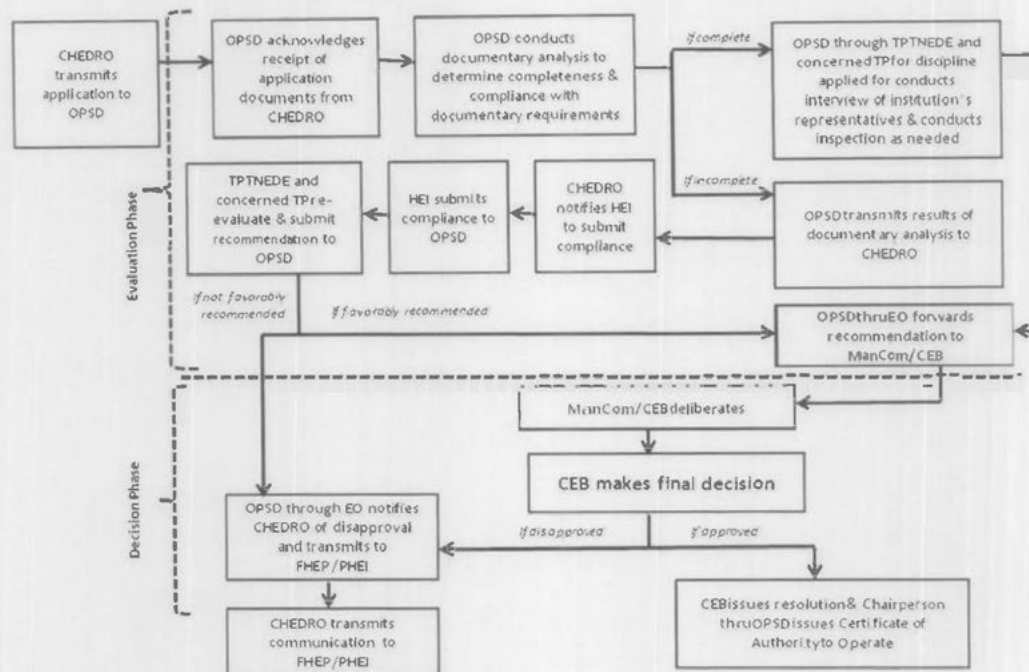
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6. Processing of Applications for Government Authority

a. The procedures for processing applications for government authority are presented in the following flowchart:

FIGURE 1. PROCESSING AUTHORITY TO OPERATE TRANSNATIONAL EDUCATION

b. The Commission shall communicate online to the public the issuance of government authority to operate a transnational educational and/or auxiliary service. The Commission shall inform the public of the legal status of institutions and all applications regarding TNE operations.

NOTE: See Figure 1- Processing Authority to Operate TNE

1. **Duration of Validity of Authority**
   a. The authority of the institution shall be valid for an initial period of two (2) years for undergraduate programs and one (1) year for graduate programs. Authorized HEIs shall be monitored and assessed by the CHED Central Office during the second year of implementation; if found to be fully compliant with the full provisions of this CMO, government authority shall be re-issued.
   b. **Validation of Authority:** TNE providers shall be assessed by the CHED Central Office through the concerned Technical Panels during the third (3rd) year of implementation for undergraduate provision and second (2nd) year for

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graduate provision. If found to be fully compliant with the provisions of this CMO, providers will be re-certified upon submission of an annual status report.

ARTICLE VII
ANNOUNCEMENTS ON TRANSNATIONAL EDUCATION

1. Announcements referring to educational and/or auxiliary services being offered shall be done only after the service provider has obtained the required authority to operate from CHED. It is unlawful for any TNE provider to advertise or cause the publication of any advertisement or announcement before an authority to operate is granted.

2. Announcements shall contain accurate, clear, transparent, and truthful information for all stakeholders.

ARTICLE VIII
REVOCATION OF EXISTING AUTHORITY TO OPERATE TNE

1. The revocation of authority to operate TNE may be ordered by CHED for valid cause pursuant to existing laws, rules, policies, and regulation and after due process. The institution shall be notified in writing by CHED.

ARTICLE IX
SANCTIONS

1. TNE service providers found guilty of violating the provisions of this CMO and other pertinent rules and regulations implementing the same shall, after due process, be subject to appropriate administrative and legal proceedings by the Commission, including the imposition of sanctions to include: the withdrawal or revocation of authority to operate an educational and/or auxiliary service; phase-out or program termination; recommendation for the withdrawal of accreditation; and closure of any entity operating an educational and/or auxiliary service.

2. In addition, appropriate civil and/or criminal actions shall be instituted against the erring entity and/or the officials of the institution/provider pursuant to applicable laws, rules and regulations.

3. CHED shall enlist the assistance of government enforcement agencies such as the Department of Foreign Affairs, Bureau of Immigration and Deportation (BID), and the Securities and Exchange Commission (SEC).

ARTICLE X
TRANSITORY PROVISIONS

An existing TNE service provider shall comply with the provision of this CMO within three (3) years from the approval of this policy. A new TNE provider shall be in compliance with its provisions upon application for authority.

ARTICLE XI
SEPARABILITY CLAUSE

1. If any part or provision of this CMO shall be held invalid, other provisions hereof which are not affected shall continue to be in force and in effect.

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2. Any and all CHED issuances which are contrary to, or inconsistent with, any of the provisions herein are hereby deemed repealed.

3. This CMO supersedes CMO No. 2, s. 2008, entitled *"Policies and Guidelines on Transnational Education"*.

ARTICLE XII
EXEMPTION AND RESERVATION CLAUSE
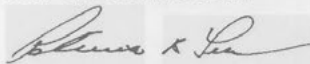
1. Private higher education institutions (PHEIs) granted autonomous and deregulated status by the Commission on Higher Education including all campuses of the University of the Philippines need not secure government authorization to operate TNE programs, but are expected to ensure quality standards as specified in this CMO. For records purposes, these institutions shall submit the necessary reports, data or information regarding the implementation and operation of TNE programs to the CHED-Office of Programs and Standards Development (OPSD) through the respective CHED Regional Offices (CHEDROs).

2. The Commission, notwithstanding the provisions of this CMO, has the prerogative to withhold approval, revoke/cancel authorization, or reject application to engage in transnational education programs when national and public interest is at stake.

ARTICLE XIII
APPROVAL AND EFFECTIVITY

1. This CMO shall take effect immediately upon approval by the Commission and fifteen (15) days after its publication in the Official Gazette.

2. This CMO shall be registered with the Office of the National Administrative Register at the University of the Philippines Law Center, UP Diliman, Quezon City.

Signed this 29 day of ___December___ 2016 in Quezon City, Philippines.

FOR THE COMMISSION:

PATRICIA B. LICUANAN, Ph.D.
Chairperson

IN THE PROVISION OF TRANSNATIONAL EDUCATION (2007)

PREAMBLE

The Parties to the **Council of Europe/UNESCO Convention on the Recognition of Qualifications concerning Higher Education in the European Region (the Council of Europe/UNESCO Lisbon Recognition Convention),**

Conscious of the rapid development of transnational education, characterised by those arrangements and partnerships between institutions and organisations in which the students are located in a different country to the one where the institution providing the education is based, and of its impact on higher education globally, but also specifically in the Europe Region;

Conscious of opportunities presented by the presence of lawful and recognized transnational education, but also noting the challenges posed by transnational education institutions and programmes operating outside of the framework of any national education system;

Being aware of the fact that transnational higher education is rapidly expanding, partly due to the growing and seemingly limitless uses of the new information technologies in providing educational services in a world of borderless higher education;

Convinced that national systems of higher education are, and will continue to be, entrusted *inter alia* to preserve the cultural, social, philosophical, and religious diversity of the European Region while also being expected to promote various forms of international and global co-operation;

Attaching great importance to the quality of study programmes and degrees awarded by higher education institutions engaged in transnational education;

Considering that, regardless of the procedures adopted for establishing and providing educational services, higher education institutions should comply with those standards of performance in teaching and learning that are required by the present and future development of knowledge, technology and the labour market;

Acknowledging that facilitating the recognition of qualifications awarded through transnational arrangements will contribute to promoting both the mobility of students and that of study programmes between higher education institutions and systems;

Having regard to the Council of Europe/UNESCO Recognition Convention that provides an overall normative framework for dealing with academic recognition matters;

Considering the developments resulting from the objectives and principles of the Bologna Process and their implications for wider academic cooperation in the European Region;

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Appendix C. CHED Memorandum Order 62 (CMO 62 s. 2016)

Having regard to the Codes of good practice and Statements developed and monitored by authorities within some of the sending systems, such as:

- **Universities and their Students: Principles for the Provision of Education by Australian Universities.** *RE: Provision of Education to International Students. Code of Practice and Guidelines for Australian Universities*, Australian Vice-Chancellors Committee (AVCC), (2005);

- **Principles for United States Accreditors Working Internationally: Accreditation of Non-United States Institutions and Programs.** Council for Higher Education Accreditation (CHEA), U.S.A. (2001);

- **Sharing Quality Higher Education Across Borders: A Statement on Behalf of Higher Education Institutions Worldwide**, Council for Higher Education Accreditation (CHEA), International Association of Universities (IAU), Association of Universities and Colleges of Canada (AUCC) (2005);

- **Code of Practice for the Assurance of Academic Quality and Standards in Higher Education.** *RE: Collaborative provision and flexible and distributed learning (including e-learning)*, The Quality Assurance Agency for Higher Education (QAA), UK, (2004).

Having regard also to the *Guidelines for Quality Provision in Cross-border Higher Education*, jointly elaborated by UNESCO and OECD (2005);

Mindful that codes and statements developed to provide working frameworks for transnational education on a Regional basis need to incorporate the perspectives of the receiving institutions/systems as well as those of the sending institutions/systems;

Having regard also to the Diploma Supplement developed jointly by the European Commission, the Council of Europe and UNESCO and aiming to provide supplementary information facilitating the assessment and recognition of qualifications;

Confident that ethical principles and values should closely guide the international and global cooperation between higher education systems and institutions;

Conscious of the need to find commonly agreed solutions to practical recognition problems in the European Region, and between the States of this Region, and those of other regions of the world, in an ever more global space of higher education;

Conscious of the need to permanently update the implementation mechanisms of the principles and provisions of the **Council of Europe/UNESCO Recognition Convention**, thus keeping up with the pace of new developments in higher education cooperation;

Have agreed on the need for:

- **A Code of Good Practice** in the provision of higher education study programmes and other educational services by means of transnational arrangements;

- **Recommendation on procedures and criteria for the assessment of foreign qualifications**, with a view to implementing the Code of Good Practice and to facilitating the recognition of qualifications awarded following completion of transnational study programmes/courses of study;

Appendix C. CHED Memorandum Order 62 (CMO 62 s. 2016)

- and for these to be considered as fully complementary and mutually supportive documents.

Section I. Terminology

Terms defined in the **Council of Europe/UNESCO Recognition Convention** are not mentioned here again and shall, for the purposes of this Code of Good Practice, have the same meaning as in the Convention. The following terms, listed in alphabetical order, shall have the following meaning:

Agents
Third parties, such as brokers, facilitators, or recruiters, that act as intermediaries between awarding and providing institutions for establishing transnational educational arrangements. An agent is not usually involved in the provision of educational services.

Agreement
A document agreed formally by the partners that contains all collaborative arrangements made between the awarding and providing institutions.

Awarding institution
A higher education institution issuing degrees, diplomas, certificates or other qualifications.

Educational services
Any study programme, course of study or parts of a course of study that leads, after successful completion, to credits or a qualification. This also includes services such as preparatory/introductory modules to facilitate access to a course of study, or training modules that lead to professional development.

Partners
The awarding and providing institutions involved in collaborative transnational arrangements.

Providing institution
An institution or organization which is delivering all or part of a study programme.

Transnational arrangements
An educational, legal, financial or other arrangement leading to the establishment of (a) **collaborative arrangements**, whereby study programmes, or parts of a course of study, or other educational services of the awarding institution are delivered or provided by another partner institution; (b) **non-collaborative arrangements**, whereby study programmes, or parts of a course of study, or other educational services are delivered or provided directly by an awarding institution.

Transnational education
All types and modes of delivery of higher education study programmes, or sets of courses of study, or educational services (including those of distance education) in which the learners are located in a country different from the one where the awarding institution is based. Such programmes may belong to the education system of a State different from the State in which it operates, or may operate independently of any national education system.

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Appendix C. CHED Memorandum Order 62 (CMO 62 s. 2016)

Section II. Principles

1. **Transnational arrangements** should be so elaborated, enforced and monitored as to widen the access to higher education studies, fully respond to the learners' educational demands, contribute to their cognitive, cultural, social, personal and professional development, and comply with the national legislation regarding higher education in both receiving and sending countries. In the case of collaborative arrangements there should be written and legally binding agreements or contracts setting out the rights and obligations of all partners.

2. **Academic quality and standards** of transnational education programmes should be comparable to those of the parent awarding institution(s), if any, and respect the criteria and provision for quality assurance and/or accreditation systems of the home country as well as be recognized in an appropriate way by the receiving country whether as legitimate foreign education or part of the host education system. Awarding institutions as well as the providing institutions are accountable and fully responsible for quality assurance and control. Procedures and decisions concerning the quality of educational services provided by transnational arrangements should be based on specific criteria, which are transparent, systematic and open to scrutiny.

3. **The policy and the mission statement** of institutions established through transnational arrangements, their management structures and educational facilities, as well as **the goals, objectives and contents** of specific programmes, sets of courses of study, and other educational services, should be published, and made available upon request to the authorities and beneficiaries from both the sending and receiving countries.

4. **Information** given by the awarding institution, providing organization, or agent to prospective students and to those registered on a study programme established through transnational arrangements should be appropriate, accurate, consistent and reliable. The information should include directions to students about the appropriate channels for particular concerns, complaints and appeals. Where a programme is delivered through a collaborative arrangement, the nature of that arrangement and the responsibilities of the parties should be clearly outlined. The awarding institution is responsible for and should control and monitor information made public by agents operating on its behalf, including claims about the nature of the collaboration with its agents/partners, recognition of the qualifications in the sending country and, where appropriate, their location in relevant qualifications frameworks.

