ANTENA

INTERNATIONALISATION OF HIGHER
EDUCATION IN THE PHILIPPINES

Internationalization of Higher Education
Institutions in the Philippines

NEEDS ANALYSIS REPORT

October 22, 2019

ANTENA NEEDS ANALYSIS REPORT
ON THE INTERNATIONALIZATION OF HIGHER EDUCATION INSTITUTIONS IN THE PHILIPPINES

Project number
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Internationalization of Higher Education in the Philippines- ANTENA

Needs Analysis Report on the Internationalization of Philippines HEI
Prepared by
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Internationalization Survey for Higher Education Institutions of the Philippines
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PROJECT PRESENTATION

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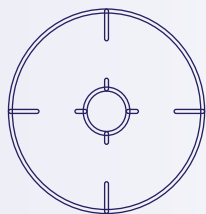**Higher Education – International Capacity Building**

Key Action 2
Cooperation for innovation and the exchange of good practices –
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Project logo

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Main objective

The main objective of the ANTENA project is to increase the academic quality and research of universities in the Philippines through the development of internationalisation capacities.

1. Consolidate Internationalisation structures, International Relations Offices: improve the Philippines credit recognition. system, international research activities and ensure academic mobility.

2. Build human capacities of HEIs through training activities.

3. Accompany CHED governance reforms: quality, reputation, international academic community and international cooperation.

4. Enhance international networking through strategic actions: accelerate national and global inter-university research collaboration.

Partners

- University of Alicante, Spain
- Ateneo de Manila University, Philippines
- Benguet State University, Philippines
- Central Luzon University, Philippines
- Commission on Higher Education, Philippines
- De La Salle University, Philippines
- EFMD AISBL, Belgium
- Mindanao State University-Iligan Institute of Technology, Philippines
- Polytechnic University of the Philippines
- Saint Louis University, Philippines
- University of Montpellier, France
- University of San Carlos, Philippines
- University of the Philippines System, Philippines
- Xavier University, Philippines

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1.

INTRODUCTION

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Commission on Higher Education – International Affairs Staff (Philippines)

1.1. INTERNATIONALIZATION OF PHILIPPINE HIGHER EDUCATION INSTITUTIONS

In the light of greater globalization and intensifying ASEAN integration, the Policy Framework on the Internationalization of Philippine Higher Education (CMO 55 s. 2016) was issued by the Commission on Higher Education (CHED), to provide guidance and focus on the Philippine higher education sector's internationalization efforts. The policy framework covers more specific policies relevant to internationalization—both internationalization at-home and cross-border. These policies are guided by principles enshrined in the 1987 Philippine Constitution that upholds the promotion of national interest and non-diminution of our national sovereignty.

As espoused in the policy framework, internationalization of higher education involves the integration of international and intercultural dimensions to the purpose, functions, and/or delivery roles of higher education institutions (HEIs). It further involves a process of interchange of higher education between nations, between national systems of higher education, and between institutions. It is the expansion of higher learning within and beyond national borders and centers of scholarly studies (Article III, Section 1, CMO 55 s. 2016).

For the sector, internationalization 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. The long-term imperative is to build and strengthen a knowledge-based society, which can be achieved by upgrading of the quality of Philippine HEIs through academic and knowledge transfer outcomes. Ultimately, attainment of these goals will contribute to the strengthening of the ASEAN Identity and Community and mold the next generation of global citizens.

As of 2019, government-to-government and institutional agreements have increased to 54 and 1,042, respectively. Mobility has also continued to thrive as evidenced by the increase in inbound students in the Philippines

and the expansion of Philippine membership in various exchange platforms in the region that cater to students, faculty, staff, and researchers. Various programs, projects, and activities available to higher education stakeholders are aimed at ensuring the availability of opportunities that does not simply promote mobility, but also contributes to research, quality assurance, and the strengthening of the regional higher education space.

Furthermore, the Philippines saw the recent passage of two landmark legislations foreseen to be positively influenced by greater internationalization: Republic Act 10931, or the Universal Access to Quality Tertiary Education Act, and RA 11448, or the Transnational Higher Education Act. Internationalization supports the implementation of RA 10931—the country's most significant social justice legislation to date—by paving the way towards quality learners, programs, and qualifications. Accessible and quality education is hoped to contribute to the generation of knowledge and innovation in the country. On the other hand, RA 11448 is aimed at expanding access to education through increased partnerships between local and foreign universities. Internationalization is expected to directly impact, and be affected by, the implementation of this law.

1.2. INTRODUCTION TO THE ANTENA PROJECT

The Republic of the Philippines is the second most populated of the ASEAN countries with a forecast as the 10th most populated country in the world in 2045. Furthermore, according to the Philippines Government, the country lags behind many of its ASEAN neighbours in producing knowledge builders, researchers, innovators, job creators, solutions seekers and providers needed to effectively function in a knowledge economy.

The Commission on Higher Education stressed the need for **Higher Education Institutions** to be responsive to **international challenges** as it affects the regional and global competitiveness of the Philippines. Indeed, in order to accompany the socioeconomic development, there is an urgent need to accelerate **human capital development** and commit to the **internationalisation**

of Higher Education. Therefore, in 2016 the CHED developed a Policy Framework and Strategies on the Internationalisation of the Philippines Higher Education in order to encourage HEIs to pursue their **international strategy.**

The current state of the art is that the country is only warming up to internationalisation. There are several problems that cause the low level of internationalisation of Philippines HEIs. Thus, capability building is essential and the ANTENA project will improve **management and internationalisation** of higher education institutions, including the **Philippines credit recognition system**, **international research activities** and **academic mobility**.

From meetings and discussions with the partner institutions, it is clear that, institutionally speaking, International Relations (or, IRR) has not been a priority for them until now, nor has it been treated as a strategic process. The IRO or, Cooperation Office in the Philippines is usually a small structure, dealing mainly with outgoing students and the few incoming, if any exist at all (with some exceptions). On average, there are one or two staff members dealing with IRRs, and it is not uncommon for the staff members to be also dedicated to either teaching or other administrative tasks at the same time.

The ANTENA consortium has identified various problems that cause the low level of internationalisation of Philippines HEIs: lack of specialised staff in IRR, unbalanced mobility flows with regards to students and academic staff, lack of internationalisation strategies, difficulties regarding the recognition of credits/titles, lack of international networking, etc. The ANTENA project will focus basically on 2 crucial issues, a macro-level problem and a micro-level problem. The micro-level or institutional challenge is the lack of specialised staff in IRR, which is an impediment to the progress of the Philippines universities in the internationalisation process. The macro-level or national problem is related to improving the Philippines credit recognition system and international research activities, which will ensure seamless academic mobility. Other identified problems will be also considered, basically as consequence of the synergies coming from tackling those challenges.

Objectives of the ANTENA

ANTENA is a capacity building cooperation project co-funded by the Erasmus+ program of the European Commission. With high innovation potential for it shall:

1. Increase **inter-institutional cooperation** and **sharing of good practices** via the needs analysis and **Institutional Building**
2. Strengthen **Internationalisation of Higher Education System** through the promotion of HEIs governance reforms
3. Enhance **managerial and administrative staff capacities** in dealing with internationalisation issues
4. Establish an **Internationalisation National Network,** the ANTENA Network
5. Increase **public awareness** and **understanding** of Internationalisation within Higher Education Institutions

The main objective of the ANTENA project is to increase the **academic quality and research** of **universities** in the **Philippines** through the development of **internationalisation capacities.**

a. Consolidate **Internationalisation structures, International Relations Offices**: improve the Philippines credit recognition system, international research activities and ensure **academic mobility**
b. Build **human capacities** of HEIs through training activities
c. Accompany CHED **governance reforms:** quality, reputation, international academic community and international cooperation
d. Enhance **international networking** through strategic actions: accelerate national and global inter-university research collaboration

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Composition of the ANTENA

The ANTENA project is composed by 10 HEIs from the Philippines and CHED, and 3 European partners:

- Ateneo de Manila University, Philippines
- Benguet State University, Philippines
- Central Luzon State University, Philippines
- Comission on Higher Education (CHED), Philippines
- De La Salle University, Philippines
- Mindanao State University Iligan Institute of Techonology, Philippines
- Polytechnic University of the Philippines, Philippines
- Saint Louis University, Philippines
- University of San Carlos, Philippines
- University of the Philippines System, Philippines
- Xavier University, Philippines

- University of Alicante, Spain as **Coordinator**
- European Foundation for Management Development (EFMD AISBL), Belgium
- Université de Montpellier, France

Other actors can participate and benefit from ANTENA project, in particular:

- Top-level management and administration staff from the CHED
- Top-level management staff and university leaders from participating institutions: Presidents, Vice-Presidents, Deans and others
- Teaching and administrative staff and students from the ANTENA universities
- Staff from other University IRRs/units involved in supporting international activities
- Local and regional Higher Education community

ANTENA Network is open to all HEIs in the Philippines.
Join the ANTENA Network!

1.3. THE NEEDS ANALYSIS SURVEY

The ANTENA consortium has identified various problems that cause the low level of internationalization of Philippines HEIs: lack of specialized staff in the office of international relations (IRR) , unbalanced mobility flows with regards to students and academic staff, lack of internationalization strategies, difficulties regarding the recognition of credits/titles, lack of international networking and others.

The ANTENA project focuses on two (2) crucial issues, a macro-level problem and a micro-level problem. The micro-level or institutional challenge is the lack of specialized staff in IRR, which is an impediment to the progress of the Philippines universities in the internationalization process. The macro-level or national problem is related to improving the Philippines credit recognition system and international research activities, which will ensure seamless academic mobility. Other identified problems will be also considered, basically as consequence of the synergies coming from tackling those challenges.

To gather updated data on internationalization within the Philippine higher education institutions, the ANTENA consortium created the needs analysis survey, *Internationalization Survey for Higher Education Institutions (HEI) of the Philippines.* The survey also provided a deeper understanding of the various problems that cause the low level of internationalization of Philippine HEIs.

1.3.1. OBJECTIVES OF THE SURVEY

The objectives of the needs analysis survey, *Internationalization Survey for Higher Education Institutions (HEI) of the Philippines* are:

- To gather and present an updated data on internationalization of Philippine Higher Education.

- To assess the main barriers to internationalization of Philippine HEIs, specifically, barriers related to credit recognition, international mobility of students, academic staff and non-academic staff/administration and international research collaboration.

The data gathered in the survey is analyzed and summarized in this report and will serve as inputs for the next activities of the ANTENA project such as roundtable discussions, creation of training modules for IRR personnel, conferences, networking and others.

1.3.2. OUTLINE OF THE SURVEY

The *Internationalization Survey for Higher Education Institutions (HEI) of the Philippines* includes the following:

I.   General Information

    A. The Higher Education Institution (HEI)

    B. Internationalization

II. Internationalization Goals, Objectives and Programs

III. Mobility Programs

    A. Management of Mobility Programs

       Student /Faculty/Staff Mobility

    B. Credit Recognition and Transfer

    C. International Research Collaboration

    D. Communication and Visibility

IV. Partnership Agreements

V.   Financial Management

VI. Case Documentation of the HEI's most Successful International Program

The survey has different types of questions. These are:

Yes/No	Multiple choice	Open/ Ended	Requires uploading of Document

Examples of survey questions:

1. Is internationalization a priority of your institution? (YES/NO)
2. What are three significant benefits of internationalization for your institution? (Choose from a list)
3. Based on your answer in the previous question, describe in detail the difficulties and barriers encountered in relation to credit transfer (Open-ended).

4. Upload the institutions Organizational Chart indicating the Office of International Relations.

1.3.3. METHODOLOGY

The Ateneo de Manila University lead the ANTENA Consortium in crafting the *Internationalization Survey for Higher Education Institutions (HEI) of the Philippines.* The survey was developed in collaboration with all the partners in the consortium. They were given an opportunity to comment and provide suggestions for improving the survey.

The survey was made available online at https://www.esurveycreator.com/s/a008168

Through a memo from CHED-IAS, universities all over the Philippines were invited to answer the online survey.