5. **Staff members** of the institutions or those teaching on the programmes established through transnational arrangements should be proficient in terms of qualifications, teaching, research and other professional experience. The awarding institution should ensure that it has in place effective measures to review the proficiency of staff delivering programmes that lead to its qualifications.

6. Transnational education arrangements should encourage the awareness and knowledge of the **culture and customs** of both the awarding institutions and receiving country among the students and staff.

7. The awarding institution should be responsible for the **agents** it, or its partner institutions, appoint to act on its behalf. Institutions using agents should conclude written and legally binding agreements or contracts with these, clearly stipulating their roles, responsibilities, delegated powers of action as well as monitoring, arbitration and termination provisions. These agreements or contracts should further be

established with a view to avoiding conflicts of interests as well as protecting the rights of students with regard to their studies.

8. **Awarding institutions** should be responsible for issuing the qualifications resulting from their transnational study programmes. They should provide clear and transparent information on the qualifications, through the use of the Diploma Supplement, facilitating the assessment of the qualifications by competent recognition bodies, the higher education institutions, employers and others.

9. **The admission** of students for a programme or a course of study, **the teaching/learning activities, the examination and assessment requirements** for educational services provided under transnational arrangements should be comparable to those specific programmes delivered by the awarding institution.

10. **The academic workload** in transnational study programmes, expressed in credits, units, duration of studies or otherwise, should be that of comparable programmes in the awarding institution, any difference in this respect requiring a clear statement on its rationale and its consequences for the recognition of qualifications.

11. **Qualifications** issued through transnational educational programmes, complying with the provisions of the present Code, should be assessed in accordance with the stipulations of the **Council of Europe/UNESCO Recognition Convention** and its subsidiary texts.

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Appendix C. CHED Memorandum Order 62 (CMO 62 s. 2016)

Explanatory Memorandum
THE UNESCO/COUNCIL OF EUROPE
CODE OF GOOD PRACTICE
IN THE PROVISION OF TRANSNATIONAL EDUCATION

STATUS OF THE DOCUMENT.: The Code was adopted in the third meeting of the Working Group on Transnational Education held in Jerusalem in November, 1999. It was submitted to the ENIC Network in its 7th Annual Meeting, in 2000, for approval. The ENIC Network approved the Code and decided to forward it to the Intergovernmental Committee of the Council of Europe/UNESCO Recognition Convention for adoption. The Committee adopted it at its Second session (Riga, 2001).

The revised version of the Code was approved by the ENIC Network at the 12th Annual Meeting in 2005 and adopted by the Intergovernmental Committee of the Council of Europe/UNESCO Recognition Convention at its 4th Session (Bucharest, 2007), as a subsidiary text to the Council of Europe/UNESCO Recognition Convention.

1. Introduction

The Code is designed to present the perspectives of both sending and receiving countries regarding the provision of transnational education. Its contents are to be seen as complementary to the **Council of Europe/UNESCO Recognition Convention** thus providing a normative framework to be taken as reference by the national recognition bodies in their specific undertakings.

2. The objectives of the Code

In order to promote good practice in the area of transnational education - with particular reference to the quality of the provision of study programmes and the standards of qualifications issued by the Parties to the **Council of Europe/UNESCO Recognition Convention**, the Code is intended:

- to meet the expectations of both the sending **and** the receiving countries with regard to *transnational arrangements* in higher education;
- to provide a source of reference on issues relating to the quality assurance and evaluation of programmes provided and qualifications issued through transnational arrangements;
- to safeguard the interest of students, employers and others who may be concerned with qualifications awarded through transnational arrangements;
- to facilitate the recognition of qualifications awarded through transnational arrangements in higher education.

3. Implementation of the Code

The **Code** includes a set of *principles* which should be respected by institutions or organizations involved in the provision of educational services through transnational arrangements. These principles are presented in the form of statements with a normative value. For implementing the provisions of the **Code**, mainly with regard to the recognition of qualifications issued through transnational arrangements, the ENIC network shall apply the procedures outlined in the **Recommendation on procedures and criteria for the assessment of foreign qualifications**. Therefore, the **Code** and the **Recommendation** are fully complementary and mutually supportive documents.

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Following the mutual recognition principles inherent in the Council of Europe/UNESCO Recognition Convention, timely and favourable consideration should be given to requests for the recognition of transnational education qualifications awarded by those providers demonstrating adherence to the principles and criteria stated in the Code of Good Practice, on a case-by-case basis, unless there are legitimate grounds for denying recognition due to other factors.

4. The Scope of the Code

The Code refers particularly to those transnational arrangements which lead to the provision of study programmes and to the issuing of qualifications. Consequently, reference is made to:

a) **institutions and programmes** involved in concluding any type of transnational arrangement whereby an institution provides educational services outside its country of origin;

b) **teaching staff**, regardless of their country of origin, who work in an institution/study programme established through a transnational arrangement;

c) **students**, regardless of their country of origin, who are registered for a course of study or parts of it leading either wholly or in part to a higher education qualification, in an institution/programme established through a transnational arrangement;

d) **agents**, that are third parties, acting as brokers, facilitators or recruiters in transnational arrangements;

e) **other** stakeholders, like employers and the public at large, interested in the quality of higher education qualifications.

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Annex 2
TNE Form 1

Republic of the Philippines
Office of the President
COMMISSION ON HIGHER EDUCATION

TRANSNATIONAL EDUCATION (TNE) SERVICE PROVIDER(S)' PROFILE

1. Profile of Philippine-based Service Provider*

Name of Service Provider	
Address:	
Street	
Municipality	
Province/City	
Postal code or Zip Code	
Telephone No. (include area code)	
Fax. No. (include area code)	
Email Address	
Website	
Year Established	
Latest SEC Registration/ Enabling Law/Charter	
Name of Head/President/CEO	

2. Profile of Foreign Partner(s)

Name of Service Provider	
Address:	
Street	
Municipality	
Province/City	
Postal code or Zip Code	
Telephone No. (include area code)	
Fax. No. (include area code)	
Email Address	
Website	
Year Established	
Latest SEC Registration/ Enabling Law/Charter	
Name of Head/President/CEO	

3. Existing TNE Arrangements

Delivery System or mode	Level of Collaboration between local and foreign partners	Institution awarding credit degree	Courses/Programs offered and/ or Certificate/Diploma Issued	Date of Effectively

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4. Proposed TNE Arrangements

Delivery System or mode	Level of Collaboration between local and foreign partners	Institution awarding credit degree	Courses/Programs offered and/ or Certificate/Diploma Issued

5. Specific services to be undertaken

A.

Educational Services	Check all that apply	Description
Curriculum planning		
Curriculum development		
Syllabi development		
Instructional materials design and development		
Mentoring, lecturing, tutoring, facilitating discussion, academic counseling		
Developing Assessment methods/instruments		
Student Evaluation		
Course/Program evaluation		
Other Services		

B.

Auxiliary Services	Check all that apply	Description
Promotional Activities		
Recruitment		
Testing		
Admission		
Registration		
Processing of Payments		
Student Orientation		
Providing access to communication technologies		
Proctoring examinations		
Other services		

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TNE Form 2

Institution: _____

As of _____ date

Certified Correct by: _Name and Signature_
Designation

LIST OF TRANSNATIONAL EDUCATION (TNE) PERSONNEL

1. List of Board Members/CEO

Name	Designation/Title	Educational Qualifications (indicate where and when obtained)			Specialization and Training (please attach certificates)
		Baccalaureate	Masters	Doctorate	

2. List of TNE Service(s)/Programs (s) Head/Manager/Coordinator

Name	Designation/ Title	Educational Qualifications (indicate where and when obtained)			Specialization and Training (please attach certificates)	Module Title/Material(s) developed
		Baccalaureate	Masters	Doctorate		

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Appendix C. CHED Memorandum Order 62 (CMO 62 s. 2016)

3. List of Faculty/Tutors

Name	Educational Qualifications (indicate where and when obtained)			Specialization and Training (please attach certificiates)	Course (s) being taught	Locations (City, Country)
	Baccalaureate	Masters	Doctorate			

4. List of Support Staff/other Personnel

Name	Designation	Educational Qualifications (indicate where and when obtained)			Specialization and Training (please attach certificiates)	Course (s) being taught	Locations (City, Country)
		Baccalaureate	Masters	Doctorate			

Appendix

TNE Form 3

TNE Service Provider: _____

As of _____ date _____

Certified Correct by: _____
Name and Signature
Designation

INSTRUCTIONAL MATERIALS/LEARNING PACKAGES

Course Title	Title of Instructional Material	Media used (print, audio, video, interactive, CD, web pages, etc.)	Authors	Year Published/Completed

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TNE Form 4

DESCRIPTION OF TECHNOLOGIES USED FOR NETWORKING AND COMMUNICATION

1. Hardware Complement

Equipment	Number of Units (in country)	Number of Units (offshore)
Telephones		
Facsimile Machines		
Teleconferencing Equipment's		
Video Conference equipment		
Multi-Media Equipment		
Functional Computer Units		
-for staff use		
- for students' use		
Others (Specify)		

2. Software Complement

Type	Description	Utilization
Online learning management system or other online learning softwares		
Course authoring software		
Databases		
Others (Specify)		

3. Connectivity

Equipment	Description/specifications	Location
Internet connection		
Others (Specify)		

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Appendix C. CHED Memorandum Order 62 (CMO 62 s. 2016)

Network Diagram

Network Diagram (LAN,WAN)
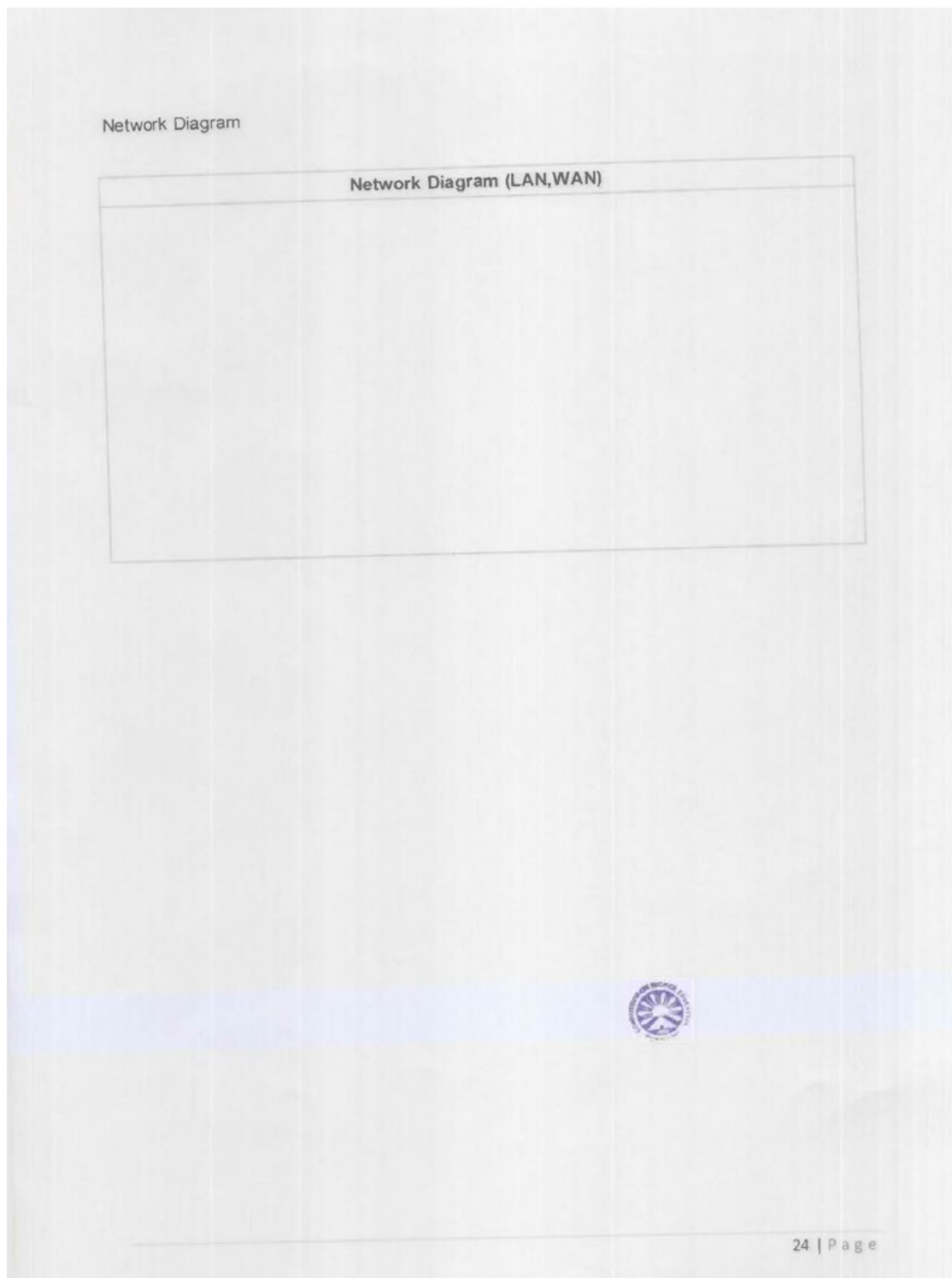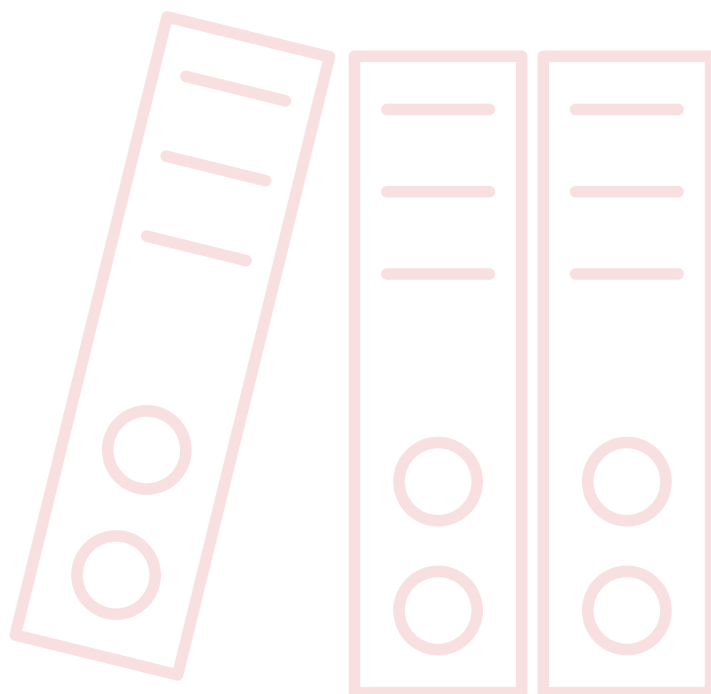
Appendix