To help boost the number of respondents, ANTENA Project Survey Regional Meetings were organized by CHED - IAS with Ateneo de Manila University. These were held in

1) Polytechnic University of the Philippines, Sta. Mesa, Manila, 19 June 2019,
2) Central Luzon State University, Science City of Muñoz, Nueva Ecija, 25 June 2019,
3) Mindanao State University - Iligan Institute of Technology, Iligan City, 28 June 2019.

The online survey was made available from April 15 to July 31, 2019. A total of 108 HEIs answered the survey from as far north in Apayao province (Apayao State College) to as far south in Tawi-Tawi (MSU - Tawi-Tawi College of Technology and Oceanography).

Results from selected questions in the survey are given in the next chapter.

Limitations of the Study

Compared to the number of higher education institutions in the Philippines, there is a small number of respondents to the survey. However, the respondents are good representatives of the universities in the country with existing internationalization programs, of varying levels of development, as defined by CHED (Article IV, Section 8, CMO 55 s. 2016). Moreover, there is enough variation across geographic regions and size to merit the consideration of various themes related to internationalization.

Interviews with various stakeholders from participating Philippine higher education institutions could have helped the study. However due to time and resources constraints, validation interviews were not possible.

1.4. THE RESPONDENTS

There were 108 respondents to the survey. There were 20 universities from the National Capital Region (NCR), 47 from Luzon, 13 from Visayas and 28 from Mindanao. Of the 108 universities, 57.4% are state universities and 42.6 % are private universities.

In these universities, the survey was answered by the head of International Relations Office (IRO), academic official or head of international/external affairs or a team composed of these administrators and others.

TABLE 1. Number of universities who participated in the survey

	NCR	Luzon	Visayas	Mindanao	Total
State University (SUC)	6	25	11	20	62
Private University	14	22	2	8	46
Total	20	47	13	28	108

A complete list of Philippine HEIs who answered the survey can be found in Annex 1.

2.

RESULTS OF THE SURVEY
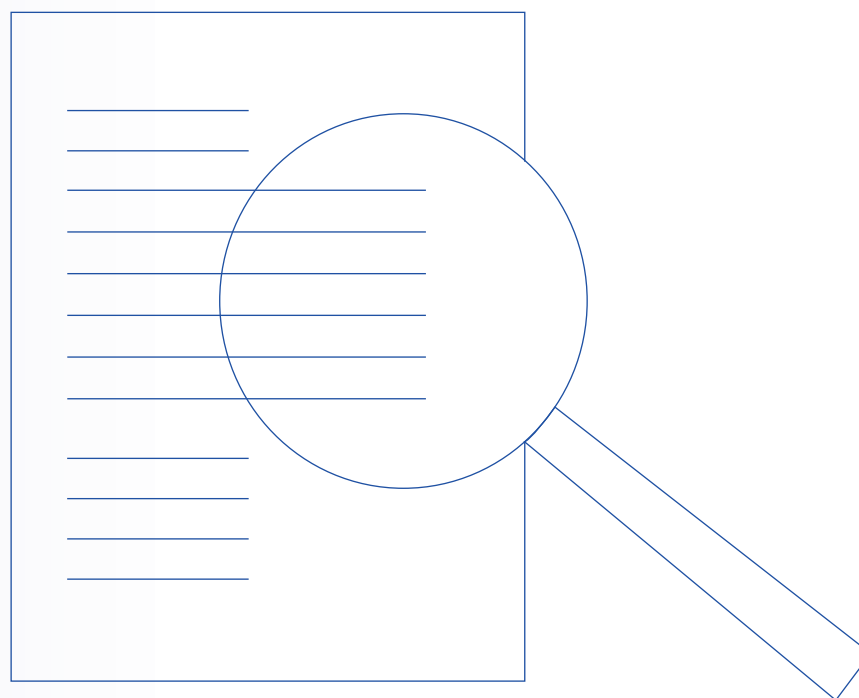
Majority of the respondents (84%), claimed that their institution is prioritizing internationalization. Among the respondents, 10 (or 9.26% of the respondents) said that internationalization is not a priority of their institution and 1 (or 0.93% of the respondents) does not know if internationalization is a priority of their institution.

When asked about the level of importance of internationalization for the leadership of their institution, a good majority of the respondents, 66 (or 61.11% of the respondents), said that internationalization is highly important for the leadership of their institution while 26 (or 24.07% of the respondents) labeled the importance of internationalization as medium and 9 (or 8.33% of the respondents) labeled the importance of internationalization as low.

International Relations Office

Of the 108 universities, 98 stated that there is an office responsible for internationalization. While seventy universities have an Office of International Relations, three universities stated that the Office of the President is the one responsible for internationalization and twelve said that the Office of the Vice President for Academic Affairs is the one responsible for internationalization.

2.1.1 INTERNATIONALIZATION STRATEGIC PLAN

Approximately, 59% of the respondents stated that they have written up their internationalization strategic plan to meet its goals while 17% said that they have not written up their internationalization strategic plan just yet.

For most of the respondents, the International Affairs Office is said to develop the internationalization strategic plan. Other responses were: Office of the President and Internationalization Committee.

TABLE 2. OFFICE WHO DEVELOPED THE INTERNATIONALIZATION STRATEGIC PLAN

Which office/group in the HEI developed this plan?		
Answer Options	Response Percent	Response Count
International Affairs Office	28.70%	31
Office of the President	11.11%	12
Internationalization Committee	5.56%	6

Aside from these responses, some respondents answered the Office of Academic Affairs, External Relations Department, and Linkages Office.

With regards to when was the most recent internationalization strategic plan written, 40 (37%) respondents said that theirs were written between one and three year ago and 11 (10.19%) of the respondents said that theirs were written between three and five years ago. Only 13 (12.04%) of the respondents have their written plan updated over the past 12 months.

CHART 3. NUMBER OF YEARS COVERED BY THE INTERNATIONALIZATION STRATEGIC PLAN
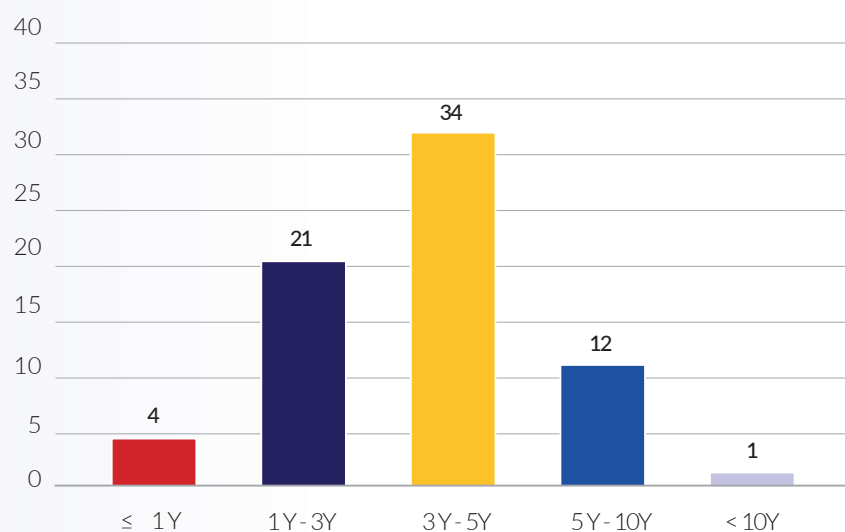
Most of the internationalization strategic plans written by the institutions cover periods ranging from 3 to 5 years (47%), while 29% of institutions of written plans covering periods from 1 to 3 years of length, and a number of institutions of internationalization strategic plans covering more than 5 years (18%), while only 4 institutions have plans covering periods of lengths of less than a year.

Out of 71 respondents, majority of the institutions (53%) review and revise their plans every year while a certain number of institutions revise their plans every three (14%) or five years (3%). There is a significant number of institutions (21%) who have not been revising their strategic plans.

For fifty institutions, revisions of their strategic plans are initiated by the Office of International Relations Head, while the Office of the President presides over revisions in 13 institutions. Eight institutions have an Academic Affairs Office that oversees the revisions while another eight place their council of deans or board of directors in-charge of the strategic plan revisions. Three institutions have no initiator to revising their strategic plans.

2.1.2 BENEFITS AND RISKS OF INTERNATIONALIZATION

Institutions have different perceptions on the benefits of internationalization. In the survey, the respondents were asked to select three significant benefits of internationalization on their institution. The most common benefit among the respondents is the enhanced international cooperation (47.22% of the respondents). The next two most common benefits are: increased international networking by faculty and researchers (37.96%) and strengthened institutional research and knowledge production capacity (31.48%). These two benefits are directly tied to research and other scholarly works.

One-third of the respondents said that internationalization helps their institution strengthen their research. Some respondents added that developing the research outputs of their institutions will in turn also help the institutions to be globally recognized in the future.

Aside from research, equally important benefit of internationalization for institutions are improving the employability of their graduates and improving the quality of teaching.

TABLE 4. BENEFITS OF INTERNATIONALIZATION

What are three significant benefits of internationalization for your institution?		
Answer Options	**Response Percent**	**Response Count**
Enhanced international cooperation	47.22%	51
Increased international networking by faculty and researchers	37.96%	41
Strengthened institutional research and knowledge production capacity	31.48%	34
Improved graduate employability	30.56%	33
Improved quality of teaching and learning	30.56%	33
Opportunity to benchmark/compare institutional performance within the context of international good practice	23.15%	25
Institutional Capacity building	19.44%	21
Enhanced prestige/profile for the institution	14.81%	16
Increased international awareness of global issues by students	9.26%	10
Increased/diversified revenue generation	6.48%	7
Enhanced internationalization of the curriculum/ internationalization at home	4.63%	5
Deeper engagement with global issues by students	4.63%	5

While there are benefits on internationalization, institutions consider some risks on seeking international opportunities. When asked about what they think are the potential risks of internationalization for their institution, the most common response among the respondents is the risk of international opportunities being accessible only to students with financial resources, with 84 (or 77.78% of the respondents) saying that they see this as a potential risk. International opportunities are quite costly especially for students and faculty who are earning just enough to support their needs. Furthermore, some international institutions do not offer scholarships or grants and so, more often than not, only students, faculty members and staff with financial resources can benefit from international opportunities.

Furthermore, 51 (47.22%) of the respondents said that they see unequal sharing of benefits of internationalization amongs partners as a potential risk. When asked to explain further, a number of respondents answered that is they perceive that foreign institutions have set standards for their partner institutions. They added that there is a risk that some Philippine HEIs will not be able to meet the standards and so the same universities in the country who meet the high standards set will benefit from the invitation for partnership.

The third and fourth most common risks are concerns on the overemphasis on internationalization. There are 47 (43.52%) respondents who said that there is a risk that institutions might overemphasize internationalization at the expense of other priorities of importance for staff and students and lastly, 42 (38.89%) of the respondents said that there is a risk that institutions are only pursuing internationalization because of the prestige.

2.1.3 EXTERNAL DRIVERS FOR INTERNATIONALIZATION

Some institutions are pursuing internationalizations because of certain drivers. In the survey, respondents were asked about some external and internal drivers of internationalization in their institution.

TABLE 5. EXTERNAL DRIVERS FOR INTERNATIONALIZATION

What are the key external drivers of internationalization at your institution?		
Answer Options	Response Percent	Response Count
International Accreditation	58.33%	63
Government policy (national / state / province / municipal)	51.85%	56
International Education Networks (I.e. AUN, SHARE, AIMS, etc)	49.07%	53
Business and industry demand	47.22%	51
Regional policies (for instance, EU, ASEAN, OAS)	45.37%	49
Demand from foreign higher education institutions	38.89%	42
National Rankings	38.89%	42
International rankings	37.96%	41
Global Demographic trends	37.04%	40
Need to generate revenue	18.52%	20
International Competition	16.67%	18

The most common external driver among the respondents is the international accreditation with 63 (or 58.33% of the respondents) saying that this is one of the external drivers that push them to pursue internationalization. Majority of the respondents want their programs to be globally recognized that is why they are pursuing for internationalization.