Appendix D. CHED Memorandum Order 26 (CMO 26 s. 2015)

Policies, Guideline and Procedures on International Trips of Undergraduate and Graduate Students

Republic of the Philippines
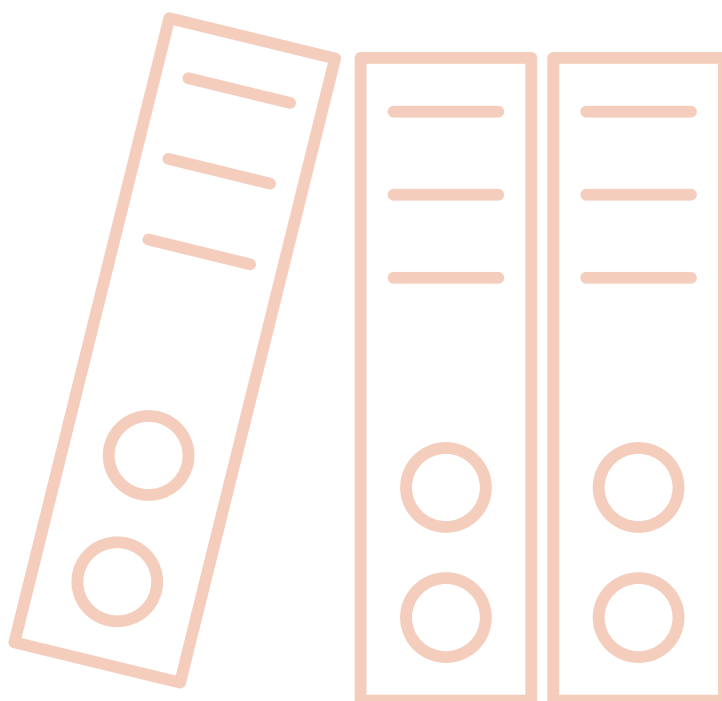OFFICE OF THE PRESIDENT
COMMISSION ON HIGHER EDUCATION

CHED Memorandum Order
No. 26
Series of 2015

SUBJECT: "POLICIES, GUIDELINES AND PROCEDURES ON INTERNATIONAL EDUCATIONAL TRIPS (IET) OF UNDERGRADUATE AND GRADUATE STUDENTS"

In accordance with the pertinent provisions of Batas Pambansa Blg. 232, Republic Act (R.A.) 7722 otherwise known as the Higher Education Act of 1994, provision in the Constitution which states that "*The State shall exercise reasonable supervision over all Higher Education Institutions*", and pursuant to Commission en Banc Resolution No. 775-2014 dated December 17-18, 2014 and Joint ManCom and Commission en Banc Meeting on July 20, 2015 the following policies, guidelines and procedures are hereby adopted.

ARTICLE I
STATEMENT OF POLICIES

Section 1. It is the policy of the state to create and sustain a complete, adequate and integrated system of education relevant to the needs of the people and society. In line with this, the higher education's contribution to generate global awareness and career orientation is recognized towards the attainment of the goals of human development.

Section 2. The Philippines, in keeping with the growing internalization of higher education and in pursuance of its bilateral and multilateral commitments is promoting the mobility of students both inbound and outbound. Mobility opportunities promotes overall student experience through international educational tours regardless of duration. Hence, there is a need to establish a mechanism to safeguard the students while undergoing International Educational Trips.

Section 3. It is also the policy of the state to uphold all the laws and other measures preventing acts of public officers and private persons alike which constitute graft or corrupt practices or which may lead thereto.

Section 4. The Commission on Higher Education (CHED) recognizes the academic freedom of the participating Higher Education Institutions (HEIs) hence, they will assume responsibility over the students who will undergo international educational trips.

ARTICLE II
DEFINITION OF TERMS

International Educational Trip - an extended educational activity in which the students will comply the required learning outcome in the approved curriculum involving the travel of students outside the Philippines.

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Appendix D. CHED Memorandum Order 26 (CMO 26 s. 2015)

Center of Excellence (COE) – refers to a designation granted by the Commission on Higher Education in recognition of a unit's exemplary performance in its teaching, research and extension functions.

Center of Development (COD) – refers to a designation granted by the Commission on Higher Education in recognition of a unit's evident above average performance in teaching, research and extension functions.

Level II Accreditation – Programs which have at least been granted initial accredited status by accrediting bodies.

Exchange Visitors Program (EVP) - an international exchange program administered by the United States of America to implement the Mutual Education and Cultural Exchange Act of 1961, as amended, Public Law 87-256.

Appeal - an earnest request for aid, support, sympathy, mercy, etc.; entreaty; petition; plea, or a request or reference to some person or authority for a decision.

Meritorious Cases – refer to conditions that prevent the students to join the International Education Trips such as: financial difficulty, medical conditions, legal impediments and similar conditions.

<div align="center">

ARTICLE III
OBJECTIVES
</div>

Section 5. These set of policies and guidelines aim to rationalize the conduct of International Educational Trips among HEIs in order to:

  5.1. provide access to efficient and interactive learning of students through meaningful International Educational Trips as indicated in their program requirement embodied in the approved curriculum;
  5.2. ensure that all Higher Education Institutions provide quality International Educational Trips relevant to the acquisition of the necessary knowledge, skills, and values for student;
  5.3. promote understanding of culture and working environment in different countries by the students;
  5.4. help provide international experiences for the students especially who are directly involved in the mobility program, and unique and different learning environment for the students; and
  5.5. protect and safeguard students undergoing International Educational Trips.

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ARTICLE IV
COVERAGE
</div>

Section 6. These policies, guidelines and procedures shall cover the International Educational Trips duly required in the approved curriculum of authorized higher education programs of both public and private HEIs. These shall apply to all higher education students both graduate and undergraduate programs duly authorized by the concerned HEI to handle International Educational Trips. The HEIs must either have accreditation Level II of the program, Autonomous, Deregulated, COE, and COD or with ISA classification in order to be allowed to conduct International Educational Trips.

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The said International Educational Trips are voluntary in nature on the part of the students. In such an event and upon meritorious cases, the affected student may opt to undergo local educational trips.

Section 7. Students under Exchange Visitors Program (EVP) are not covered by this CMO since this is governed by the Commission on Filipino Overseas. Other International Educational Trips sponsored by the Philippine Government are not covered by these guidelines.

ARTICLE V
STUDENTS

Section 8. Higher education students shall assess their capability to undertake such International Educational Trips since they are considered as young adults. HEIs shall require the concerned students to submit a medical clearance before allowing them to join the given International Educational Trips. The medical clearance must be issued by the concerned HEIs as part of their free services to the students.

Section 9. For students who cannot join the International Educational Trips, they must be given parallel school activity which provides similar acquisition of knowledge of the required practical competencies and achieves other learning objectives.

ARTICLE VI
DESTINATION

Section 10. In order to minimize cost, the nearest possible country or countries belonging to the Association of Southeast Asian Nations (ASEAN) should be considered provided that the objectives of the International Educational Trips can be attained.

Section 11. When the international educational trips require additional cost on the part of students, prior consultation with concerned students/parents/guardian/spouse shall be undertaken. Hence, all these information shall form part of the student handbook so that the same shall be explained during the General Orientation of freshmen and ongoing students before the start of classes, including the details of the International Educational Trips.

Section 12. Whenever necessary and for the safety and convenience of the tripping party, CHED Regional Office (CHEDRO) shall endorse the list of tripping students together with the basic information to the Bureau of Immigration (BI) copy furnished Office of Student Development and Services (OSDS) and the Department of Foreign Affairs (DFA).

ARTICLE VII
RESPONSIBILITIES OF PARTIES

Section 13.   STUDENTS

13.1. Undergo the required orientation for International Educational Trips conducted by the HEI;
13.2. Submit to the HEI the terminal report and other school requirements upon completion of the trips; and
13.3. Report to CHED through nearest Philippine Foreign Service Post any complaints or grievances as appropriate.

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Appendix D. CHED Memorandum Order 26 (CMO 26 s. 2015)

Section 14.   PARENTS

14.1. Attend the pre-departure seminar or orientation together with the student; and

14.2. Sign the consent paper allowing their children/spouse to leave the Philippines to attend an International Educational Trip.

Section 15.   HIGHER EDUCATION INSTITUTIONS (HEIS)

15.1. Implement the appropriate International Educational Trips in accordance with the specific degree program requirement as submitted to the CHEDROs at least one month prior to the opening of classes of the Academic Year of implementation.   As part of the curriculum/course, a Proto-type Observation Guide during International Educational Trips must be required and to be accomplished, giving emphasis on the relevant competencies and lessons learned from the stated trips.   An assessment of learning outcomes must also be accomplished following the institutional policy on grading system. The same shall be submitted to CHEDROs;

15.2. Assign a designated and qualified faculty member who will be responsible for all aspects of the International Educational Trips program including the implementation, monitoring and evaluation;

15.3. Secure and protect the students.   HEI authorities shall inform parents or guardians on the HEI guidelines on the conduct of International Educational Trips;

15.4. Conduct orientation on cost requirements before enrolment;

15.5. Conduct briefing and debriefing program before and/or after the International Educational Trips.   Briefing shall include among others, precautionary measures that will be undertaken by the concerned HEI with the concerned students and parents/guardians (if the student is a minor) and the standard accommodation and accessible facilities for student with disabilities, insurance, basic laws and rules of the country being visited, cultural ethic among others.   Also, Risk Assessment Procedures for educational trips must also be discussed with concerned students including parents and/or guardians. As a general requirement, the HEIs following their institutional policy should require the students to submit their parent's/guardian/spouse' consent.   Debriefing program should include among others, reflection of the learning experiences duly documented in the learning journal;

15.6. Inform the CHEDROs on the nature of the International Educational Trips to include purpose, schedule, destinations, and cost and submit a report on the matter to the CHEDROs concerned at least one month before the opening of classes for every academic year including proper coordination with other government agencies. HEI's report should include among others the filled-in undertaking form that the International Educational Trip is not conducted to unduly benefit or accommodate any of the establisnments enumerated in the list owned by an HEI or employee or by an owner who is a relative within the third civil degree of consanguinity or affinity to an HEI owner or employee having any involvement in the conduct of International Educational Trips. In turn, all CHEDROs are hereby directed to consolidate these reports of the HEIs within their respective jurisdictions and submit the same to the Executive Office (Attention: The Director, Office of Student Development and Services);

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15.7. Include HEI guidelines for International Educational Trips in their student's handbook, distribute copies of these guidelines to students and display in conspicuous places for guidance and reference;

15.8. Facilitate the processing of the documents on behalf of the students. They shall assume full responsibility over the students while having their International Educational Trips. No waiver shall be required by HEI to be submitted by parents/students regarding the non-liability of school on safety and security of concerned students;

15.9. Ensure that students avail the students services even while in another country such as but not limited to:
- health services; and
- guidance and counseling services

15.10. Submit to the CHED Regional Office, the following requirements for endorsement to BI and copy furnish the Office of Student Development and Services (OSDS) and Department of Foreign Affairs (DFA):
- Notarized letter of intent of the students to participate in International Educational Trips;
- Roundtrip ticket with flight detail upon favorable evaluation by CHEDRO;
- Written consent from parent/guardian or spouse;
- Approved documents from the Host Country from the said International Educational Trips (if applicable); and
- Any other necessary documents duly authenticated by the Philippine Foreign Service Post as may be required by CHED.

It shall be unlawful for an HEI employee to personally profit from International Educational Trips. HEI employee who violates this section may be terminated for Grave Misconduct. If any of the service companies mentioned in the preceding sections is established as a laboratory or practicum training outfit, the provision of the immediately preceding sections shall not apply.

Section 16.   CHED REGIONAL OFFICES (CHEDROS)

16.1. Receive request from HEIs;
16.2. Conduct initial review/evaluate the documentary requirements by their respective HEI. Enclosed is Annex A for the checklist of requirements;
16.3. Submit to the Office of Student Development and Services the hard and e-file copy of the list of students who will undergo the International Educational Trips;
16.4. Join in the conduct of the monitoring and evaluation;
16.5. Exercise the authority to decide if the International Educational Trips will be pushed through or not; and
16.6. Endorse to the Bureau of Immigration (BI) the list of departing students with flight details of a round trip ticket, written consent from parents/guardian or spouse; and any other necessary documents duly notarized copy furnished OSDS and DFA.

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Appendix

Section 17.   OFFICE OF STUDENT DEVELOPMENT AND SERVICES (OSDS)

17.1. Maintains database of the students who underwent the International Educational Trips as updated by the concerned CHEDROs; and

17.2. Monitors and evaluates the implementation of this CMO in coordination with the CHEDROs.

Section 18.   INTERNATIONAL AFFAIRS STAFF (IAS)

Conducts appropriate action in coordination with the OSDS in the case of appeals made by the involved parties.

Section 19.   CHED LEGAL AND LEGISLATIVE SERVICES (LLS)

Conducts investigation in coordination with concerned offices and submits report on alleged violation committed by any of the parties to the Commission en Banc for appropriate action.

ARTICLE VIII
IMPLEMENTING GUIDELINES AND PROCEDURES

Section 20.   Requirements for Parties Involved:

20.1. Participating HEIs:

- Must have either accreditation Level II of the program, autonomous, deregulated, COE, COD or with ISA classification;
- Must ensure that educational trip is part of the requirements in the duly noted/approved curriculum;
- Must have a designated qualified faculty member or any authorized coordinator to manage the trips; and
- Must assume all other requirements and responsibilities of the international educational trips.

20.2. Participating Students must:

- Hold a valid passport. In case of foreign students check with the Bureau of Immigration (BI) the other requirements needed;
- Be currently enrolled in a Philippine higher education institution;
- Be at least 18 years old at the time of the International Educational Trips. If the participating Filipino student is minor, secure certification from the Department of Social Welfare and Development (DSWD);
- Be in good academic standing as certified by the HEI;
- Have medical certificate issued by the physician of the concerned HEI;
- Be able to communicate in English or in the language spoken in the host country;
- Have written consent from parent/guardian/spouse; and
- Have endorsement letter from the HEI President.

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Section 21. Procedures (see Annex B)

Participating HEIs:

- Must comply with the requirements and submits the notarized letter of intent at least thirty (30) working days before the departure;
- Wait for the CHED approval;
- If approved, concerned HEI receives a notification that they are included in the list of participating HEIs; and
- If disapproved, the HEI applicant will be immediately notified in writing by the CHED Regional Office.

ARTICLE IX
FEES

Section 22. Fees and scheme of payment shall be determined during the consultation of all parties before the beginning of the semester where the International Educational Trips will be pursued.

ARTICLE X
VIOLATIONS

Section 23. HIGHER EDUCATION INSTITUTIONS

Any HEI that shall be found to have committed the following violations of these guidelines shall be meted with the appropriate sanctions stated in Section 24.

23.1. Allowing students to undergo International Educational Trips even they are not accredited Level II of the program/Autonomous/Deregulated/COE and COD or with ISA classification;

23.2. International Educational Trips conducted were not part of the curriculum/course;

23.3. No designated and qualified faculty;

23.4. Failing to monitor welfare of student;

23.5. No orientation conducted before enrolment regarding the cost requirements;

23.6. Not giving pre-departure orientation for students and parents/legal guardian;

23.7. Not informing CHEDROs on the nature of the International Educational Trips one month before the opening of the classes;

23.8. International Educational Trips were not included in the student's handbook;

23.9. Imposing waiver from parents/students regarding the non-liability of school on safety and security of concerned students;

23.10. Allowing students to undertake International Educational Trips without securing a valid endorsement from CHED to BI;

23.11. Failure to submit the required reports/documents such as:

- Notarized letter of intent of the students to participated in International Education Trips;
- Roundtrip ticket with flight detail upon favorable evaluation by CHEDRO;
- Written consent from parent/guardian or spouse;
- Approved documents from the Host Country from the said International Educational Trips (if applicable); and

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Appendix D. CHED Memorandum Order 26 (CMO 26 s. 2015)

- Any other necessary documents duly authenticated by the Philippine Foreign Service Post as may be required by CHED.

ARTICLE XI
SANCTIONS

Section 24. In order to ensure compliance with the guidelines and regulations stated in this CMO, the Commission en Banc may, upon the recommendation of the CHEDROs and CHED Legal and Legislative Services (LLS), impose the following sanctions depending on the nature and seriousness of the violation or non-compliance of HEIs.

Any HEI found guilty of violating any of the provisions contained in these guidelines may be subjected to the following sanctions:

- 1st Offense, a written warning issued by CHEDRO;
- 2nd Offense, suspension from conducting International Educational Trips for a period of time as determined by the Commission en Banc; and
- 3rd Offense,
  - ➢ Administrative and criminal charges against it and/or its responsible officers under existing laws; and
  - ➢ Imposition of penalties such as revocation of permits, downgrading of status, phase-out of the affected program/s and such other penalties that may be validly imposed by the Commission to the concerned HEIs.

ARTICLE XII
REPEALING CLAUSE

Section 25. All previous issuances inconsistent with these guidelines are deemed repealed, revoked or rescinded accordingly.

ARTICLE XIII
EFFECTIVITY

Section 26. These guidelines shall take effect 15 days after publication in the Official Gazette or newspaper of general circulation and should be observed by all HEIs starting AY 2016-2017.

Issued this __4th__ day of __August 2015__ in Quezon City.

PATRICIA B. LICUANAN, Ph.D.
Chairperson

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Appendix D. CHED Memorandum Order 26 (CMO 26 s. 2015)

Annex A

CHECKLIST OF REQUIREMENTS

For CMO No. __26__ series 2015 Policies and Guidelines on *International Educational Trips*

		Complied		REMARKS
		Yes	No	
A.	*Before the International Educational Trip*			
1	**Included in the curriculum**			
	▸ Included in the curriculum with corresponding unit credits and time allotment whether lecture or laboratory hour (specify course title and unit credits)			
2	Guidelines of concerned HEI included in the student's handbook, displayed in conspicuous places, and included in the General Orientation of Freshmen			
	▸ Updated Guidelines of concerned HEI included in the student's handbook, displayed in conspicuous places, and included in the General Orientation of Freshmen			
	▸ Outline of Assessment Report to be filled in by the concerned faculty and students			
3	**Faculty-in-charge**			
	▸ Present designation			
	▸ With letter of notification from the Administration indicating Faculty-in-charge role and responsibilities before, during and after the International Educational Trips			
4	**Consultation conducted to concerned students, faculty and stakeholders**			
	▸ Consultation conducted to concerned students, faculty and stakeholders with attached minutes of consultation and attendee's signature			
5	**Destination chosen considering cost and benefit requirements**			
	▸ Destination including accommodation chosen, considering cost and benefit requirements, safety, and relevance with the subject matter			
6	**Fund and other resources properly secured**			
	▸ Fund and other resources properly secured and accounted for			
7	**Briefing to concerned faculty and students**			
	▸ Briefing to concerned faculty and students and provided the needed information materials			
8	**Written plans submitted to HEIs**			
	▸ Written plans by the accredited travel agency (if appropriate) with attached Gantt Chart duly approved by the HEI			
9	**Insurance for students, faculty, and other concerned stakeholders**			
	▸ Individual or group insurance for students, faculty, and other concerned stakeholders			
10	**Format of Learning journals given to students**			
	▸ Standard Format of Learning Journals given to students			

Appendix

Appendix D. CHED Memorandum Order 26 (CMO 26 s. 2015)
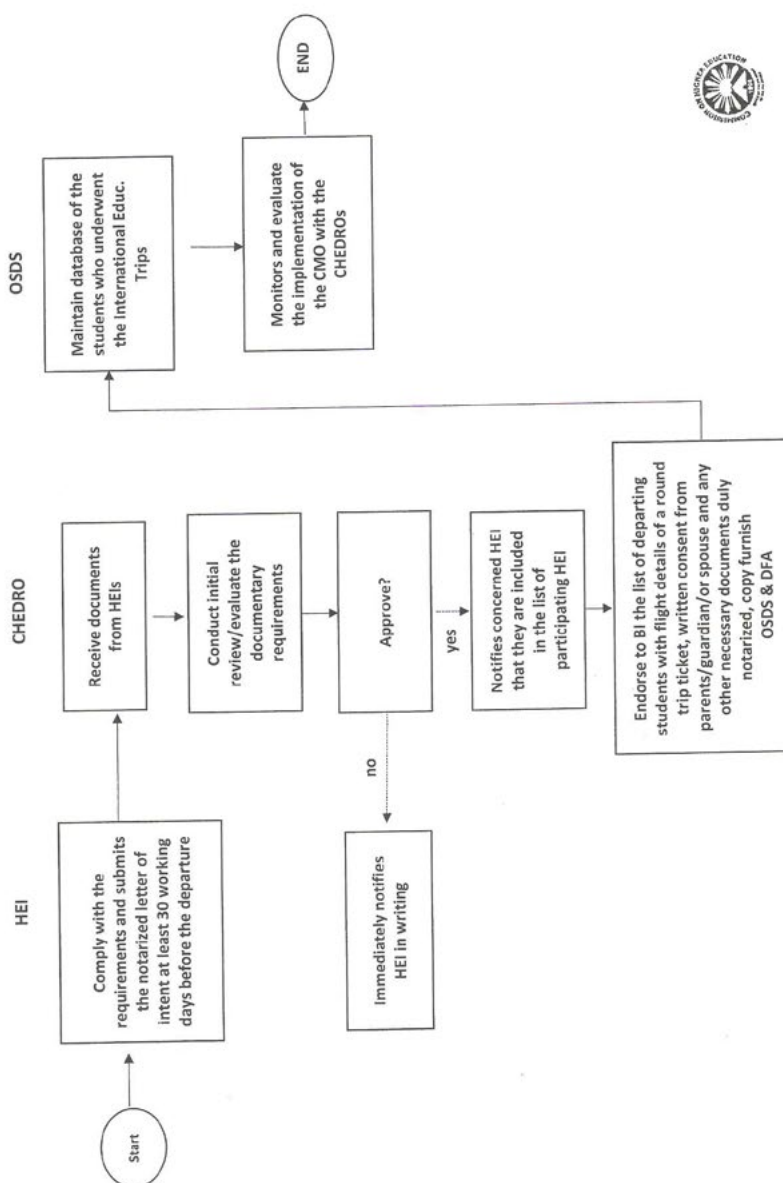
Annex A

CHECKLIST OF REQUIREMENTS

For CMO No. 26 series 2015 Policies and Guidelines on *International Educational Trips*

	Complied		REMARKS
	Yes	No	
11 Announcement to students, faculty and parents			
▸ Announcement to students, faculty and parents made one (1) month before the scheduled date of International Educational Trips			
12 Risk Assessment plans in place			
▸ Risk Assessment plans and preventive measures given to students and stakeholders			
13 Flight			
▸ Round trip ticket with flight details after CHED evaluation			
14 Medical clearance of students			
▸ Medical clearance of students and medical aid kits are provided			
15 Parent/guardian/spouse consent duly-notarized be required before the International Educational Trips			
▸ Duly notarized consent submitted before the activity			
B. During the International Educational Trips			
1 Security of the students			
▸ Concerned parents or guardians were properly informed of the HEI guidelines on the conduct of International Educational Trips			
2 Proper implementation of International Educational Trips			
▸ Program of activities followed as planned or activities adjusted as the need arises			
C. After the International Educational Trips			
1 Conducted Debriefing Program including among others reflection of the learning experiences duly documented in the learning journal			
▸ Documentation of Debriefing Program			
2 Assessment report by faculty and submitted including details of amount expended			
▸ Assessment report by faculty and submitted including details of amount expended to be submitted to CHED.			
3 Assessment report by students' concerned			
▸ Assessment report by students submitted to concerned HEI			

C. 1-3 - will be submitted to CHED after the conduct of International Educational Trips
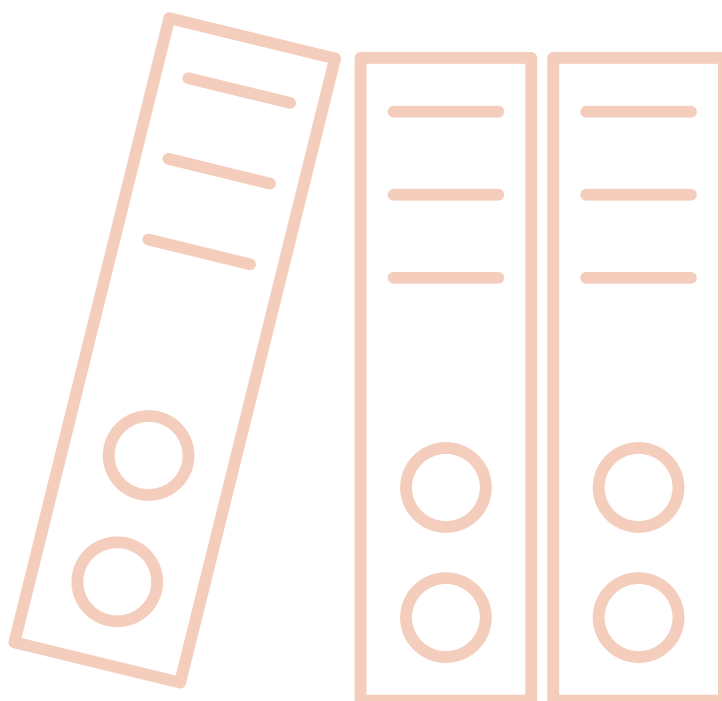
Appendix D. CHED Memorandum Order 26 (CMO 26 s. 2015)

Annex B

PROCEDURAL GUIDELINES ON INTERNATIONAL EDUCATIONAL TRIPS

HEI

Start

Comply with the requirements and submits the notarized letter of intent at least 30 working days before the departure

CHEDRO

Receive documents from HEIs

Conduct initial review/evaluate the documentary requirements

Approve?

no → Immediately notifies HEI in writing

yes → Notifies concerned HEI that they are included in the list of participating HEI

Endorse to BI the list of departing students with flight details of a round trip ticket, written consent from parents/guardian/or spouse and any other necessary documents duly notarized, copy furnish OSDS & DFA

OSDS

Maintain database of the students who underwent the International Educ. Trips

Monitors and evaluate the implementation of the CMO with the CHEDROs

END

Appendix E.   CHED-IAS Best Practice for Forming International Agreements

Appendix E. CHED-IAS Best Practice for Forming International Agreements

IRO MANAGEMENT
GOOD PRACTICE TEMPLATE

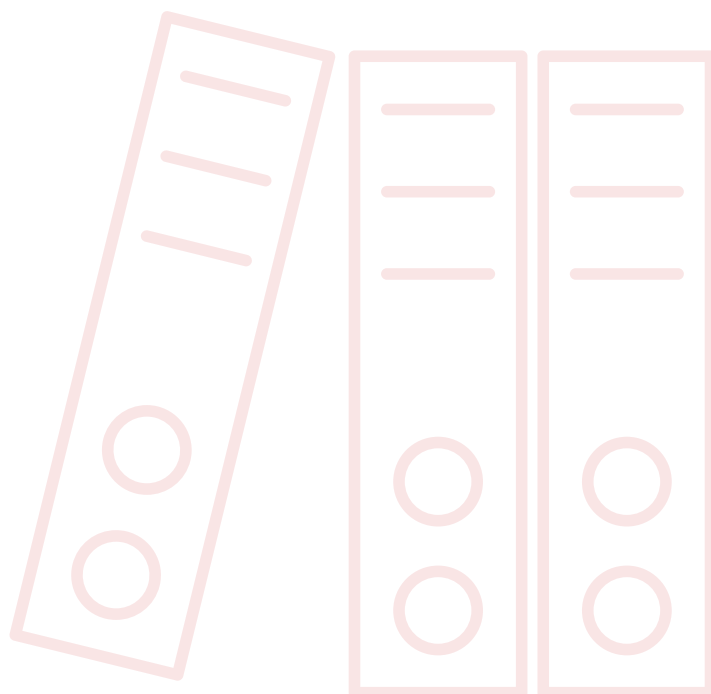| UNIVERSITY / IRO	INTERNATIONAL AFFAIRS STAFF Commission on Higher Education Philippines
TOPIC OF THE CASE STUDY	**FORMING INTERNATIONAL AGREEMENTS** As CHED is the ministry in-charge of higher education in the country, these notes on best practices on building international partnerships and processing international agreements may seem prescriptive, but these are basic considerations that we look at when we explore government-to-government cooperation and examine international agreements submitted by higher education institutions for our approval and recommendations. These are mainly based on Republic Act 11448 (Transnational Higher Education Act) and CHED Memorandum Order No. 55 series of 2016 (Policy Framework on the Internationalization of Philippine higher Education). In determining partners, interested parties should be guided by the following: • Compatibility of vision, mission, strategies, and expertise • Willingness and readiness of all parties to work towards specific, timebound goals • Recognition and respect for diversity • Willingness to make and share collaborative decisions • Transparency in decision-making and resource allocation • Presence of support at all levels • Presence of sound implementation, monitoring, and evaluation mechanisms In addition to the foregoing, agreements must: • Be formulated in consultation with appropriate stakeholders and—in the case of higher education institutions—offices and units both at the institutional and national levels; • Promote community, institutional, national, and/or regional interests and preferably address commitments at these levels (where applicable); • Comply with the minimum quality standards in place in the home and host countries, as well as quality benchmarks followed at the regional and international levels; and • Have the necessary recognition, accreditation, and approval. Finally, parties must also have the necessary capacity and capabilities to build and sustain partnerships from inception to implementation, bearing in mind the importance of ensuring the welfare of participants. Parties must have: • A holistic, programmatic internationalization strategic plan; • Physical, financial, and human resources (such as budget, facilities, personnel, and equipment); and