A further 56 (51.85%) of the respondents said that one of the external drivers that push them to pursue internationalization is because of government policies. This means that the government and the Philippine higher education policy play a very important role in influencing the growth of internationalization in the universities. The next most common external drivers among the respondents are also related to policies but this time from regional policies such as those of the European Union, Association of Southeast Asian Nations (ASEAN) and Organization of American States (OAS).

2.1.4. INTERNATIONALIZATION PROGRAMS

In terms of internationalization programs offered in institutions, most of the 108 institutions provide avenues for participation in international conferences and events (81%), international research collaboration (70%), international associations (60%), outgoing mobility opportunities for students (77%) and faculty/staff (64%), which include sending them to study abroad and participate in international internships.

More than half of the institutions currently offer international student exchange programs (51%). A fair number of institutions have international development and capacity building projects (40%) and develop joint and multi-degree programs with foreign partner institutions (28%).

TABLE 6. INTERNATIONALIZATION PROGRAMS OFFERED IN INSTITUTIONS

INTERNATIONALIZATION PROGRAMS OFFERED IN INSTITUTIONS		
Answer Options	Response Percent (Out of 108)	Response Count
Participation in international conferences/events	80,56%	87
Outgoing mobility opportunities for students	76,85%	83
International research collaboration	70,37%	76
Outgoing mobility opportunities for faculty/staff	63,89%	69
Participation in international associations	60,19%	65
Bi- or multilateral international student exchanges	50,93%	55
International development and capacity building projects	39,81%	43
Development of degree programs with foreign partner institutions	27,78%	30
International alumni activities	22,22%	24
Recruiting fee paying international undergraduate students	22,22%	24
Recruiting fee paying international post-graduate students	19,44%	21
Transnational education provision	17,59%	19
Delivery of distance/online education, e-learning courses	16,67%	18
Recruiting foreign faculty	12,04%	13

Table 6 lists the existing programs of the institutions. The survey also asked respondents to list down the priority programs for internationalization. The top priority internationalization programs for institutions are the following:

1. Student Mobility
2. International research collaboration
3. Faculty/Staff Mobility
4. Participation in international conferences/events and
5. Participation in international associations

Transnational Education (TNE)

Only 28.87% of the respondents are involved in Transnational Education (TNE). In the chart below, it is shown that majority of institutions who are involved in TNE offer joint programs and articulation programs. Moroever, most of the TNE are targeted for the Master and Bachelor Levels.

CHART 7. TYPES OF TNE OFFERED

Legend: BA/BSc Level | MA/MSc Level | Doctorate Level

Type	BA/BSc Level	MA/MSc Level	Doctorate Level
Joint Programs	7	14	9
Articulation Programs	5	3	1
Franchise Programs	2	2	2
International Branch Campus	3	1	0
Distance Education Programs	1	1	1
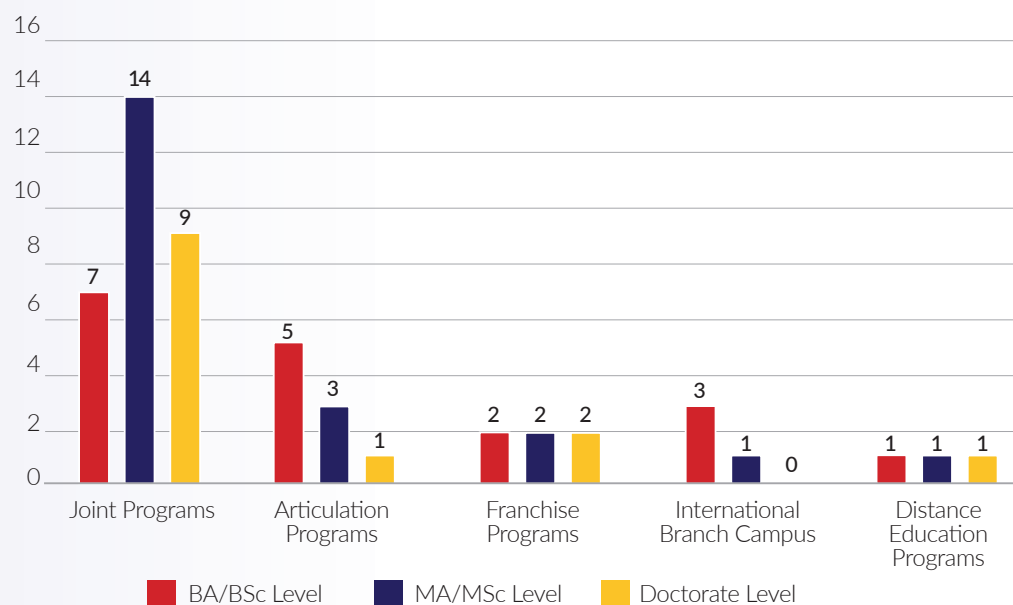
2.1.5. BARRIERS TO INTERNATIONALIZATION

Pursuing internationalization is not an easy task. There are obstacles that prevent institutions from advancing internationalization. In the survey, the respondents were asked about what they think are the barriers that hinder them from advancing internationalization. The most common response, as expected, is insufficient financial resources, with 76 (70.37%) of the respondents saying that this hinders them from advancing internationalization. Most institutions, especially state universities, do not have sufficient funds to push through their internationalization plan. A further 51 (47.22%) of the respondents said that administrative or bureaucratic difficulties hinder them from advancing internationalization. This includes the absence of credit transfer in their institution and different academic calendar. Furthermore, 49 (45.37%) of the respondents said that they do not have much exposure to international opportunities compared to other institutions.

TABLE 8. INTERNAL BARRIERS TO INTERNATIONALIZATION

What internal obstacles prevent your institution from advancing internationalization?		
Answer Options	**Response Percent**	**Response Count**
Insufficient financial resources	70.37%	76
Administrative / bureaucratic difficulties (e.g. no credit transfer; different academic years)	47.22%	51
Lack of exposure to international opportunities	45.37%	49
Limited faculty involvement / interest	37.04%	40
Too rigorous/inflexible curriculum to participate in internationally focused programs, including student mobility.	35.19%	38
Lack of or poorly resourced organizational structure/office responsible for internationalization	34.26%	37
Limited faculty capacity / expertise	28.70%	31
Limited student interest / participation	26.85%	29
No strategy/plan to guide the process	26.85%	29
Lack of knowledge of foreign languages	25.00%	27
International engagement is not recognized for promotion or tenure	12.04%	13
Limited institutional leadership/vision	11.11%	12

TABLE 9. EXTERNAL BARRIERS TO INTERNATIONALIZATION

What external obstacles prevent your institution from advancing internationalization?		
Answer Options	**Response Percent**	**Response Count**
Limited funding to support internationalization efforts/to promote our higher education internationally	70.37%	76
Difficulties of recognition and equivalences of qualifications, study programs and course credits	50.93%	55
Visa restrictions imposed by our country on foreign students, researchers and academics	42.59%	46
Visa restrictions imposed on our students, researchers and academics by other countries	42.59%	46
Lack of interest in our institution by potential partner institutions	21.30%	23
Language barrier	20.37%	22
Peace and order	20.37%	22
Anti-immigration policies	18.52%	20
Perceptions of insecurity of our country	17.59%	19
Internationalization of higher education is not a national policy priority	14.81%	16
Increasingly nationalist policies	9.26%	10

Aside from internal obstacles, there are also external obstacles that prevent institution from advancing internationalization. A large majority, around 76 (or 70.37% of the respondents) said that one of the biggest external obstacles they face in their pursuit to internationalization is limited funding to support their internationalization efforts. A further 55 (50.93%) said that one of the obstacles that prevent their institution from advancing internationalization is the difficulties of recognition and equivalences of qualifications, study programs and course credits. Moreover, 46 (42.59%) of the respondents said that visa restriction is one of their biggest obstacles in pushing through with their internationalization efforts. This is because applying for a visa is a very tedious process.

Assistance Needed to Establish or Strengthen Internationalization Programs

The top five forms of assistance these HEIs need from CHED to help with their internationalization efforts are the following:

1. Financial Assistance (51 respondents)
2. Programs for Faculty/Staff Development; Capacity Building (29 respondents)
3. Linkages for strengthening collaboration efforts (24 respondents)
4. Streamlining guidelines and requirements for internationalization Programs (22 respondents)
5. Funding for infrastructure (7 respondents)

2.2. INTERNATIONAL MOBILITY PROGRAMS

In the previous section, the universities have identified general barriers to internationalization. In this section, we consider specific barriers to successful management of student, faculty and staff mobility programs. We will also look into barriers to credit recognition and transfer and international research collaboration.

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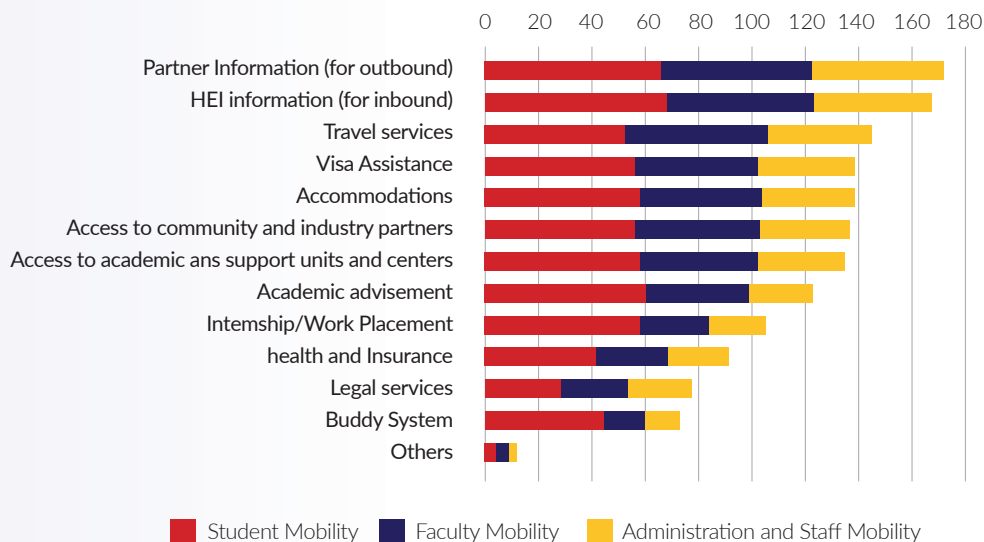
2.2.1. MANAGEMENT OF MOBILITY PROGRAMS

The top four offices or units in charge of student mobility are the international affairs or international relations office, the Dean's office of the students' respective colleges, the Linkages Office and the Office of Student Affairs or Student Services. For faculty mobility, the top four offices in charge of implementing mobility programs is headed by the Academic Affairs Office. Moreover, for mobilitity programs for administratirs and staff, several universities indicated the Human Resources Office as the one in charge of implementing the programs.

TABLE 10. TOP FOUR GROUP, OFFICE, UNIT OR SECTION IN CHARGE OF IMPLEMENTING MOBILITY PROGRAMS

Student Mobility		Faculty Mobility		Administrators and Staff Mobility	
Answer Options	Response Percent	Answer Options	Response Percent	Answer Options	Response Percent
International Affairs/Relations	27.77%	Academic Affairs	29.62%	International Affairs/ Relations	20.37%
College Deans	19.44%	International Affairs/Relations	24.07%	Linkages office	17.6%
Linkages Office	16.77%	Linkages Office	17.06%	Chancellor/ Univ President	14.81%
Student Affairs/ Student Services	16.77%	College Deans	15.74%	Human Resources Office	12.96%

The top three services offered by the offices are providing partner information to outbound students, HEI information for inbound students, and travel services. A greater proportion of the available services are offered to students, with services for faculty mobility being second, and administration and staff mobility services having the least number of services being offered.

CHART 11. SERVICES OFFERED BY THE OFFICES RESPONSIBLE FOR MANAGING MOBILITY PROGRAMS

Legend: Student Mobility · Faculty Mobility · Administration and Staff Mobility

Categories (top to bottom):
- Partner Information (for outbound)
- HEI information (for inbound)
- Travel services
- Visa Assistance
- Accommodations
- Access to community and industry partners
- Access to academic ans support units and centers
- Academic advisement
- Internship/Work Placement
- health and Insurance
- Legal services
- Buddy System
- Others
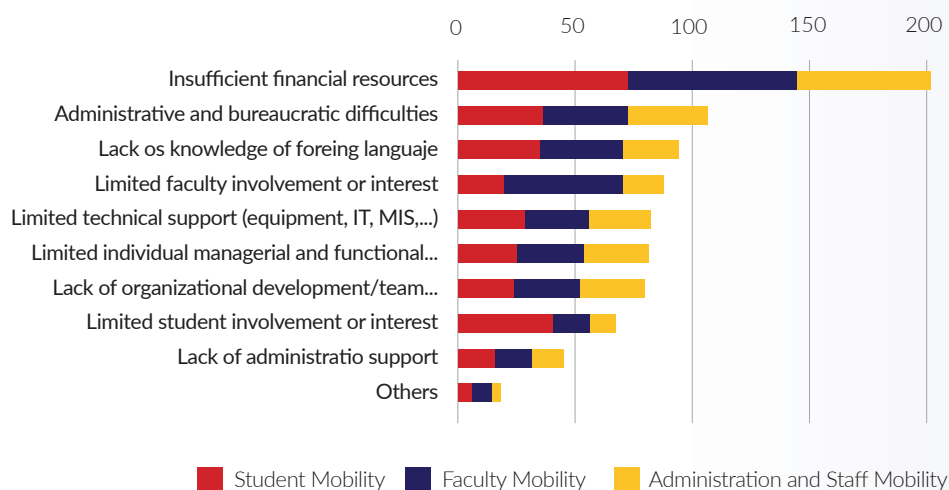
Barriers to Managing Mobility Programs

The biggest issue that is faced by the offices handling mobility programs is the lack of budget or resources. Many universities mentioned the lack of priority given to internationalization by the administration. Financial constraints is also an issue among the students and faculty who wish to go abroad but cannot afford to do so. Scholarships in this case are sparse, which is connected to the lack of financial support and budget allocation for these programs.

For many of the offices handling mobility programs, whether they are still in the developmental stage or already established, the lack of manpower is a major barrier to performing the services expected of them. In addition, several respondents mentioned as barriers, the limited knowledge and skills of the personnel and a very ad hoc and improvised manner of doing things as the need arises. Another barrier is the lack of guidelines and the fact that many processes, both within the school and outside, are not streamlined.

When asked to explain their difficulties further, some respondents insisted that a major barrier is the limited number of plantilla staff for the international relations office or linkages office. Many of the staff are contractual so the skills and expertise acquired are lost with the staff movement.
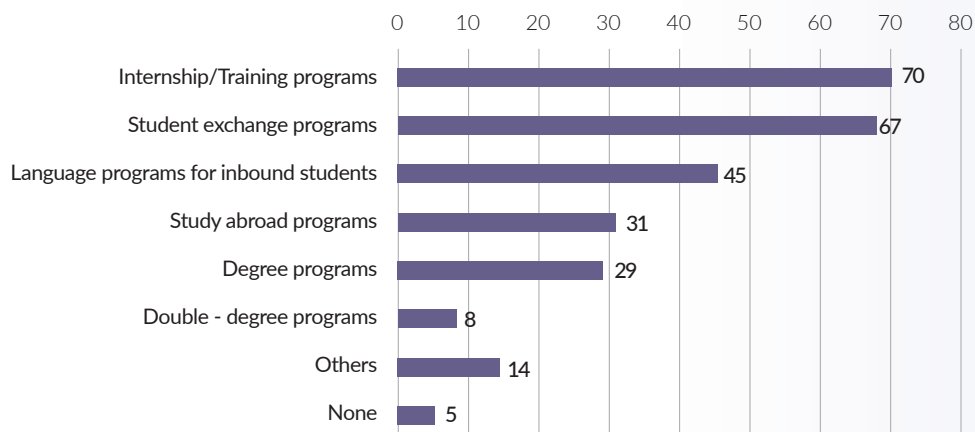
CHART 12. BARRIERS TO OPERATIONAL EFFICIENCY OF THE OFFICES RESPONSIBLE FOR THE MOBILITY PROGRAMS

	0	50	100	150	200
Insufficient financial resources					
Administrative and bureaucratic difficulties					
Lack os knowledge of foreing languaje					
Limited faculty involvement or interest					
Limited technical support (equipment, IT, MIS,...)					
Limited individual managerial and functional...					
Lack of organizational development/team...					
Limited student involvement or interest					
Lack of administratio support					
Others					

■ Student Mobility ■ Faculty Mobility ■ Administration and Staff Mobility

2.2.2. STUDENT MOBILITY

Among the different types of student mobility programs, 70 of the respondents offer international internship and training programs, 67 offer student exchange programs and 45 offer language programs. Other programs include cultural exchange programs, exposure or immersion programs, service-learning programs, and international seminars, conferences, competitions, and research collaborations.

CHART 13. TYPES OF STUDENT MOBILITY PROGRAMS CURRENTLY OFFERED BY THE INSTITUTION

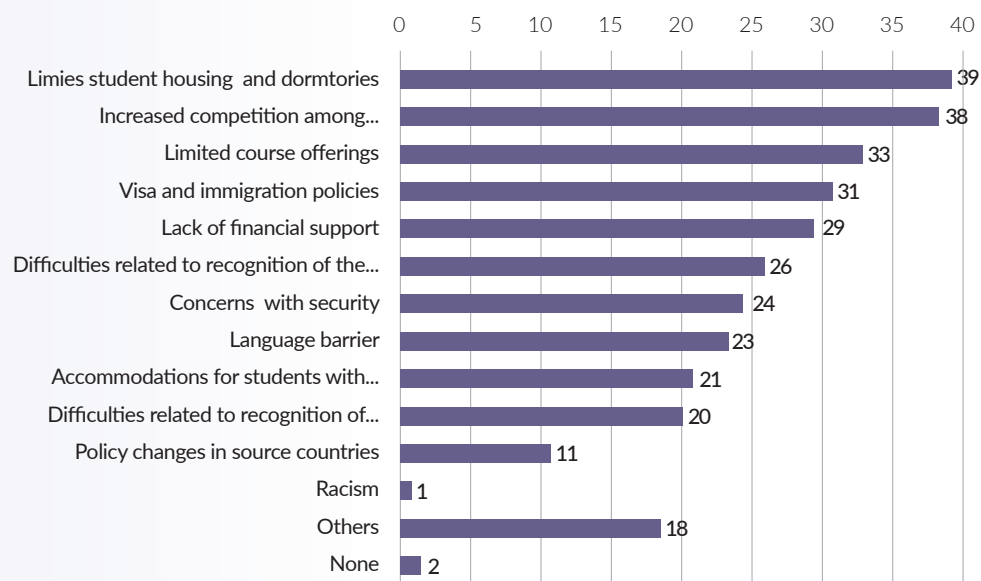|	0	10	20	30	40	50	60	70	80
Internship/Training programs								70	
Student exchange programs								67	
Language programs for inbound students					45				
Study abroad programs			31						
Degree programs			29						
Double - degree programs	8								
Others	14								
None	5								

International Degree-seeking Students

For approximately 80% of the respondents, the number of international students enrolled in degree-seeking programs in SY 2017-18 is from zero to 50. On the other hand, ten HEIs have more than 50 degree-seeking international students enrolled in an undergraduate program and three HEIs have more than 50 degree-seeking international students enrolled in a graduate program.

The biggest barriers to recruiting international degree-seeking students are the limited housing for these students and the increased competition among Philippine universities. Other major problems include limited course offerings, visa and immigration policies and lack of financial support, among others. Other barriers mentioned by the respondents include lack of accessibility, lack of accreditation and low reputation among international students, lack of development with regards to internationalization programs, regulatory requirements, restrictive requirements, and lack of active recruitment.

CHART 14. BARRIERS THAT THE INSTITUTION ENCOUNTERED IN RECRUITING INTERNATIONAL DEGREE-SEEKING STUDENTS

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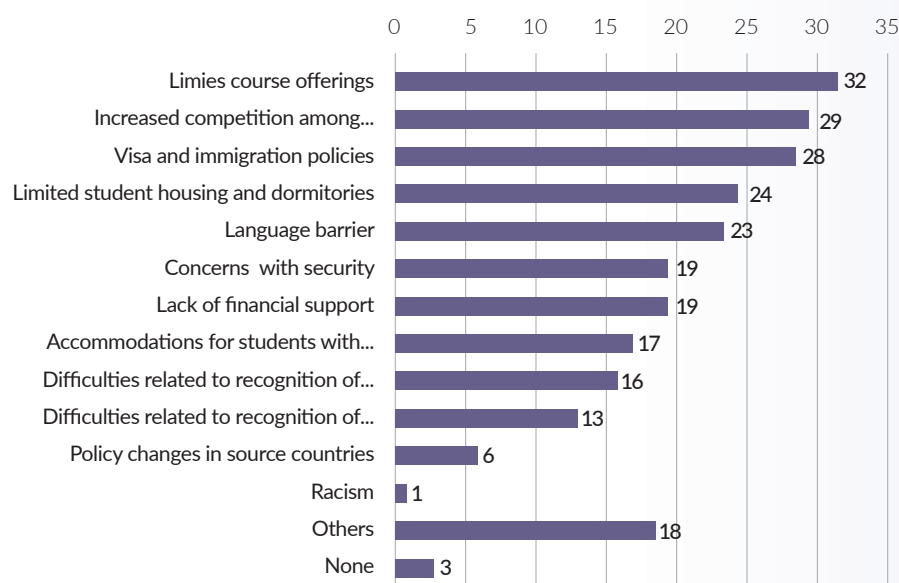Erasmus+ Programme
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International Non-degree-seeking Students

Approximately 50% of the respondents do not have any enrolled non-degree seeking international students. Thirty-one institutions have less than 50 such students while five institutions have more than 50 such students who are enrolled in undergraduate courses.

The main barriers for recruiting non-degree seeking international students remain the same as those of degree-seeking international students, namely, limited course offerings, increased competition among local universities, visa and immigration policies, limited student housing and language barriers. Other responses include restrictive policies for international students, bureaucratic policies that are not streamlined, lack of university reputation, lack of faculty and staff, lack of accessibility, and lack of experience on the part of the HEI.

CHART 15. BARRIERS ENCOUNTERED IN RECRUITING NON-DEGREE SEEKING INTERNATIONAL STUDENTS

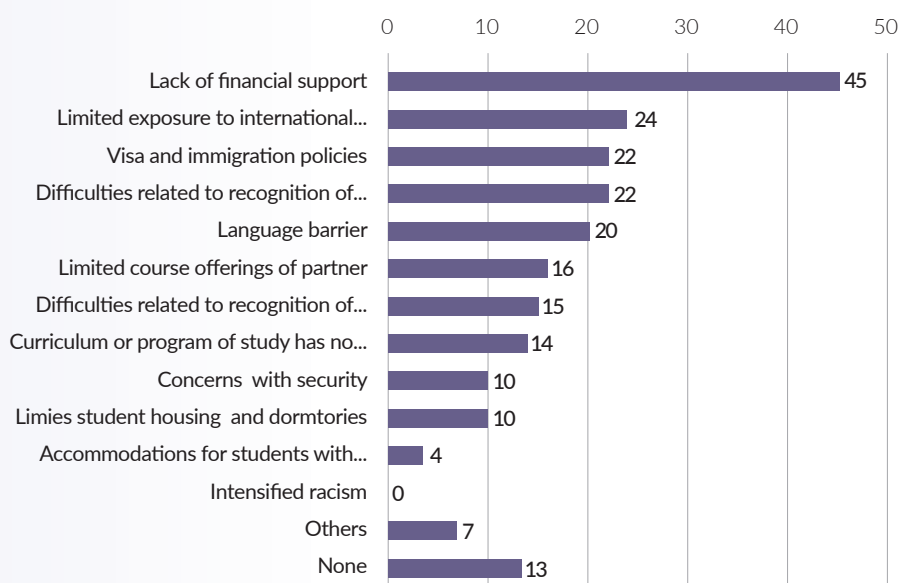| Barrier	Value
Limies course offerings	32
Increased competition among...	29
Visa and immigration policies	28
Limited student housing and dormitories	24
Language barrier	23
Concerns with security	19
Lack of financial support	19
Accommodations for students with...	17
Difficulties related to recognition of...	16
Difficulties related to recognition of...	13
Policy changes in source countries	6
Racism	1
Others	18
None	3

Outbound Students

Approximately 50% of the respondents do not have students who spent one to twelve months studying in a foreign institution as part of their study program. Thirty institutions have less than 50 students, three institutions have 50 to 100 students and one institution with more than 100 students who spent one to twelve months studying in a foreign institution as part of their study program.