Appendix

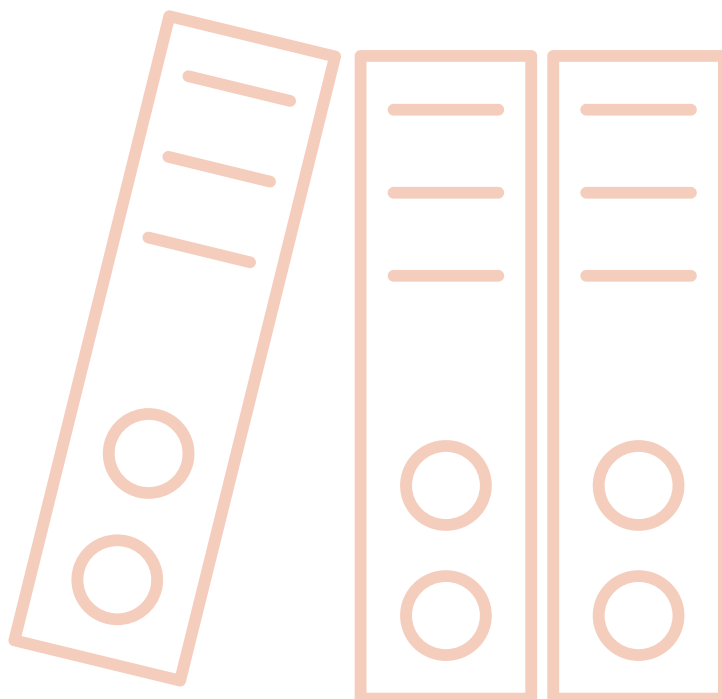## Appendix E. CHED-IAS Best Practice for Forming International Agreements

**IRO MANAGEMENT
GOOD PRACTICE TEMPLATE**

UNIVERSITY / IRO	**INTERNATIONAL AFFAIRS STAFF** Commission on Higher Education Philippines
TOPIC OF THE CASE STUDY	**FORMING INTERNATIONAL AGREEMENTS** As CHED is the ministry in-charge of higher education in the country, these notes on best practices on building international partnerships and processing international agreements may seem prescriptive, but these are basic considerations that we look at when we explore government-to-government cooperation and examine international agreements submitted by higher education institutions for our approval and recommendations. These are mainly based on Republic Act 11448 (Transnational Higher Education Act) and CHED Memorandum Order No. 55 series of 2016 (Policy Framework on the Internationalization of Philippine higher Education). In determining partners, interested parties should be guided by the following: • Compatibility of vision, mission, strategies, and expertise • Willingness and readiness of all parties to work towards specific, timebound goals • Recognition and respect for diversity • Willingness to make and share collaborative decisions • Transparency in decision-making and resource allocation • Presence of support at all levels • Presence of sound implementation, monitoring, and evaluation mechanisms In addition to the foregoing, agreements must: • Be formulated in consultation with appropriate stakeholders and—in the case of higher education institutions—offices and units both at the institutional and national levels; • Promote community, institutional, national, and/or regional interests and preferably address commitments at these levels (where applicable); • Comply with the minimum quality standards in place in the home and host countries, as well as quality benchmarks followed at the regional and international levels; and • Have the necessary recognition, accreditation, and approval. Finally, parties must also have the necessary capacity and capabilities to build and sustain partnerships from inception to implementation, bearing in mind the importance of ensuring the welfare of participants. Parties must have: • A holistic, programmatic internationalization strategic plan; • Physical, financial, and human resources (such as budget, facilities, personnel, and equipment); and

Appendix

Appendix F. Best Practices for Mobility: Faculty and Students

Appendix F. Best Practices for Mobility: Faculty and Students

University / IRO	**ATENEO DE MANILA UNIVERSITY (ADMU)** *Office of International Relations Rm. 304, 3/F Faber Hall,* *Ateneo de Manila University Katipunan Ave. Loyola Heights, 1108 Quezon City, PHILIPPINES* *Contact number: 8426-6001 loc. 4040*
Topic of the Case Study	**STUDENT MOBILITY (Outbound)- JUNIOR TERM ABROAD (JTA)** *Definition of JTA (for reference)* Junior Term Abroad is an international student mobility program that allows ADMU students to take classes in a partner university abroad for one semester (Summer, Fall, or Spring), which can be credited as electives to their respective programs.
Background	*Which was the initial situation / state of the art ?* The John Gokongwei School of Management (JGSOM), one of the four schools in ADMU, initiated the JTA. Initially, only students from JGSOM had access to the program. As more students from other schools expressed interest in the program, the university expanded its scope and designated its management to a central administration office, the Office of International Relations (OIR) *Which problems did this activity contribute to solve?* ▸ Supplementing holistic student formation ▸ Keeping abreast with the global trends in international student mobility ▸ Addressing students' needs for an international academic experience
Implementation	*How does the IRO carry out the activity?* ▸ The Office of International Relations (OIR) administers JTA in close coordination with the *mobility coordinator* (internally referred to as JTA Coordinator) of each of the four Loyola Schools. ▸ These JTA coordinators are faculty/non-teaching staff of their respective schools who are designated to implement activities relevant to the university's JTA program such as information sessions, application and screening, and coordination with OIR.

Appendix

Appendix F. Best Practices for Mobility: Faculty and Students

Success factors	*Which were the success factors of the activity?* ▸ Development of substantial partnerships with universities with different specializations and locations giving students diverse options for mobility programs. ▸ Clear and comprehensive policies in implementing the program. ▸ Effective promotion and information dissemination among target students with the help of JTA Coordinators. ▸ Linkage with government, non-government organizations, foreign embassies in the Philippines and Phlippine embassies abroad.
Impact / Results / Outcomes	*Which are the main results (tangible) and outcomes (intangible) of the activity?* Results (tangible) ▸ Improvement in academic marks/grades of students post-exchange ▸ Yearly increase in student outbound mobility numbers ▸ Higher ratio of outbound students vis a vis the total student population of ADMU ▸ Healthy ratio between outbound and inbound numbers with partner universities Outcomes (intangible) ▸ Development of life skills (i.e., cooking, laundry, etc.) ▸ Expansion of network (e.g., friends and classmates) ▸ Better comprehension of diversity ▸ Interest in issues beyond the borders of the Philippines ▸ Increased knowledge and exposure of students of other cultures ▸ Better employability of participants
Conclusions	*Please explain the lessons learned and how this experience would help other IROs* Linkages are most vital in the implementation of mobility programs, i.e. both internal and external partnerships. Coordination with JTA Coordinators has proven to facilitate internal processes as their academic background complemented the administrative proficiency of the IRO. External partnerships, both bilateral and multilateral, provide diverse options for students and thus broadening the base of participants. Further, linkages with government and non-government organizations and embassies do not only provide opportunities for internationalization, these are also vital resources and support in the implementation of mobility programs. In the development of Outbound mobility programs, it is recommended for IROs to invest in creating strong internal and external collaborations to ensure the smooth implementation of the program.

Appendix F. Best Practices for Mobility: Faculty and Students

University / IRO	**ATENEO DE MANILA UNIVERSITY (ADMU)** *Office of International Relations Rm. 304, 3/F Faber Hall,* *Ateneo de Manila University Katipunan Ave. Loyola Heights, 1108 Quezon City, PHILIPPINES* *Contact number: 8426-6001 loc. 4040*
Topic of the Case Study	**STUDENT MOBILITY (Inbound)** The Inbound international exchange program is a mobility program that allows students from international partner universities to take courses in ADMU for one semester or one school year, i.e. two semesters. Students can choose to apply during any of the three academic periods in ADMU: Intersession (Summer), Fall (1st Semester), or Spring (2nd semester). Credits of courses taken during the mobility program can be validated by their home university as part of their own program and will be reflected on their Transcript of Records (TOR).
Background	*Which was the initial situation / state of the art ?* The Inbound international exchange program started in the mid 1970s. Students from Japan were the first to participate in the exchange program and they were mostly from Catholic and Jesuit universities. It was only in 1995 when the university hosted its first international exchange student from outside of Asia, i.e. from the United States of America. *Which problems did this activity contribute to solve?* ▸ Fewer number of international students who help promote cultural diversity in the campus ▸ Lacking opportunity for internationalization at home
Implementation	*How does the IRO carry out the activity?* ▸ The Office of International Relations (OIR) sought out partnerships with universities around the world, especially those that encouraged and even required students to go on mobility exchanges. To encourage more students to participate, ADMU allowed both fee paying and tuition fee waived arrangements. ▸ OIR provides pre-arrival assistance (i.e. pre-approval of preferred courses, airport transfer service, accommodation), pre enlistment (i.e. orientation seminar, campus tour, lodging of Special Study Permit, enlistment) and post-program services (i.e exit orientation, request of transcript) to our international exchange students.

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Appendix F. Best Practices for Mobility: Faculty and Students

Success factors	*Which were the success factors of the activity?* ▶ Development of international partnerships with universities that encourage mobility exchanges. ▶ Increased membership in multilateral partnerships and consortia.
Impact / Results / Outcomes	*Which are the main results (tangible) and outcomes (intangible) of the activity?* Results (tangible) ▶ Yearly increase in student inbound mobility numbers ▶ Higher ratio of inbound students vis a vis the total student population of ADMU ▶ Healthy ratio between inbound and outbound numbers with partner universities Outcomes (intangible) ▶ Contribution to the Commission on Higher Education's Edutourism program ▶ Contribution to the university's ranking through research collaborations and other activities. ▶ Cross-cultural relationship of local students and exchange students ▶ Better appreciation of diversity and cultural intelligence of students.
Conclusions	*Please explain the lessons learned and how this experience would help other IROs* Similar to the lesson learned in the development of Outbound mobility programs, commitment, full support and active participation of internal units across the university and external partners play an equally crucial role in the internationalization efforts of IROs particularly in bringing in inbound students. For Inbound programs, participation in multilateral partnerships and consortia are instrumental in attracting a wider base of international exchange students and may prove to be a good strategy in IROs at the early stages of their mobility programs. Note that multilateral partnerships target a bigger number of universities that would allow for a more efficient implementation of exchange opportunities.

Appendix F. Best Practices for Mobility: Faculty and Students

University / IRO	**MSU-ILIGAN INSTITUTE OF TECHNOLOGY** email: ovcpd.oia@g.msuiit.edu.ph
Topic of the Case Study	**STUDENT MOBILITY**
Background	*Which was the initial situation / state of the art?* In the last few years, MSU-IIT faced a challenge in attracting international students or sending local students abroad as exchanged students, or as attendees to international conferences due to insufficient funding opportunities, lack of institutional provisions that support inbound and outbound exchange students and a very limited academic and research visibility internationally. *Which problems did this activity contribute to solve?* a. limited international visibility Student mobility allows students to gain international experience and can help to improve MSU-IIT visibility, and in turn contribute to the improvement of global reputation. b. low research productivity Students can work on their research projects in international institutions under the supervision of experts in the field through government grants (e.g., DOST, etc.). This can lead to joint publications of research outputs in reputable journals, thus increasing research productivity of the university. In recent years, this has become evident particularly those students in the natural sciences and mathematics. c. lack of specialized facility in the university Through the student mobility program, students are given the opportunity to visit and conduct their research activities in laboratories in universities/institutes abroad with the state-of-the-art facilities.

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Appendix F. Best Practices for Mobility: Faculty and Students

Implementation	*How the IRO carry out the activity?*
	One of the strategies of MSU-IIT to attract international students is through offering of double degree programs or through short research internships with partner universities. Support in student mobility is one of the common provisions when MSU-Iligan Institute of Technology inks an agreement with an international partner university. The conduct of inbound and outbound student exchange is found in the "Procedures and Work Instruction Manual" of the Office of International Affairs (OIA) under the Office of the Vice Chancellor for Planning and Development (OVCPD).
	For inbound (international) students the proponent and the college International Affairs Coordinator (IAC) coordinates with the OIA and prepares a request for the inbound student visit program, such as plan of implementation, itinerary of the student, travel and accommodation, subjects to be enrolled and line-item budget and other supporting documents required by the OIA. Once complete, the OIA forwards the request to the Office of Vice Chancellor for Academic Affairs (OVCAA), and finally forwards it to the Office of the Chancellor (OC) for approval. Once approved by the OC, the OIA/OVCAA facilitates the special order for the conduct of the event. The OIA informs the proponent of the release of SO and updates the database to include the event.
	For outbound students, the proponent in consultation with the department chairpersons, college deans and the college International IAC screens the students for eligibility to join the international visit. Once selected, the college IAC provides the Form 7a (Exchange Student Information Sheet) from the OVCPD to the outbound student to complete. The proponent sends an application to the partner international agency/HEI and wait for acceptance from the university. If a letter of acceptance is given, the letter will be sent to the Office of the Chancellor (OC), and a furnished copy will be sent to the OIA.
	For students who wish to present their research works abroad, they make a formal request to the OC channeled through various offices (including the OIA) to seek permission to attend the international conferences. The OIA requires the students (along with accompanying faculty members) to fill-in the CHED IAS form 15 (Evaluation Form for The Necessity of Foreign Travel for State Universities and Colleges) and forward this to CHED-IAS for evaluation. Upon CHED IAS recommendation, OIA endorses the request to the OC for approval.

Appendix F. Best Practices for Mobility: Faculty and Students

Success factors	*Which were the success factors of the activity?* ▶ support of the departments of each college ▶ support of the administration ▶ cooperation of the partner institutions ▶ cooperation of the Bureau of Immigration officials
Impact / Results/ Outcomes	*Which are the main results (tangible) and outcomes (intangible) of the activity?* Main results: ▶ increased number of outbound and inbound exchange students ▶ increased number of MOA/MOUs ▶ improved global reputations ▶ increased income for the university Outcomes ▶ mutual understanding between participating institutions ▶ long term partnership that may lead to joint research projects or ▶ programs
Conclusions	*Please explain the lessons learned and how this experience could help other IROs* In general, MSU-IIT recognizes the importance of an operational manual and the Office of International Affairs completed its Procedures and Work Instructional Manual (PAWIM) in 2019, which was a great help to establish a system on how to facilitate activities related to internationalization.

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Appendix F. Best Practices for Mobility: Faculty and Students

University / IRO	XAVIER UNIVERSITY (XU)
Topic of the Case Study	**STUDENT MOBILITY - HOSTING** Opening of Credited Filipino Classes for Foreign Students
Background	*Which was the initial situation / state of the art ?* *Which problems did this activity contribute to solve?* The foreign students enrolled in a degree program were failing in their required regular Filpino classes as most of them did not graduate Basic Education in the Philippines. CHED requires 9 or 12 units depending of the program. (The subjects were supposed to be suppressed with Kto12 but were maintained)
Implementation	*How the IRO carry out the activity?* In coordination with the Filipino Department special classes were opened for the foreign students. CHED was informed. Due to the small number of students some adjustments in the curriculum calendar were made to gather a maximum number of students in one class. To cover the cost, the fund from the Foreign Student Special Fee
Success factors	Foreign students did enroll.
Impact / Results / Outcomes	*Which are the main results (tangible) and outcomes (intangible) of the activity?* No more failing marks in the subjects; no more complaints about the irrelevance of having Filipino classes (as the students have also to learn Cebuano to relate with their classmates).
Conclusions	*Please explain the lessons learned and how this experience could help other IROs* The Filipino subjects are still required and the special class allows the University to have more foreign students staying up to Graduation

Appendix F. Best Practices for Mobility: Faculty and Students

University / IRO	**SAINT LOUIS UNIVERSITY (SLU)** *MARY GRACE P. CARRIDO, PHD*
Topic of the Case Study	**STUDENT MOBILITY** - *Information that international students are enrolled in SLU are given to the embassies of their country.*
Background	The immigration requirements of the international students involve the Department of Foreign Affairs of the Philippines but there is a need for the knowledge of the country of origin that students are enrolled in SLU, Philippines. This is for the purpose of future assistance that international students may need.
Implementation	During the start of every semester, SLU, through the office of the IRO sends email to all the embassies of the country of origin of all international students enrolled in SLU
Success factors	During the COVID 19 pandemic, when international students wanted to go home to their countries, the assistance of the different embassies facilitated the immediate repatriation of the students.
Impact / Results / Outcomes	The Embassy of Thailand gave financial and resource support to the 50 stranded students in the Philippines. SLU students stranded in Bulgaria were aided by the Bulgarian embassy and Philippine embassy. The Chinese embassy included Saint Louis University in the list of accredited universities for the Chinese citizens.

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Appendix F. Best Practices for Mobility: Faculty and Students

University / IRO	**ATENEO DE MANILA UNIVERSITY (ADMU)** *Office of International Relations Rm. 304, 3/F Faber Hall,* *Ateneo de Manila University Katipunan Ave. Loyola Heights, 1108 Quezon City, PHILIPPINES* *Contact number: 8426-6001 loc. 4040*
Topic of the Case Study	**ATENEO STUDENT EXCHANGE COUNCIL (ASEC)** ASEC is the official student organization arm of ADMUs Office for International Relations (OIR). ASEC is committed to the growth of its local and international members as ambassadors of their own culture. ASEC aims to give opportunities, both local and abroad, to strengthen the sense of national identity, cultural awareness, and intercultural dialogue among its members. Through activities such as local trips and workshops, ASEC engages members in the Filipino culture and creates avenues for social interaction that can promote cultural relativism. Finally, the student organization aims to help in nation building by providing cultural and academic opportunities outside the organization.
Background	*Which was the initial situation / state of the art?* The student organization in its early stages only focused on providing socialization and at most some activities that introduce Philippine culture. *Which problems did this activity contribute to solve?* ▶ The student organization should play a more significant role in the implementation of internationalization efforts. ▶ Improve the quality of student life of international exchange students ▶ Provide service and assistance not only for inbound students but also for JTA Outbound students
Implementation	*How does the IRO carry out the activity?* *Partnering with ASEC enabled OIR to carry out programs that addresses administrative objectives while aligning these with its internationalization goals. ASEC programs are relevant and current.*

Appendix F. Best Practices for Mobility: Faculty and Students

Success factors	*Which were the success factors of the activity?* INBOUND ▶ OIR designed a system where ASEC aids in ensuring quality student life for exchange students. ▶ BUDDY SYSTEM - A local student is paired with an international exchange student. Buddies are the local guide and "first friend" in the university and the Philippines. Communication between buddies starts even before the exchange student's arrival in the country. ▶ ASEC crafted activities that cultivate intercultural exchange within the Ateneo community ▶ ASEKUSINA (Culinary Night) - an activity where local and international students get to interact and bond over various cuisines from all over the world, sharing their cultures with one another in the process. *OUTBOUND* ▶ OIR and ASEC implemented activities that provide a medium to promote student exchange and disseminate important information about the program. ▶ ATENEO STUDY ABROAD FAIR - The fair allows local students to gain details via information sessions, talks and booths that would encourage them to participate in the exchange program.
Impact / Results / Outcomes	*Which are the main results (tangible) and outcomes (intangible) of the activity?* Results (tangible) ▶ High exit survey ratings on student experience given by the international exchange students ▶ Increased JTA participants yearly *Outcomes (intangible)* ▶ Cross-cultural relationships of local students and exchange students ▶ Exchange students serve as worldwide ambassadors
Conclusions	*Please explain the lessons learned and how this experience would help other IROs* Student organization participation in internationalization efforts is a significant instrument for IROs to reach out to both local and exchange students. It is an effective way of bringing to the ground the relevant programs for implementation. The students provide the needed perspective in giving feedback on the effectiveness of the programs that the IRO designed.

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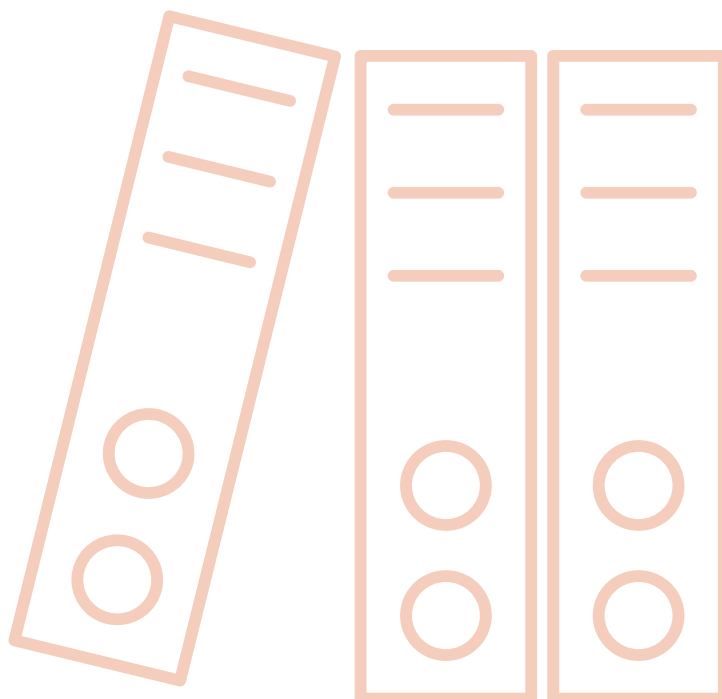### Appendix F. Best Practices for Mobility: Faculty and Students

University / IRO	**SAINT LOUIS UNIVERSITY** *MARY GRACE P. CARRIDO, PHD*
Topic of the Case Study	**WELCOME AND SEND OFF PROGRAMS FOR INBOUND STUDENTS AND STAFF**
Background	Mobility entails orientation of the processes, personnel and culture not only of the university but of the local community.
Implementation	Welcome program is given to inbound students to orient them about enrollment, the physical and social structures of the University, student and staff services as well as local culture. Student organizations and student buddies are introduced and important offices are mentioned. Send off programs are given to the exchange students (physical or virtual) to thank them for their stay in SLU and to have feedback about their stay. The officers who are involved in internationalization are invited to witness the event
Success factors	Inbound and outbound students and staff who are recipients of mobility programs are very grateful about the orientation. This made them able to adapt not only to the culture in the university but also the local culture
Impact / Results / Outcomes	Adaptation of the exchange students in the university. They join the international students' association or different school organizations for immersion in the community.
Conclusions	Adaptation to the culture of the receiving institution is essential for the holistic development of exchange students.

Appendix F. Best Practices for Mobility: Faculty and Students

University / IRO	**SAINT LOUIS UNIVERSITY** *MARY GRACE P. CARRIDO, PHD*
Topic of the Case Study	**PEER BUDDY SYSTEM**
Background	Mobility entails orientation of the processes, personnel and culture not only of the university but of the local community.
Implementation	Peer buddies are assigned to all inbound students. Peer buddies come from the same program or student organization in their school or department in the university
Success factors	Cultural exchange happens and internationalization at home is established
Impact / Results / Outcomes	Adaptation of the exchange students in the university and the local culture. They are knowledgeable of local culture and their culture is shared as well
Conclusions	Adaptation to the culture of the receiving institution is essential for the wholistic development of exchange students and local students.

Appendix G. Best Practices for Agreements

Appendix G. Best Practices for Agreements

University / IRO	**ATENEO DE MANILA UNIVERSITY (ADMU)** *Office of International Relations Rm. 304, 3/F Faber Hall,* *Ateneo de Manila University Katipunan Ave. Loyola Heights, 1108 Quezon City, PHILIPPINES* *Contact number: 8426-6001 loc. 4040*
Topic of the Case Study	**MANAGEMENT OF PARTNERSHIPS AND INTERNATIONAL AGREEMENTS**
Background	*Which was the initial situation / state of the art ?* For universities in the advanced stages of its internationalization programs, some of the partnerships and collaborations are not optimized and sometimes agreements are even overlooked to a point that programs are not implemented. *Which problems did this activity contribute to solve?* ▸ The establishment of multi-faceted linkages seeks to broaden internationalization opportunities from regular student exchange to the following: · faculty collaboration · staff exchange · bespoke enrichment programs
Implementation	*How does the IRO carry out the activity?* ▸ The provision of an umbrella Memorandum of Understanding, Student Exchange agreement, and Study Abroad agreement allowed for ADMU's partner universities to distinguish a suitable partnership given its context and preferred activities ▸ Upon receipt of a partnership invitation from international universities, OIR seeks ADMU's schools / faculty with similar programs as the inviting university to vet and endorse the partnership to ensure that there are real opportunities and the school or department will carry out tapping these possible programs. ▸ ADMU OIR facilitates the establishment and monitoring of the partnership, such as: · The number of exchanges between ADMU and its partner universities · The number of faculty and staff sent to the partner university · Duration of agreement

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Success factors	*Which were the success factors of the activity?* ▶ Before entering into a new agreement, schools / faculty need to endorse a partnership ensuring a buy-in on the part of the academic. ▶ Approaching an agreements' expiration date, ADMU and its partner universities process the renewal of the agreement early on. ▶ New initiatives or action points to increase internationalization efforts through the partnership are proposed and planned
Impact / Results / Outcomes	*Which are the main results (tangible) and outcomes (intangible) of the activity?* Results: ▶ Partnerships are more active, i.e. there are activities and programs with these new partners. ▶ Set mobility numbers are met throughout the duration of the agreement ▶ There is a consistent renewal of partnership Outcomes: ▶ Mutual enhancement of internationalization efforts of ADMU and its partner universities. ▶ Valued global linkages
Conclusions	*Please explain the lessons learned and how this experience would help other IROs* ▶ The commitment of the schools / faculty will help ensure that partnerships are not just signed MOAs / MOUs but real, active partnerships. ▶ Strengthen the quality of global linkages by striving for deeper bilateral linkages. ▶ Broaden goals of "Internationalization in Higher Education" not limiting it to student exchange and study abroad opportunities but explore research, faculty and staff engagement. ▶ Consistently monitor agreements in order to maintain partnerships. Create strategies to ensure that the renewal of partnerships include evaluation of the programs implemented in the previous contract. This will ensure the quality of collaborations and not just the quantity of contracts signed.