The main barrier to recruiting local students to participate in credit-seeking mobility remains to be the lack of financial support. Students also have limited exposure to international opportunities and struggle with visa and immigration policies. They also find it difficult to have their international credits recognized by their local university and the language barrier serves as a hindrance to their mobility. Other barriers include internal and external policies on student mobility and the fact that for some institutions, such programs are still in development or have not been developed yet.

CHART 16. BARRIERS ENCOUNTERED IN RECRUITING STUDENTS FROM THE INSTITUTION TO PARTICIPATE IN CREDIT-SEEKING MOBILITY

Barrier	Value
Lack of financial support	45
Limited exposure to international...	24
Visa and immigration policies	22
Difficulties related to recognition of...	22
Language barrier	20
Limited course offerings of partner	16
Difficulties related to recognition of...	15
Curriculum or program of study has no...	14
Concerns with security	10
Limies student housing and dormtories	10
Accommodations for students with...	4
Intensified racism	0
Others	7
None	13

The most common strategies, among the respondents, for recruiting students for mobility programs are online information dissemination and general information dissemination at 28% and 24%, respectively. Collaborating with partners and forming linkages with other institutions is also a popular strategy (13%). Orientation programs (7%) and student testimonials (7%) are also being used to recruit students.

2.2.3. FACULTY MOBILITY

Out of 91 respondents, most institutions offer research opportunities (69%), visiting faculty programs (63%), and training programs (59%) for their faculty. More than half of the respondents offer faculty exchange programs (53%) and less than half offer study abroad programs (42%). There is a lack of sabbatical opportunities (26%) and internships (19%) in institutions, with 6 institutions (7%) not offering any mobility programs at present.

Out of 87 respondents to the question on funding, most institutions (79%) utilize their own resources to fund their faculty mobility programs. About half of the institutions fund their faculty mobility programs through grants from government agencies (54%) and international organizations and agencies (50%). For less than half of the institutions (49%), it is their faculty members who fund their own mobility programs. Few universities receive grants from international governments (16%) and funds from private companies (6%).

Barriers to Faculty Mobility

A major issue experienced by faculty members of many institutions in joining their institution's mobility programs is the lack of financial support (83%). Half of the institutions stated as barrier, the limited exposure to international opportunities. For several institutions, there is a lack of motivation among the faculty in gaining international experience (40%) while some institutions have limited faculty capacity (39%). Some institutions consider visa and immigration policies (17%) and lack of support from their administration (16%).

TABLE 17. BARRIERS EXPERIENCED BY FACULTY MEMBERS IN JOINING FACULTY MOBILITY PROGRAMS OFFERED BY THEIR INSTITUTION

BARRIERS EXPERIENCED BY FACULTY MEMBERS IN JOINING FACULTY MOBILITY PROGRAMS OFFERED BY THEIR INSTITUTION		
Answer Options	**Response Percent (Out of 75)**	**Response Count**
Lack Of Financial Support	82,67%	62
Limited Exposure To International Opportunities	50,67%	38
Lack Of Motivation Among The Faculty To Gain An International Experience	40,00%	30
Limited Faculty Capacity/Expertise	38,67%	29
Visa And Immigration Policies	17,33%	13
Lack Of Support From Administration	16,00%	12
Limited Course Offerings Of Partner Universities	13,33%	10
Language Barrier	13,33%	10
Difficulties Related To Recognition Of Prior Qualifications	10,67%	8
Limited Housing And Dormitories	9,33%	7
Concerns With Security	6,67%	5
Close Family Ties	4,00%	3
None	2,67%	2
Accommodations For People With Disabilities	1,33%	1
	answered question	**75**
	skipped question	**33**

Only a small number of institutions are concerned with security (7%) and accommodations for people with disabilities (4%). Three institutions stated that some of their faculty are unwilling to leave their families and two institutions stated their faculty have no problem in joining faculty exchange programs.

To promote opportunities to participate in mobility programs, institutions post on their bulletin boards or announce the information through council meetings and gatherings or through online platforms by sending e-mails to their faculty or posting on their institution's website or social media platforms. Some universities invite their partner institutions to visit their institution and hold a general assembly for the faculty to advertise their mobility programs.

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Most institutions also advertise available scholarships offered by their partner institutions to the faculty and offer subsidies for the interested faculty who require financial support. More than 20 institutions mentioned that they currently do not have any strategies in place, mostly because their programs are still underdevelopment or that their responsible office is currently understaffed to handle it.

2.2.4. ADMINISTRATOR AND STAFF MOBILITY

Out of 90 respondents, 51% of institutions have mobility programs for their administration and non-teaching staff while 49% do not have such programs. Out of the institutions who have mobility programs, most of the programs of the institutions are funded by the institutions themselves (85%). Half of the institutions fund their programs through grants from international organizations and agencies. For less than half of the institutions, their administration and non-teaching staff fund the programs (46%) and some receive grants from government agencies (33%). Two institutions received funding from private companies.

Majority of institutions (58%) do not have foreign administration and non-teaching staff who visited their institution in SY 2017-2018 with the remaining institutions reported to have between 0-50 foreign staff members visiting their institution (42%). Half of the respondents stated that their institutions have programs sending between 0-50 of their administration and non-teaching staff to visit foreign institutions while one institution reported to have 51-100 staff members involved in their mobility program. The administration and non-teaching staff of the remaining institutions (49%) have not been involved in mobility programs during SY 2017-2018.

Barriers to Administration and Staff Mobility

Out of 71 responses, 56 institutions expressed the lack of financial support as a barrier for administrators and staffs to join mobility programs. More than half of the institutions have limited exposure to international opportunities and 23 institutions stated that the capacity of their administrator and staff are limited. For 19 institutions, the lack of motivation among its staff to gain international experiences was considered a barrier.

TABLE 18. BARRIERS EXPERIENCED BY ADMINISTRATION AND NON-TEACHING STAFF IN JOINING MOBILITY PROGRAMS OFFERED BY THEIR INSTITUTION

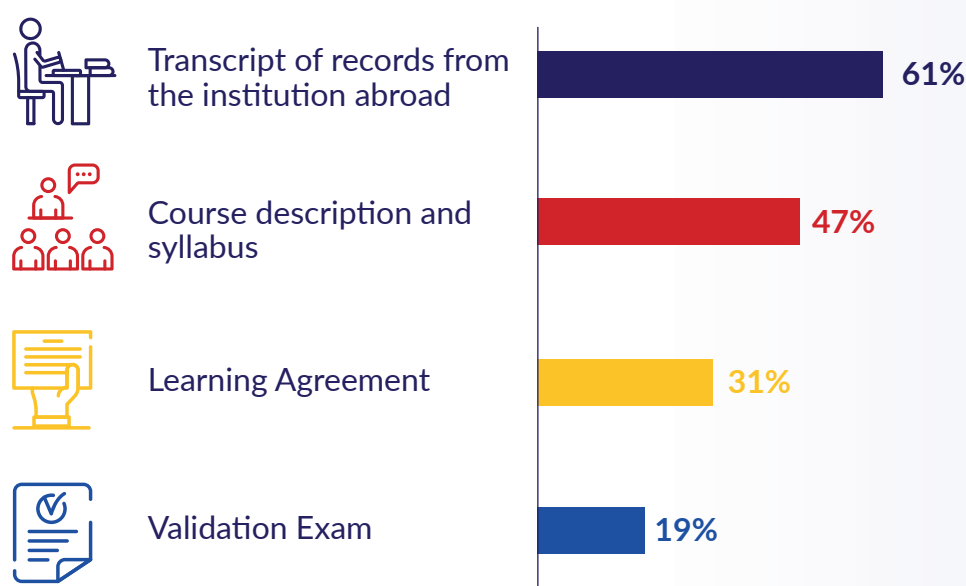| BARRIERS EXPERIENCED BY ADMINISTRATION AND NON-TEACHING STAFF IN JOINING ITS MOBILITY PROGRAMS OFFERED BY THEIR INSTITUTION		
Answer Options	Response Percent (Out of 71)	Response Count
Lack of financial support	78.87%	56
Limited exposure to international opportunities	52.11%	37
Limited capacity/expertise of administrator or staff	32.39%	23
Lack of motivation among the administrators/staff to gain an international experience	26.76%	19
Visa and immigration policies	15.49%	11
Lack of support from administration	12.68%	9
Language barrier	8.45%	6
None	7.04%	5
Concerns with security	5.63%	4
Limited housing and dormitories	4.23%	3
Accommodations for students with disabilities	1.41%	1
Administrator workload	1.41%	1
Racism	0.00%	0
answered question		**71**
skipped question		**37**

Most institutions advertise their inbound and outbound mobility programs to their administrator and non-teaching staff the same way they advertise them to their faculty members. The availability of scholarships and subsidies are also advertised in order to make their programs accessible to them. It is important to note, however, that institutions have less mobility programs for non-faculty members. Around 30 institutions reported to not have strategies in place for advertising their programs due to their internationalization programs still under development or their institution not prioritizing sending their non-teaching staff on mobility programs.

2.3. CREDIT RECOGNITION AND TRANSFER

Out of 108 respondents, only 71 answered the question on the requirements for validating credits earned by students abroad. This is because some universities who answered the survey do not have a mobility program in place for their students. Out of those who responded, 66 said that they require the transcript of records from universities abroad. The other requirements for credit transfer are given in the chart below.

CHART 19. REQUIREMENTS FOR VALIDATION CREDITS EARNED BY STUDENTS FROM UNIVERSITIES ABROAD UNDER SOME STUDENT MOBILITY PROGRAMS

Transcript of records from the institution abroad	61%
Course description and syllabus	47%
Learning Agreement	31%
Validation Exam	19%

In addition to transcript of records, 47% of the institutions require the course description and syllabus in order to validate their courses by matching the courses they have taken abroad to required courses the student must complete in their institution. These records would then be validated by either a faculty member or the institution's registrar office who would check if the course taken by the student can be credited as a course offered by their institution. In some cases, the students are required to take a validation exam in order to credit their courses. Some institutions would also require students to submit any document that could support the validity of the student's completion such as certificates or letters of recommendation from the partner institution. In their mobility programs, most institutions have a memorandum of agreement

(MOA) with their students along with the partner institution which includes the courses the students may validate once they take them with the partnered institution.

CHART 20. DIFFICULTIES AND BARRIERS ENCOUNTERED IN CREDIT TRANSER
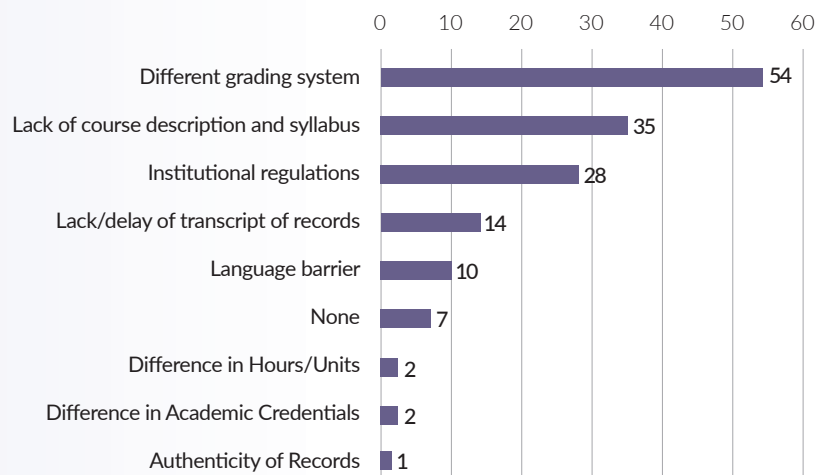
Out of 66 responses, most institutions faced difficulties in credit transfer due to the difference of grading systems between their institution and their partner institution. The lack of course descriptions and syllabus from international institutions also acted as a barrier for more than half of the institutions. Some credit transfers are also hindered due to differences in institutional regulations. For example, a course in the Philippines is usually three units, based on the number of contact hours per week while the same course is credited four units in a university in Indonesia. The lack or delay of the transcript of records of the student from the foreign institution has been mentioned as a barrier to credit transfer. Lastly, a number of universities mentioned the lack of internal and external policy that will guide decision makers in crediting courses taken by students abroad.

2.4. INTERNATIONAL RESEARCH COLLABORATION

A good majority of the respondents (90.22%), stated that international collaborative research is an integral part of their internationalization activities, only a small fraction (7.61%) of the respondents said that it is not part of their internationalization activities. When asked how they would best describe

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their international research collaboration at their institution, the respondents answered as follows:

CHART 21. DESCRIPTION OF THE HEI'S INTERNATIONAL RESEARCH COLLABORATION

46.74	Some international research is being conduced by individual researchesrs	
	There is an institutional approach to internationalization of research	43.48
41.30	There are a number of dept wide international research projects	
	There is very little international research collaboration	38.04

Half of the respondents receive grants from local and international organizations and agencies to fund international research collaboration. However, 68% of the respondents use their institution's own resources to fund their international research collaboration.
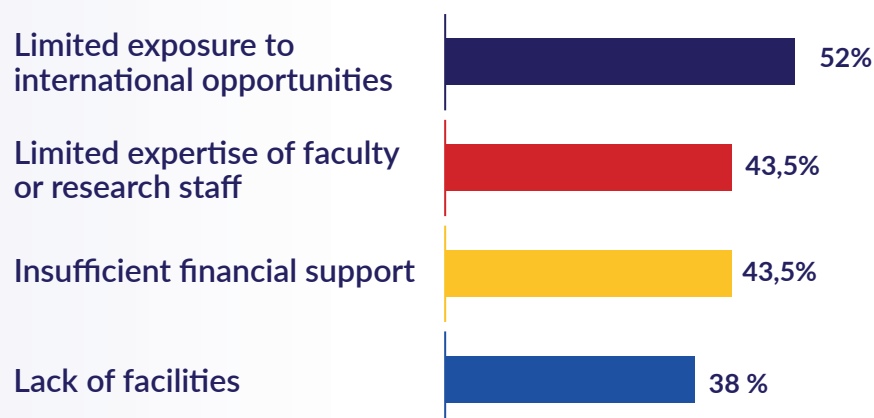
TABLE 22. MAIN SOURCE OF FUNDING FOR RESEARCH COLLABORATION

What is the main source of funding for international research collaboration at your institution?		
Answer Options	Response Percent	Response Count
Institution's own resources	75.56%	68
Grants from international organizations and agencies	51.11%	46
Grants from government agencies	50.00%	45
Grants from international governments	26.67%	24
Funds from private companies	13.33%	12
Personal funds of faculty or research staff	13.33%	12
There is no funding at all for research	1.11%	1
answered question		90
skipped question		18

With regards to the office responsible for promoting their international research collaboration, a larger majority (80.22%) said that the head of the Office of Research is mainly responsible for this task. The next four common responses are, head of institution, such as, the president, rector, chancellor (53.85%), deputy head (50.55%), head of international office (34.07%) and deans (31.87%).

Barriers to International Research Collaboration

CHART 23. TOP FOUR BARRIERS TO INTERNATIONAL RESEARCH COLLABORATION

Barrier	Percentage
Limited exposure to international opportunities	52%
Limited expertise of faculty or research staff	43,5%
Insufficient financial support	43,5%
Lack of facilities	38 %

The top four barriers to international research collaboration are limited exposure to international opportunities, limited expertise of the faculty or research staff, insufficient financial support and the lack of facilities. The next most common barriers are the lack of motivation among the administrators and staff to gain an international experience (18.5%), language barrier (9.2%) and lack of support from administration (8.3%). In the open-ended question asking the respondents to describe in detail the difficulties encountered in relation to international research collaboration, the following were mentioned by several institutions: lack of alignment of research topics and interests with partner institutions, lack of motivation of faculty to do research and administration support being hindered by government accounting and auditing procedures.

The respondents were asked different ways to develop and improve international research collaboration. The top four responses from the respondents are, additional funding, research training, strengthening international research partnerships/linkages and creating conference groups for research collaborations. We can see here that these top responses are consistent wih the top barriers they mentioned from the previous questions.

2.5. COMMUNICATION AND VISIBILITY

Most of the institutions, who responded, use their websites (78%) and organize orientation sessions (78%) to let their students know about the internationalization programs within the HEI. They also use social media (72%), e-mail (57%) and expositions or fairs to promote their internationalization programs.

TABLE 24. PROMOTIONAL STRATEGIES TO LET OTHER INSTITUTIONS, GROUPS, AND PEOPLE KNOW ABOUT THE INTERNATIONALIZATION PROGRAMS OF THE HEI

Promotional strategies to let other institutions, groups, and people know about the internationalization programs of the HEI		
Answer Options	**Response Percent**	**Response Count**
Website	88.76%	79
Social Media	77.53%	69
E-mail	60.67%	54
Orientation sessions	48.31%	43
International Expositions or Educational Fairs	41.57%	37
answered question		**89**
skipped question		**19**

Barriers to Effective Internal Communication of Internationalization Programs

The difficulties and barriers encountered related to effective internal communication of internationalization programs/networking are varied. The most common response is communication issues (29%), which includes language barriers and inefficient information dissemination. The next common responses are, limited human resources (10%), lack of interest (8%), financial constraints (8%), and little understanding on what internationalization is (8%).

With regards to barriers encountered related to effective external communication, the responses were similar to the previous question The top seven responses for this questions are, communication issues (12%), lack of human resources (12%), poor internet connection (10%), not applicable in their institution (10%), lack of financial resources (9%), slow update on website/social media (9%), and university ranking (9%).

TABLE 25. BRIEF DESCRIPTION OF THE DIFFICULTIES AND BARRIERS ENCOUNTERED RELATED TO EFFECTIVE INTERNAL COMMUNICATION OF INTERNATIONALIZATION PROGRAMS/NETWORKING

Brief description of the difficulties and barriers encountered related to effective internal communication of internationalization programs/networking		
Answer Options	Response Percent	Response Count
Communication Issues	29%	22
N/A	17%	13
Limited human resources	10%	8
Lack of interest	8%	6
Financial constraints	8%	6
Little understanding on what internationalization is	8%	6
Different priorities	5%	4
Intenet access	4%	3
Acceptance to internationalization programs	1%	1
	answered question	**68**
	skipped question	**40**

TABLE 26. BRIEF DESCRIPTION OF THE DIFFICULTIES AND BARRIERS ENCOUNTERED RELATED TO EFFECTIVE EXTERNAL COMMUNICATION OF INTERNATIONALIZATION PROGRAMS/NETWORKING

Brief description of the difficulties and barriers encountered related to effective external communication of internationalization programs/networking		
Answer Options	Response Percent	Response Count
Communication issues	12%	10
Lack of human resources	12%	10
Poor internet connection	10%	8
N/A	10%	8
Lack of financial resources	9%	7
Slow update on website/social media	9%	7
University ranking	9%	7
Limited international linkages	6%	5
Unresponsive partner institutions	6%	5
Vague understanding of internationalization	5%	4
Lengthy forms	2%	2
Faculty and student having different interest	1%	1
answered question		**69**
skipped question		**39**

The top seven most common responses on what can be done to develop and improve internal communication are, assigning a committee/office for international programs (18%), conduct meetings/seminars/information sessions (11%), proper information dissemination (10%), promote awareness on internationalization (10%), improve internet connectivity (9%), improve funding (9%), and update website/social media accounts (9%).

On the other hand, for an effective external communication of internationalization programs, the top six common responses of the respondents are, improve both local and international linkages (30%), update website/social media accounts (16%), improve internet connection (12%), improve funding (8%), conduct meetings, seminars, information seminars (8%).

2.6. FINANCIAL MANAGEMENT

Out of the 82 respondents, 63 institution stated that they allocate an annual budget for internationalization programs and activities. The different items that are included in the internationalization budget are given in the table below.

TABLE 27. ITEMS INCLUDED IN THE INTERNATIONALIZATION BUDGET

Which items are included in the internationalization budget?		
Answer Options	**Response Percent**	**Response Count**
Research collaboration	40.74 %	44
Mobility for Faculty, Administration and Technical Staff	37.96 %	41
Student mobility programs	33.33 %	36
Development of academic collaborative courses and programs	17.59 %	19
Facilities	14.81 %	16
Fund raising activities (I.e. development grants from international funding agencies, etc.)	4.63 %	5
answered question		**78**
skipped question		**30**

Other items which were mentioned in the survey are: hosting of international research conference, operational expenses and training/capacity building, attendance to international conferences, training of faculty, staff and students, membership in International organizations, international accreditation and internationalization events like international students fair or global week fair, collaborative meetings, benchmarking, cultural programs and service learning programs.

Most of the allocated funds for internationalization come from tuition fees, government support, special programs such as Japan International Cooperation Agency (JICA) and Erasmus + and private grants and donations to the institution.

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TABLE 28. SOURCE OF INTERNATIONALIZATION FUNDS

Where does the budget of your institution's internationalization efforts come from?		
Answer Options	**Response Percent**	**Response Count**
Central Administration (from tuition fees)	51.85	56
Government	31.48	34
Special programs	15.74	17
Private Grants and Donations	13.89	15
Industry Partners	8.33	9
Public Funds	7.41	8
Commercial Activities	4.63	5
Private Endowment Fund	3.70	4
answered question		81
skipped question		27

TABLE 29. INTERNATIONALIZATION FUNDING TRENDS

Over the past three years, how has the level of overall funding to support specific internationalization activities changed at your institution?	Funding has increased	Funding has remained the same	Funding has decreased
Student Short-term Program, without credit	12	32	11
Student Mobility Activities (study tour, cultural tour, exposure trip), without credit)	16	34	7
Study abroad, with credit	12	27	7
Degree-seeking program	13	22	7
Faculty, administration and non-teaching staff exchange	24	23	7
Faculty, administration and non-teaching staff training and development abroad	24	20	7
Sabbatical opportunities	9	25	7
Research development INTERNATIONALIZATION Marketing recruitment activities	13	23	7
Research partnership development	24	27	7
Research network engagement	24	28	6
Student Exchange, with credit	16	26	7

3.