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University / IRO	**UNIVERSITY OF SAN CARLOS** *Fr. Eleno P. Bucia, SVD* *Director, Office of External Relations*
Topic of the Case Study	**INTERNATIONAL AGREEMENTS MANAGEMENT**
Background	*Which was the initial situation / state of the art?* ▶ It was difficult to get an institutional insight out of the differently formatted reports by various departments regarding linkages and partnerships ▶ Reactive approach to issues regarding international agreements ▶ Some agreements are not being followed through *Which problems did this activity contribute to solve?* ▶ Better understanding of the state of external relations on an institutional level down to unit level ▶ Ability to utilize such understanding for actionable insights
Implementation	*How the IRO carry out the activity?* ▶ An analysis was carried out in order to understand the data needs of various external agencies ▶ Workshops were conducted to understand the organization's needs when managing international agreements ▶ Workshops were conducted to understand how the external and internal needs are currently addressed by the offices involved ▶ Developing and deploying of the management system for international agreements that integrate with other systems / data in the institution ▶ Populating the system with available data ▶ Constant utilization of the system and continuously improving operational processes
Success factors	*Which were the success factors of the activity?* ▶ Leadership and commitment ▶ Co-production of the management system by the Office of External Relations and the institutional office in-charge for systems design ▶ Actual use of the system

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Impact / Results / Outcomes	*Which are the main results (tangible) and outcomes (intangible) of the activity?* ▸ Visualized information which made it easier for the Office of External Relations to monitor status of agreements and have an oversight of the various agreements pursued by different units in the university ▸ Harmonized and integrated data ▸ Efficient data generation when reporting to regulatory bodies and external quality assurance agencies ▸ Improved traceability of agreements ▸ It enabled the institution to focus and target particular programs / collaborations worth pursuing as anchored on mutuality ▸ It enabled the Office of External Relations to identify more units in the university engaged in local and international agreements; thus opening an opportunity for further process and data harmonization and internal collaboration
Conclusions	*Please explain the lessons learned and how this experience could help other IROs* Data-driven decisions are critical and crucial in ensuring that not only are partnerships and linkages mutually beneficial but more so in ensuring that they are aligned to the overall plans and directions of the university. Afterall, university engagements either locally, nationally, regionally, and globally are intended to support the goal the university wants to achieve. The Office of External Relations (OER) is no exemption from such mandate. While the office facilitates the establishment of linkages and partnerships of the different academic and administrative units or departments with various organizations and institutions, it also takes charge of monitoring the status and progress of these forged agreements. Additionally, they need to process the varied types of partnerships and linkages, diverse terms of references, and widely dispersed locations either nationally, regionally, or globally. Hence, efficiency in the conduct of regular monitoring for timely and responsive interventions is very important. A dashboard that provides an institutional view of these data and a tracking mechanism for the progress of the different agreements essentially serve as an important decision-making tool. Aside from the dashboard, the system allows for an easy search function that can locate the details of specific agreements from its documents down to particular reportorial detail as well as the accountable units or personnel. Hence, fulfilling the obligations set forth in these agreements must be a self-imposed responsibility to the specific unit or department as well as its corollary reportorial tasks. The entire system ultimately ensures the responsibility and accountability of the units/departments/offices that forged the varied agreements. This sends the lesson that linkages and partnerships are forged to mutually benefit the university and the partner organization or institution for both to grow and achieve their respective goals.

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University / IRO	**UNIVERSITY OF THE PHILIPPINES**
	Diliman, Quezon City 1101 Philippines
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	(632)8981-85-00
	Office of International Linkages
	University of the Philippines
	3rd floor South Wing, Quezon Hall
	Diliman, Quezon City 1101 Philippines
	Phone: +632-89818500 local 2543/2544
Topic of the Case Study	**INTERNATIONAL AGREEMENTS MANAGEMENT**
Background	*Which was the initial situation/state of the art?*
	Which problems did this activity contribute to solving?
	As of this writing, the University of the Philippines has linkages with 352 higher education and research institutions in 43 countries. However, not all of these agreements are considered to be active or with ongoing collaborations.
	To ensure that agreements translate to actual exchanges and collaborations, the Office of International Linkages consults with the UP Constituent Universities (CUs) through their respective linkages office or coordinator for any proposed partnerships from local or foreign universities or institutions. In this way, it lessens the instance wherein the partnership was only in paper and translates to exchanges and projects that are mutually beneficial for UP and its partners.
Implementation	*How the IRO carry out the activity?*
	Once our office receives an email from a potential partner institution, we will be forwarding the same to the Constituent Universities (CUs) for their consideration. This is also a way for our office to survey the interests of all departments across our CUs for the proposed partnership.
	Should there be much interest from all CUs, our office will be facilitating and processing the discussion and eventually, the signing of the agreement. However, should there only be one CU that is interested in establishing an agreement, our office endorses it to the interested CU for their processing.

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Implementation	On another hand, in monitoring our agreements, we created a database of all existing agreements implemented at the System-level and at the CU-level. We usually request for internationalization data from the CUs at the end of every academic year which we then collate and use to update our data.
Success factors	*Which were the success factors of the activity?* Through involving all the stakeholders (i.e. the CUs) in this activity, it ensures that all incoming agreements will be active and will translate to actual collaborations. Essentially, once there is an implementing unit that is in charge of a partnership, it will be easier and more effective to disseminate internationalization opportunities to the UP community and monitor activities that actualized from the partnership.
Impact / Results / Outcomes	*Which are the main results (tangible) and outcomes (intangible) of the activity?* Increased exchanges for student and faculty mobility (if applicable) as well as research collaborations and publications. By having active partnership, it also increases the chance of having it renewed and expanded to include more engagements and mutually beneficial exchanges and projects.
Conclusions	*Please explain the lessons learned and how this experience could help other IROs* By having active partners, it will greatly contribute to the improvement of internationalization efforts of a university as it translates to actual results which may provide leverage especially in the international academe. Other IROs who plans to expand their linkages with other institutions, particularly with foreign universities, should also consider that the most successful engagements happen with the interest and commitment of faculty and staff at the unit level (e.g., Departments, Institutes, Colleges) with their international academic counterparts.

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University / IRO	**POLYTECHNIC UNIVERSITY OF THE PHILIPPINES**
	Office of International Affairs
	Email address: internationalaffairs@pup.edu.ph
Topic of the Case Study	**INTERNATIONAL AGREEMENTS MANAGEMENT**
Background	The Philippine Higher Education goals have driven the promotion of international linkages and cooperation programs in higher education institutions. The Polytechnic University of the Philippines beefed up the offered programs to integrate international linkages, memorandum of understanding with foreign higher education institutions and faculty and student exchange programs in their mission, goals and institutional programs.
	The PUP Office of International Affairs envisions that the University will achieve Global Academic Standards and Excellence. This involves a high academic reputation locally and internationally in compliance with the international standards at the same time.
	The Office of International Affairs provides leadership and coordination for all University-wide international activities for coherence and integration of the institution's international linkages.
	At present, the Office of International Affairs ensures the active partnership with international institutions across the globe evident through existing Memorandum of Understanding (MOU) and Memorandum of Agreement (MOA).
	In view of this, the Colleges are taking ownership of the MOA and implementation of MOA stipulations are well monitored.
Implementation	The Office of International Affairs connects with an International institution or vice versa and explores possible partnership / collaboration. This can be discussed through an exploratory meeting which is initiated by either parties.
	During the meeting, these are some areas which can be explored:
	‣ student mobility and faculty mobility (exchange programs)
	‣ online collaboration;
	‣ research collaboration;
	‣ internship programs;
	‣ conduct of webinars/trainings/workshops; and
	‣ other plans for collaboration.

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Implementation	As they agree to enter into an institutional partnership, a Memorandum of Understanding (MOU) can be crafted.
	There is a MOU template which the Office of International Affairs sends to the international institution which agreed on entering an institutional partnership with the University.
	The international institution then reviews and evaluates the MOU template based on their existing policies and guidelines. They may incorporate their suggestions in the MOU draft.
	In some cases, the international institution initiates sending their MOU template to the Office of International Affairs.
	As MOU draft is prepared, a soft copy and a printed copy of the MOU is then submitted to the University Legal Counsel for review.
	The OIA submits draft proposal to partner foreign institution and once the documents are approved by the foreign institution, the OIA submits the MOU draft to the University Legal Counsel.
	Upon review of the Memorandum of Understanding, the University Legal Counsel returns the reviewed MOU to the Office of International Affairs.
	If there are revisions from the University Legal Counsel, the OIA incorporates comments and informs the partner institution.
	If there are no revisions, the University Legal Counsel returns the MOU to the OIA with these instructions:
	▸ Print in eight (8) copies ▸ Return the printed copies to the University Legal Counsel for stamping and affixing of dry seal. ▸ The stamped and dry sealed MOU is then returned to the Office of International Affairs with an endorsement for signature of the PUP officials concerned.
	The Office of International Affairs prepares for the MOU Signing which can be done through:
	▸ CEREMONIAL SIGNING-signatories from both parties are present to sign the document, or ▸ NON-CEREMONIAL SIGNING – one of the parties involved signs first then sends out the signed document to the other party.

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Implementation	A signed copy of the MOU is submitted to the University Board Secretary.
	An Exploratory Meeting is conducted for both parties to have an open discussion to determine common areas and possible activities they would like to implement.
	This is then followed by Collaborative Meeting in which both parties determine the priority areas they would like to implement.
	The concerned colleges are highly encouraged to take ownership of the Memorandum of Agreement. They discuss with their counterparts in the partner institution which activities they would prioritize to implement.
	The concerned college/ department coordinates with the partner institution and discusses what activities they prioritize for implementation. This is then reflected in the draft of MOA.
	Upon review of the Memorandum of Agreement, the University Legal Counsel returns the reviewed MOA to the Office of International Affairs. The OIA informs the concerned college / department.
	If there are revisions from the University Legal Counsel, the OIA coordinates with the concerned college / department to incorporate comments from the University Legal Counsel. The partner institution is also informed for their approval of the revisions.
	If there are no revisions from the University Legal Counsel, the MOA is returned to the OIA with these instructions:
	▶ Print in eight (8) copies ▶ Return the printed copies to the University Legal Counsel for stamping and affixing of dry seal. ▶ The stamped and dry sealed MOA is then returned to the Office of International Affairs with an endorsement for signature of the PUP officials concerned.
	The Office of International Affairs prepares for the MOA Signing which can be done through:
	▶ CEREMONIAL SIGNING-signatories from both parties are present to sign the document, or ▶ NON-CEREMONIAL SIGNING – one of the parties involved signs first then sends out the signed document to the other party.

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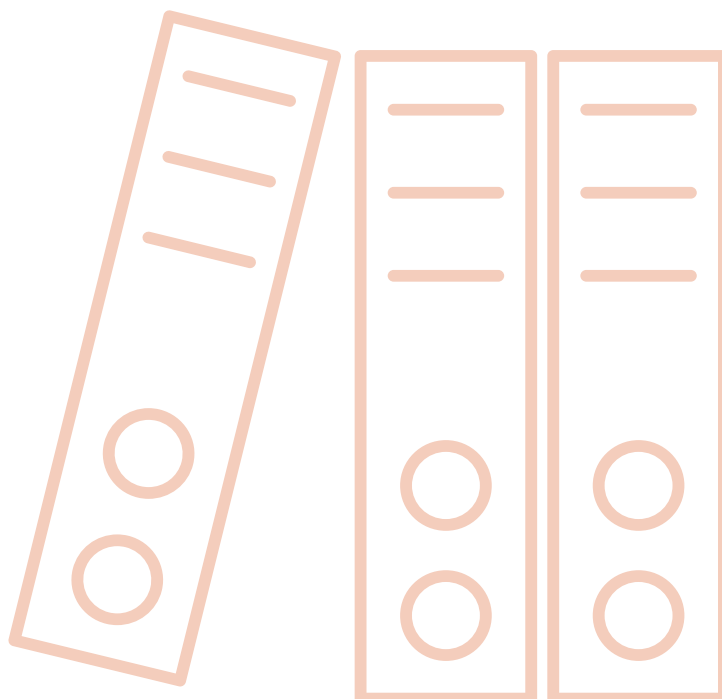
Implementation	A signed copy of the MOA is submitted to the University Board Secretary. The MOA can now be implemented by the concerned / colleges through activities related to the agreement upon approval of the University Officials.
Success factors	The Office of International Affairs monitors the number of MOUs/ MOAs entered into with international communities. Also, monitors the implementation of effective/active agreements on academic and other internationalization activities. The OIA conducts the following to ensure the continuity of internationalization activities: ▶ Monitor implemented projects. ▶ Review concluded projects/ activity for further improvements, suggestions, recommendations / termination. ▶ Prepare an accomplishment report. ▶ Update implemented activities for possible project expansion.
Impact / Results / Outcomes	*Which are the main results (tangible) and outcomes (intangible) of the activity?* The Polytechnic University of the Philippines – Office of International Affairs and its partner institutions ensures that the activities were properly implemented as stated in the Memorandum of Understanding and Memorandum of Agreement. The following are the main results and outcomes of internationalization agreement management: ▶ Number of MOUs/MOAs entered into with international communities. ▶ Number of foreign students who participated in the activities conducted by the University. ▶ Number of foreign students who participated in the activities conducted by the Office of International Affairs.

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Conclusions	In order for any activity to become a success, it is essential that the processing of Memorandum of Understanding and Memorandum of Agreement shall be processed by the respective offices. Also, the responsiveness and assistance between PUP and partner institutions must be maintained.
	The Office of International Affairs actively encourage the colleges, branches, campuses and offices in the University to take ownership of the Memorandum of Agreement. Also, monitor the smooth implementation of the stipulations in the Memorandum of Agreement.
	The support of the University in pushing through with the internationalization activities is very much needed for the smooth operations of the activities conducted.

Appendix H. Best Practices for Developments

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University / IRO	**UNIVERSITY OF THE PHILIPPINES** *Diliman, Quezon City 1101 Philippines* *Quezon Hall, UP Diliman* *Quezon City 1101* *(632)8981-85-00* *Office of International Linkages* *University of the Philippines* *3rd floor South Wing, Quezon Hall* *Diliman, Quezon City 1101 Philippines* *Phone: +632-89818500 local 2543/2544*
Topic of the Case Study	**INTERNATIONAL VISITS MANAGEMENT**
Background	*Which was the initial situation/state of the art?* *Which problems did this activity contribute to solving?* Through international visits, both parties are able to discuss possible partnerships and collaboration, as well as broaden partnerships to involve more areas of collaboration. Aside from this, it also gives the opportunity for the host university to promote its flagship programs and advocacies that may be aligned with the objective of the visiting university.
Implementation	*How the IRO carry out the activity?* For proposed collaborations, prior to the actual visit, our office coordinates with the visiting university if they have any specific departments they wish to meet. If the meeting is just an exploratory meeting, our office will determine possible units that might be interested in the partnership. Once identified and coordinated with the visiting university, an invitation will be sent to the unit to join the meeting or the visit to further explore possible collaborations. The same practice is also done with existing partnerships unless they have a specific objective for their visit. Usually, these visits come as a delegation and we always invite UP counterparts of those who are part of the delegation. As far as schedules and logistics are concerned, our office keeps track of visit requests to ensure that there's no overlap and that ample time is given per visit in terms of preparation, actual visit, and even post-visit requirements. Our office created a checklist of requirements that we use to make sure that all necessary arrangements are made.