THEMATIC SUMMARY
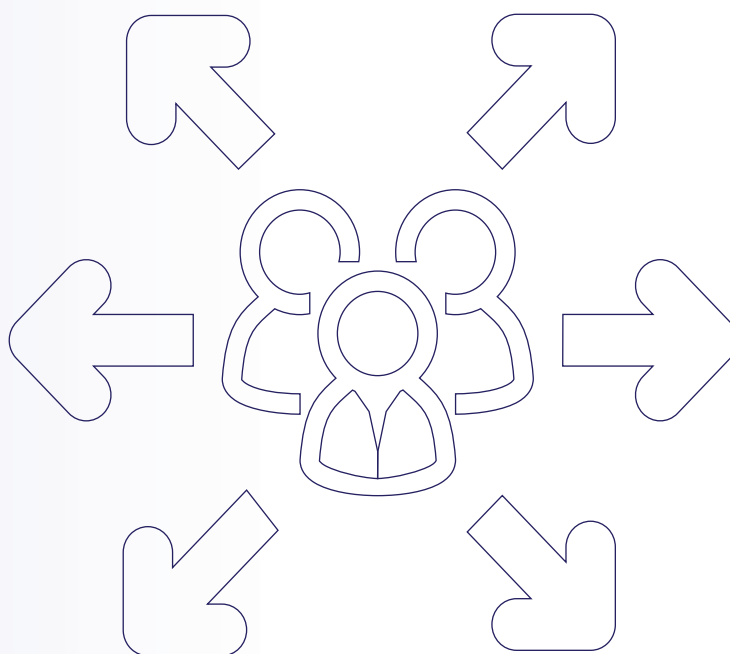
Author

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3.1 GOVERNMENT POLICIES THAT ARE RELATED TO INTERNATIONALIZATION

Internationalization of Higher Education Institutions follows a complex system. Quality Assurance (QA) is a prerequisite which encompasses quality of academic programs, faculty qualifications, adequacy of facilities, impact of researches, student services, client satisfaction, employability of graduates, global community engagement, among others. With the ASEAN integration in 2015, Philippine Higher Educational Institutions (PHEIs) should be competitive in terms of standards against ASEAN universities. As mentioned earlier, in 2016, CHED released Memorandum Order 55 which sets a Policy Framework on the Internationalization of Philippine Higher Education. Aside from strategies for internationalization, areas of CHED support to PHEIs which attained a certain level of quality are explicitly included in this memorandum order. Taking into consideration the number of PHEIs, which is around 2000, this poses a big challenge to CHED on how to provide an enabling environment for these universities and colleges to internationalize.

Through advance technologies, we are now in the era where knowledge generation and dissemination are very fast. In relation to this, PHEIs must upgrade their facilities and expertise at a much faster pace. In relation of procuring the latest state of the art equipment, state colleges and universities may not be able to acquire these easily if there are no available local supplier for it. It may need a longer time base on the requirements stipulated in Republic Act 9184 known as the Government Procurement Reform Act (GPRA). On the aspect of engaging the services of a foreign expert as a consultant, another set of requirements are explicitly laid down in the GPRA.

Most universities in the ASEAN region employ foreigners in their faculty force. But the Philippine Constitution (Art XII Section 14) declares that the practice of all professionals in the Philippines shall be limited to Filipino citizens, save in cases prescribed by law. Even Filipinos with Dual citizenship could not be given any civil service appointment as prescribed in Republic Act 9225. These provide another setback in internationalizing the faculty force of state universities and colleges. As such, the only way to have a faculty strength

comparable to other ASEAN countries, state colleges and universities must contend with sending its faculty abroad for advanced trainings and degrees.

But the Philippines will surely rise from the current state of internationalization of its universities and colleges. Existing policies are being reviewed, some restrictions are being loosened, and enabling funds are being provided.

On October 29, 2018, the President of the Philippines signed Executive Order 65 promulgating the Eleventh Regular Foreign Investment Negative List (RFINL). Teaching at higher education by a foreigner is now allowed provided the subject/course being taught is not a professional subject/course.

As mentioned in Chapter 1, on August 28, 2019, another enabling policy for internationalization has been signed into law. This is Republic Act 11448, an act expanding access to educational services through the establishment and administration of Transnational Higher Education, and appropriating funds thereof.

With the anticipated expansion of the ANTENA network, the Commission on Higher Education will then have a strong ally in pushing for new policies supportive to the metamorphosis of Philippine universities and colleges to world class status.

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3.2 QUALITY OF EDUCATION THROUGH INTERNATIONALIZATION PRACTICES

Internationalization in higher education institutions (HEIs) has often been pursued to enhance international awareness and preparedness of students, improve and internationalize the curriculum, strengthen research and productivity, foster international cooperation, and improve the international profile of the institution.

Universities that have begun or are committed to internationalization have seen benefits in their way of doing things as well as in identifying gaps. These include articulating the institution's Vision, Mission and Goals (VMG) vis-à-vis internationalization, an articulated and periodically updated strategic

plan that includes identifying a niche of the university, and the required budget, infrastructure, offices and human resources to run an effective internationalization program.

Internationalization in Philippine HEIs has been characterized by a focus on international mobility of students, increasing the number of outbound students from Philippine HEIs to partner or network-associated universities, and enticing international students to spend time in our HEIs. This is consistent with the perceived and real benefits that students derive from studying abroad – an enriched education that goes beyond the walls of a classroom, an appreciation and tolerance for cultural diversity, better credentials when applying for jobs, etc.

There are many challenges, though, as highlighted in the recently conducted survey. Most students in Philippine universities may not have opportunities or financial means to go abroad for short- or long-term studies. Also, bilateral and framework agreements have highlighted the need for compatibility of academic programs, courses and credits. This is alongside the apparent benefits to universities that have similar academic calendars so that the mobility of students between semesters is synchronous. Otherwise, students may end up losing a semester in their home university if they have to adjust to a different semestral calendar in a host university.

The other reality is that Philippine HEIs need to improve their international competitiveness. When universities engage with each other, it is often premised on comparable or differentiated strengths and advantages. Thus, even if there continues to be a discussion on the credibility of the ranking bodies and the methods used in ranking universities around the world (e.g., Quacquarelli Symonds (QS), Times Higher Education (THE), etc.), many universities do take note of how existing and potential partner universities fare. The better universities are giving more attention to strategic partnerships rather than the number of partners in their internationalization efforts. What this means for Philippine HEIs is to consider and assess their performance in the various metrics used by ranking bodies – (e.g., academic and employer reputation, faculty-student ratio, research, citations per faculty, international faculty ratio, and international student ratio). Aside from academic and employer reputation, the performance of ranked universities using these

metrics is very much linked with their internationalization efforts. Participation in the rankings exercise may, arguably, be inevitable if only to find out where Philippine HEIs stand and to determine the interventions needed at the policy and programs level of CHED (i.e., structural reforms), as well as within each HEI.

Improving competitiveness (and ranking) will require HEIs to set targets and outcomes; examine existing courses and programs to ensure compatibility and comparability with universities in the region and the rest of the world (e.g., outcomes-based education); review the duration of academic programs especially at the post-graduate level (e.g., consider implementing a shorter Ph.D. by research degree to complement the regular Ph.D. program); and enhance research collaboration with international researchers to improve the quality and quantity of outputs. In order to increase the number of inbound students and international faculty (including some of the Filipinos who may have dual citizenship), universities also need to review and reduce obstacles to the granting and processing of visas, find/provide suitable housing, and develop programs for international students beyond academic requirements.
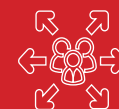
Moreover, the passage of the free tuition fee law for undergraduate students in state (public) universities may provide an opportunity to increase outbound student numbers. This can be done by encouraging even those students in their first year at university to consider a semester stint abroad in a partner university. Mechanisms to raise funds to support this initiative in public universities can be explored. Private universities, particularly those run by religious congregations with an international presence, already make use of their existing networks to foster inbound and outbound international mobility of their students. Fund-raising programs can target alumni, benefactors, and philanthropic organizations as some private HEIs are already doing.

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3.3. STRATEGIC LEADERSHIP

Strategic leadership is a style where the leader is able to translate a strategic vision through motivation and persuasion of the members of an institution to support a shared vision. The internationalization program of higher education institutions needs Strategic Leaders within the institution to create opportunities to implement transformational changes within an organization.

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As seen in the survey, in spite of the range and level of internationalization of higher education from high (66.1% of the respondents), medium (24.07%) and low (8.33%), the fact remains that this is initiated by the University President (Section 2.1).

Strategic leaders influence the behavior of the faculty with reference to internationalization initiatives and programs of higher education institutions (see Table 6). Strategic leadership is important because it provides the directions and develops enabling environments for internationalization programs for research collaboration (70% of the respondents), and mobility of faculty and staff (64%) and students (77%). The presence of internationalization strategic plans mentioned in this survey is an indication that these plans were initiated by strategic leaders of the the university who are in a position of power to initiate changes.

The internationalization initiative of each university is started by (1) an internationalization committee, (2) the office of the president or (3) the international affairs office (see Table 2). This is an indication that the strategies and tactics required by the higher education institutions for internationalization was a result of the strategic direction, organizational alignment and ability to get faculty / staff commitment of strategic leaders.

Strategic leadership on internationalization does not refer to the head of an institution, it refers to networks of leaders in the university who have a shared vision for internationalization and are in a position of power to facilitate or initiate transformational change. The internationalization programs of the different universities who participated in the survey are implemented through the different offices responsible for internationalization. Majority of these HEIs have an Office of International Relations but other offices mentioned were the President Office, Office of the Chancellor, Office of the External Vice President, Office of the Vice President for Academic Affairs and others. Strategic leaders can be found and developed in all levels of management hierarchy in the university. Each of the university respondent to this survey has a designated focal person cum strategic leader who leads an office and it responsible for facilitation and implementation of the internationalization programs and activities, whether it is a mobility of faculty, students staff, recruiting foreign students and research collaborations (Table 6 and Chart 7).

Strategic leadership on internationalization refers to a group of leaders in the university who are working in harmony to achieve a shared university internationalization vision. The internationalization programs of universities are partial translation of the internationalization vision stated in the individual strategic plans (Table 6). This trend shows the key role for strategic leadership in implementing and sustaining these programs. For each program a designated faculty / staff is in a position of power and can open windows of opportunity to facilitate, implement and sustain the internationalization initiatives/program

The internal and external barriers to internationalization (Table 8 and 9) of a higher education institution can also be addressed by strategic leaders in the university. Using the internationalization strategic plans, they will be able to determine the operational budget required for their programs on benchmarking, research collaboration and mobility programs.

Strategic leadership in each university should customize a framework for internationalization with identified outcomes. This was reflected by university survey respondents thru the presence of an internationalization strategic plans (Table 2). Strategic Leaders start with understanding the current status of their institution in relation to internationalization. Strategic leaders collect, collate and analyze institutional information so that they can identify strategic partners for mutual development thru faculty student and staff mobility or research collaboration (Table 6). They have to formulate policies that will be the basis for supporting the internationalization program of the university. These policies will be the basis to develop capacity building programs with a global perspective and integrated in the human resources development plans of every university. To determine the contribution of the internationalization program of the institution there is need for internal control measures to will evaluate, validate and calibrate the relevance, value added and contribution institutional development .

Strategic leaders in the university are needed for the success of the internationalization initiatives of a university. Strategic leadership, does not refer to one individual but refers to groups individuals who are designated leaders and are in position to provide a strategic direction, organizational

alignment and faculty staff and student commitment to the internationalization program of the university.

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3.4. FINANCIAL MANAGEMENT IMPLICATIONS

The Philippines is already warming up to internationalization. The main indicators of this are: First, the Commission on Higher Education's mandate on internationzalizing Philippine higher education that led to the issuance of CMO 55 s2016 "Policy Framework and Strategies on the Internationalization of the Philippine Higher Education". These outlines, among others, the various access and pathways for the Filipinos to promote internationalization objectives and areas of support the commission is giving to institutions. Namely, student and faculty recruitment, strategic partnerships and research collaboration for innovation, participation in international scholarships, creation of joint programs and assistance for representation in international meetings and conferences on internationalization. Also, the Commission provides grant incentives to qualified transnational education (TNE) programs which may include prioritizing the institutions in grants allocation for research presentations, foreign scholarships and financial assistance to activities which gives value to internationalization plans and programs. Furthermore, there are several forms of support accessible for the schools according to their need. (www.ched.gov.ph). Second, that most of the HEIs (84% of the respondents) considered internationalization as a priority. This is further translated into the inclusion of internationalization in their strategic plans (58%) and in their annual budget preparation (59%). Most of the budget mainly come from central adminsitration- tuition etc (52%), the government (31%), from special programs and private grants and donations (30%) and a small percentage from private endowment fund, industry partners and commercial activities combined (24%). Further, institutional budget allocation for internationalization often goes to research collaboration (41%), mobility for faculty, administration and technical staff (37%), student mobility (33%), development of academic collaborative courses and programs (18%), facilities (15%) and for fund raising activities (5%).