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Appendix H Best Practices for Developments

Success factors	*Which were the success factors of the activity?*
	With all international visits, the success factor will be establishment of an agreement or collaboration through mobility exchanges, research works or mutually beneficial projects and initiatives.
Impact / Results / Outcomes	*Which are the main results (tangible) and outcomes (intangible) of the activity?*
	By determining the possible implementing units for the visit, it ensures that should the proposed partnership be pushed through, there will be actual units who will carry out the activities from the said visit or through an agreement.
	The same is true even for existing partnerships as it will ensure that the partnership remains active with ongoing collaborations. It also gives the opportunity for the collaboration to expand and involve more units from different campuses as much as possible.
Conclusions	*Please explain the lessons learned and how this experience could help other IROs*
	International visits give the opportunity for the host university to promote its specializations, flagship programs, and advocacies. Hence, it is of utmost importance that arrangement of such visits were done with utmost attention to detail.
	Most importantly, for a partnership to bear fruit or remain active with possibilities of cooperation in other areas, it is essential that there are implementing units who will be committed to carry out the activities and collaborations with their international academic counterparts.

University / IRO	**SAINT LOUIS UNIVERSITY**
	MARY GRACE P. CARRIDO, PHD
Topic of the Case Study	**CULTURE EXCHANGE THROUGH THE INTERNATIONAL TEAHOUSE OF SLU**
Background	Cultural exchange is a necessary element of mobility.
Implementation	An International teahouse was set up in the office of the IRO of the university where local students and international students can have activities together
Success factors	International students have a place to do their meetings and activities. Local students can be invited and can participate
Impact / Results / Outcomes	Adaptation of the international students in the university. They join the international students' association and feel accepted by SLU.
Conclusions	Adaptation to the culture of the receiving institution is essential for the wholistic development of exchange students.

Appendix H. Best Practices for Developments

University / IRO	**BENGUET STATE UNIVERSITY** *International Relations Office* *Third Floor Landbank Building* *BSU Compound, Km.5 La Trinidad Benguet* *Email: ir.office@bsu.edu.ph* *FB: BSU Iro* *Telephone: 074-619-80-97*
Topic of the Case Study	**IRO MANAGEMENT STRUCTURE**
Background	Previously, the Benguet State University had the International Relations Office under its University Public Affairs Office, with a few designated personnel, and no explicit budget allocation of its own. Under this setup, IRO activities are limited and less pro-active. Also, it was difficult to ensure that all international activities are coordinated with the IRO.
Implementation	IRO was created as a separate unit under the Office of the President. A separate Director for the unit was designated. An administrative aide was hired specifically for the unit. Each college had a faculty or staff designated as a focal person on internationalization (not necessarily with equivalent teaching load). A budget was allotted to the IRO.
Success factors	▸ Even in small universities, IRO should be a separate unit with assigned personnel and allotted budget ▸ Assigning of focal persons on internationalization for each academic college and sector
Impact / Results / Outcomes	Main Results ▸ More and more visible internationalization activities ▸ More pro-active planning and implementation of internationalization in the university ▸ Improved coordination of international activities within the university ▸ Improved network of BSU with other IROs/CHED Outcomes ▸ Increased awareness on HEI internationalization among faculty members and staff ▸ Increased appreciation on the role of HEI internationalization in the university ▸ Increased visibility of BSU in international HEI networks
Conclusions	▸ A university needs to have an IRO managed by a director with focal persons on internationalization from each college or at least from its major colleges or sectors. ▸ BSU experience provides evidence that a university needs to invest in its internationalization effort to achieve outcomes

Appendix

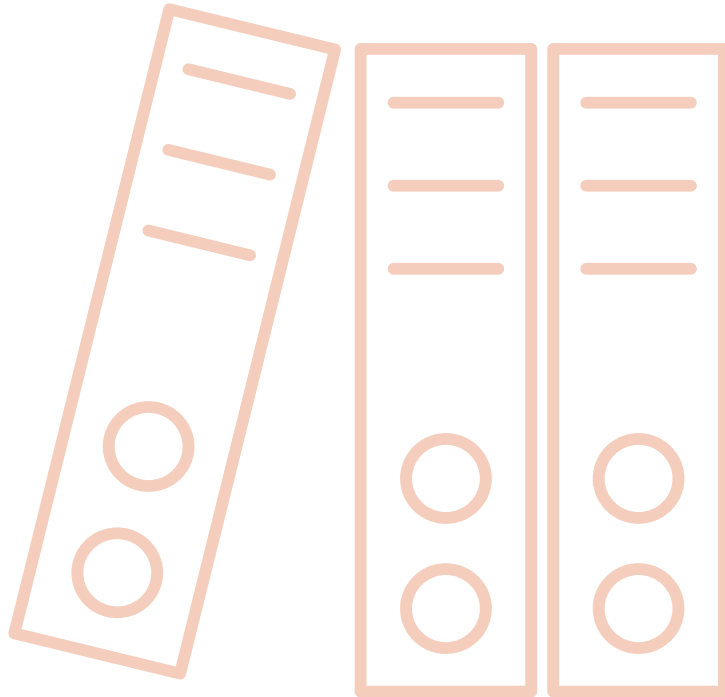## Appendix H Best Practices for Developments

University / IRO	**BENGUET STATE UNIVERSITY** **INTERNATIONAL RELATIONS OFFICE** *Third Floor Landbank Building* *BSU Compound, Km.5 La Trinidad Benguet* *Email: ir.office@bsu.edu.ph* *FB: BSU Iro* *Viber:* *Telephone: 074-619-80-97*
Topic of the Case Study	**INTERNATIONAL VISITS MANAGEMENT**
Background	The Benguet State University aims to expand partnerships with higher education institutions and research and development organizations overseas. Attracting international visitors to discuss or implement partnership agreements entail actual exposures to the University and the Filipino people. How the visitors are received and treated will provide positive or negative signals that may affect negotiations and future relationships. Hence, it is imperative that international visitors be accorded with the same or even better treatment that a University constituent is expected to receive in similar circumstances. Protocol considerations for international visitors was crafted for visits that will be made to the university by interested individuals and groups from foreign lands.
Implementation	*How the IRO carry out the activity?* International visit management is carried out into four main steps. These are pre-visit planning and preparation, actual visit management, and post-visit wrap up. The following flowchart shows the general protocol in receiving international visitors.

Success factors	*Which were the success factors of the activity?* ▶ Availability of BSU stakeholders during the visit ▶ Availability of facilities and transportation ▶ Planned itinerary of travel for the visitors ▶ Approval of funding from the BSU administration
Impact / Results / Outcomes	*Which are the main results (tangible) and outcomes (intangible) of the activity?* Main results ▶ Efficient coordination and facilitation of visit/meetings to BSU stakeholders with foreign visitors ▶ Excellent rating in client feedback form (visitors) Outcomes ▶ Created an avenue for discussion and negotiation of possible linkages with academic programs, research and extension and broadening it to an international context ▶ Increased international visibility
Conclusions	Please explain the lessons learned and how this experience could help other IROs Lessons learned for international visit management of BSU IRO ▶ Efficient pre-visit planning is important to avoid oversight during the actual visit. ▶ Clear communication as well as clarified purpose of the visit with the foreign visitors will prepare both parties discussions on commitment and obligations in the establishment of linkage

Appendix I.   Best Practices for Marketing and Communication

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University / IRO	**UNIVERSITY OF THE PHILIPPINES**
	Diliman, Quezon City 1101 Philippines *Quezon Hall, UP Diliman* *Quezon City 1101* *(632)8981-85-00* *Office of International Linkages* *University of the Philippines* *3rd floor South Wing, Quezon Hall* *Diliman, Quezon City 1101 Philippines* *Phone: +632-89818500 local 2543/2544*
Topic of the Case Study	**COMMUNICATION AND SOCIAL MEDIA IN IROS**
Background	*Which was the initial situation/state of the art?* *Which problems did this activity contribute to solving?* Information dissemination for internationalization programs and activities through traditional means, such as office memos, official emails, and others was not reaching enough audience. Social media presence and regularly introducing publicity content for the IRO are more effective, since most of the stakeholders are Facebook users. This improved participation in the internationalization activities of the university.
Implementation	*How the IRO carry out the activity?* The Office of International Linkages launched the official Facebook Page of the IRO to better reach students and interested participants for its internationalization programs. Regularly, the Office revitalizes its presence by launching social media campaigns to entice additional following.
Success factors	*Which were the success factors of the activity?* More students and other UP stakeholders nowadays heavily rely on social media for updates on recent internationalization activities and programs of the IRO Dissemination of information for internationalization activities and programs through the social media account became instantaneous and inquiries are easily facilitated due to the messaging function of the Facebook Page

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Appendix I Best Practices for Marketing and Communication

Impact / Results / Outcomes	*Which are the main results (tangible) and outcomes (intangible) of the activity?* A greater participation rate in all internationalization programs was observed compared to those programs and activities, which were not disseminated on the OIL Facebook Page. A closer relationship and enhanced engagements between the students and the IRO were observe, since both parties can easily leave inquiries in the messaging function of the Facebook Page. Overall, the Facebook Page served as an effective tool for UP OIL to better enhance its client satisfaction rating
Conclusions	*Please explain the lessons learned and how this experience could help other IROs* By being able to utilize social media to reach targeted audiences and clients, UP-OIL was able to provide information on programs and events, and at the same time answer pertinent inquiries. Faced with challenges on participation, other IROs can effectively revitalize their public presence by using social media as a tool.

University / IRO	**SAINT LOUIS UNIVERSITY** *MARY GRACE P. CARRIDO, PHD*
Topic of the Case Study	**WEBSITE AND FACEBOOK ACCOUNT FOR INTERNATIONALIZATION**
Background	The international partner universities need to be informed about the internationalization programs of the university. International students would have an online platform for highlighting activities and programs.
Implementation	Setting up of a website and other social media sites (Facebook, Instagram, Twitter)
Success factors	Internationalization programs and projects are disseminated, not only to the SLU community but also to international partner universities, providing a global window for SLU.
Impact / Results / Outcomes	Engagement of international students and local students in terms of support and participation in the activities. Information about internationalization is known by the other universities.

Appendix I. Best Practices for Marketing and Communication

Conclusions	The websites and other online social platforms of the university increases its global presence and it will assist the IRO in highlighting programs and projects of the university

University / IRO	**BENGUET STATE UNIVERSITY** INTERNATIONAL RELATIONS OFFICE *Third Floor Landbank Building* *BSU Compound, Km.5 La Trinidad Benguet* *Email: ir.office@bsu.edu.ph* *FB: BSU- International Relations Office* *Telephone: 074-619-80-97*
The topic of the Case Study	**COMMUNICATION AND SOCIAL MEDIA IN IROS**
Background	*Which was the initial situation/state of the art?* *Which problems did this activity contribute to solve?* Information dissemination and information access were challenges for the BSU-International Relations Office in the previous years. An email was commonly used to communicate and circulate information. The asynchronous communication in emails most of the time causes delays and sometimes no feedback. Often, the distribution of documents and the process is time-consuming for the staff of the office. Moreover, the roles and services of the International Relations Office were not clearly defined to some of the university's constituents. Only a few were aware that such an office exists. IRO depends on the University Public Affairs Office to document and publish their activities. Another challenge was access to information. The IRO relies on partners' emails and visiting their websites to stay updated.

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Appendix I Best Practices for Marketing and Communication

Implementation	*How the IRO carry out the activity?* The initiative to create several accounts on various social media platforms helped in the challenges faced. Facebook, Viber, and Whatsapp were a few of the chosen platforms to establish online visibility. In this manner, the IRO can be contacted easily. Following the policy of the University Public Affairs Office, the accounts and pages were registered. Facebook remains to be one of the relevant social media platforms in the Philippines. With the creation of the account. IRO posts news, updates, calls, and scholarship opportunities. It has also helped in documenting activities of the office to bring awareness of the services offered by the office. Viber and Whatsapp accounts were created for international partners to easily contact the office. It has also given a broader perspective on access to information. Following the partners' pages helped in being updated. It also helped the IRO generate ideas through witnessing some of the partner's best practices. Another good communication practice is the designation of IRO focal persons in every college/institute and units of BSU. In this manner, contact persons are identified. IRO orients them about international relations and they are tasked to act as representatives of the IRO to their respective units. They are responsible for information dissemination of calls and opportunities abroad. Further, they also report international activities and initiatives of their units.
Success factors	*Which were the success factors of the activity?* Asynchronous and synchronous communication in social media makes it possible to provide information broadly. Low cost and greater speed of communication. Interested students are not intimidated in communicating their concerns and clarifications.
Impact / Results / Outcomes	*Which are the main results (tangible) and outcomes (intangible) of the activity?* Social media have been very helpful in information dissemination and advocacy of International Relations. Ease of communication and the visibility of the office are some of the tangible results of the creation of social media accounts. Interests of students, faculty and non- teaching staff on international engagements have increased since. Students and faculty members were not intimidated by asking queries since they are comfortable using the platform. The office was able to get feedback from the clients easily.

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Appendix I. Best Practices for Marketing and Communication

Conclusions	*Please explain the lessons learned and how this experience could help other IROs* Utilizing social media helps IROs to perform tasks productively. It was observed that protocols must be established as a guide for content creation. Though social networking sites are great in reaching people and communicating, it is still advised that IROs have their websites. Social networking sites are great tools in branding and marketing but websites provide detailed and comprehensive knowledge management tools.

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INTERNATIONALISATION OF HIGHER
EDUCATION IN THE PHILIPPINES

IRO Management Guide for Philippines HEIs

2021

Ateneo de Manila University
Benguet State University
Central Luzon State University
Commission on Higher Education
De La Salle University
Mindanao State University-IIT
Polytechnic University of the Philippines
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University of San Carlos
University of the Philippines
Xavier University