Inspite of this development, most of the HEIs (70%) find insufficient financial resources and 47% look at administrative and bureaucratic difficulties as internal barriers, with lack of financial support as the greatest culprit. It is

the top barrier among student (67%), faculty (67%), administration and staff (53%) mobility, recruitment of students to participate in mobility programs (42%) and in international research collaboration (43%). It is apparent that the annual budget in schools set aside for internationalization is very limited. The allocation and sources of funds, to some extent is partly inadequate due to lack of support from various offices. It can be seen in the survey that the office mainly in charge for the mobility program is the International Relations Office. There is very minimal participation in the Administrations and the Finance Office. This scenario affects lack of support for internationalization funding sources and allocation to various programs. Further, the findings also suggested that budget has largely remained the same for most activities for the past three (3) years.

While the lack of financial support is the obvious felt need of the HEIs, financial management implications can further be triangulated with other aspects in the implementation of internationalization, such as, internationalization is an institutional commitment and internationalization as an identified priority goal, the alignment of these goals to the national strategy and following the concept of "no one size fits all", it is vital for institutions to identify either their focus or strengths given the different areas of internationalization strategies that they can implement. This is crucial so institutions can creatively align and utilize the limited budget or funding approximation for maximum accomplishment outcome.

There is no doubt that internationalization opens new opportunities for higher education institutions and if managed well, it can yield higher returns not only to the students and faculty, but also to the community. However, higher returns require higher risks. One of the risks is financial sustainability. Institutional internationalization's sustainability requires constant commitment to succeed given the right roadmap, tools and networks as support. (OECD HEP, 2012).

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3.5. ORGANIZATIONAL DEVELOPMENT AND HUMAN RESOURCES

Organizational Development (OD) is a planned effort aiming at increasing an organization's efficiency, its ability to change and to adjust to changes. Beckhard (1969) defines OD as "a planned effort that is organization-wide,
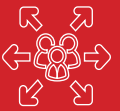
managed from the top, to increase organization effectiveness and health, organized through planned interventions in the organization's processes, and based on behavioral science knowledge." In the era of globalization and technology advancement, OD has expanded to focus on aligning organizations with their rapidly changing and complex environments through organizational learning, knowledge management and transformation of organization's norms and values. Kurt Lewin however is considered to be the "father" of OD with ideas spanning action research and changes in organization.

The Philippines is currently undergoing a massive reform in education initiated by the Enhanced Basic Education Act of 2013 or the K-12 Law. Against the backdrop of the ASEAN economic integration, the country's policy reforms are far reaching to include the internationalization (INTERNATIONALIZATION) of higher education institutions (HEIs). The Commission on Higher Education (CHED) of the Philippines issued CMO 55 series of 2016 entitled "Policy Framework and Strategies on the Internationalization of Philippine HEIs.

The CHED Memorandum Order (CMO) is a mandate of urgency as the Philippines lags behind its ASEAN neighbors in knowledge production, job creation, innovation, among other things. HEI responses however have been varied and lukewarm. The ANTENA Needs Assessment Survey is indicative that among many HEIs, the traditional notion of international education (IE) continue to exist. As a concept, this means that IE is a series of "**fragmented**" and "**unrelated**" series of international activities in higher education such as study abroad, foreign student advising, staff exchange, area studies and the like[1].

What have Philippine HEIs done towards this end? Have HEIs organize their internationalization programs towards "a planned effort that is organization-wide managed from the top...a planned effort that manages its ability to change and to adjust to changes?"

Results of the survey show that while Philippine HEIs claim to hold "internationalization" as a priority, it is only superficial inasmuch as only 59% admitted that they have a written strategic plan and that these (see

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1 A quote from CMO 55 s. 2016 page 1.

Table 2) were prepared by their international affairs office (29%); office of the university president (11%) or some internationalization committees (5%). Without a well-designed international strategic plan, the first requirement in OD "planned effort...ability to change and adjust to changes..." is already not achieved.

Except for a few HEIs, although there are offices assigned to handle internationalization activities, this does not mean that the presence of a system is in place. From an organizational structure's point of view, majority of the HEIs reported that they have an international linkage and external affairs office (70%). The rest indicate that internationalization activities are managed either by the office of the university president, or the VP for academic affairs, or an appointed center. The names given to these offices are varied but ultimately it means the same. Further, most of these offices have an average of four to five (4-5) staff particularly for private HEIs. Exceptions are ADMU and DLSU who reported 9 staff each. SUCs (state universities and colleges) manpower resources average from 7-8 although a number have around 20 people were reported to be part of the international linkages office.

The fact that only a third of the respondents claimed to have some kind of documented strategic plan implies that: (1) The HEI may not have a clear "mandate" from the top in regard the institutionalization of internationalization processes, and: (2) Goals and objectives could possibly be at random and unclear for the rest of the HEIs. No mention of a Policy Manual or Manual of Operations or SOPs was made, mechanisms, mechanics, processes, procedures may be arbitrary at best. In fact, it was commented in the four (4) barriers to administration and staff mobility that "a more definitive and streamlined process will help to make the linkage process more efficient." However, this "streamlined process" presumes a clear and succinct mandate from top management. Without one, the operations will continue to be arbitrary.

The strategic plan could include clear goals, objectives and targets but not limited to programs in (1) student, faculty and staff mobility; (2) administrative governance and finances, (3) credit recognition and transfer; (4) international research collaboration, and; (5) capability building and continuous quality

improvements in all these areas and programs. The results of the survey especially the ideas provided by the enumeration of barriers can be taken into consideration as guide and route.

The role of CHED is huge. When asked what assistance the respondents needed from CHED, off-hand the replies were financial support and or funding. However, a closer look at the details may weave a different story altogether inasmuch as funding is more pronounced once the HEI is clear about its internationalization Vission, Mission and Goals (VMG), mandate, policy, plans, programs, projects, timelines.

Moreover, internationalization need not be democratized. From an analytical point of view, HEIs who are driven by excellence and quality assurance in their curricular programs, research, manpower resources internally (or locally) are the ones who are also the key players in the internationalization of Philippine HEIs. Quantity and quality is ideal but it is not realistic. The overall OD and human capital formation will continue to face the question of why the Philippines is lagging its ASEAN neighbors in terms of innovation, knowledge production, knowledge consumption, among other things. Any internationalization initiative will have to face the stark reality of practical matters such as HEI budget limitations or a professor's dilemma of time constraints in conducting quality research outputs.

4.

CONCLUSION AND RECOMMENDATIONS
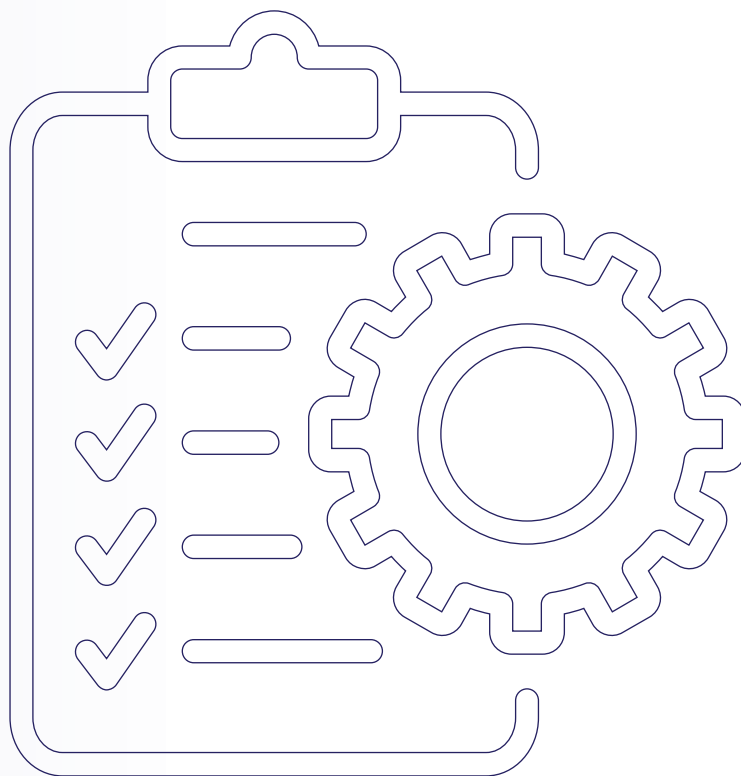
Among the 108 Philippine higher education institutions studied in the ANTENA Survey, lack of financial support and administrative and bureaucratic difficulties emerged as the two greatest barriers to internationalization, whose programs include the outbound and inbound mobility of students, faculty, and staff, and international research collaboration.

To increase funding and improve staff support on these initiatives, we propose three things:

First, we recommend discussing how to address the identified barriers in international initiatives such as mobility programs in the next ANTENA activities. In Annex 2, we propose a set of questions to clarify what constitutes success for our internationalization agenda.

Second, we recommend that the case studies be done to draw on lessons from successful models of international relations offices, to inform what capacities need to be built and how these offices should be structured to best support the institution's targets and contribute to the national targets.

Third, we recommend forming a team to verify Philippine baseline data on mobility and research. This is so we can set our national targets over the next five to ten years and argue for improved funding allocations. We recommend that this team collect and monitor mobility data not only of students, but also of teachers and staff. We recommend disaggregating by discipline, too.

MOBILITY PROGRAMS - BARRIERS AND OPPORTUNITIES

Recommendation 1: Discuss how to address the identified barriers on mobility programs in the next ANTENA activities.

Outbound and Inbound Mobility Programs

The top barriers in outbound student, faculty and administrator/staff exchanges are the lack of financial support, limited exposure to international opportunities, visa and immigration policies, and other administrative difficulties. For students, an additional top barrier is difficulties in credit transfer. For outbound faculty and administrator exchanges, additional barriers are limited interest or motivation among the them to gain an international experience and limited capacity or expertise.

The top barriers to inbound exchange for students are limited course offerings, increased competition among HEIs, visa and immigration policies, limited student housing, and lack of financial support. The same barriers exist in recruiting international degree-seeking students.

Annex 2 includes our proposed questions to clarify the target and optimal budget as well as administrative staff support for inbound and outbound exchanges. We recommend looking at it as a whole process: strategy and budgeting, public information, scholarship application, scholarship processing, financial support, egress from the Philippines, ingress into destination country, research load while in other country, and re-entry and service requirements for students, faculty and administrators when they come back to the HEI.

International Research Collaboration

Philippine HEIs consider research collaboration as an integral part of their internationalization activities. The top barriers to international research collaboration, identified in the survey, are limited exposure to international opportunities, limited expertise of faculty or research staff, insufficient financial support, and lack of facilities. Three-fourths of our respondents said

that they use their institution's own resources to fund research collaboration while only half are government funded.

The top four suggestions for improving international research collaboration are: additional funding, research training, strengthening international research partnerships/linkages and creating conference groups for research collaborations. Annex 2 summarizes the questions for discussion in future roundtable discussions to clarify the setting of international research collaboration targets and budget possible allocations.

Credit Transfer

Credit transfer refers to the process of acknowledging prior learning from a different institution versus the current offerings of a college or university. Credit transfer is determined by the home institutions' policy. Some Philippine HEIs have a credit transfer policy but some institutions do not have such a policy yet.

Top barriers to credit transfer in the Philippines are different grading systems, lack of course description and syllabus, institutional regulations, and the lack or delay of transcripts of records.

Specific Recommendations

(1) Include credit transfer studies in the capacity building program for internationalization.

It is important for stakeholders to know how credits work and how credits from one educational system can be converted to credits from other educational systems. For example, how to convert European credits or ECTS to units which are used by Philippine HEIs.

(2) General policies on credit transfer from the Commission on Higher Education (CHED) will be helpful for Philippine HEI's to guide them in creating their own credit transfer policy. Credit transfer policies should be in placed at least for courses taken in universities in Asia, Europe, Australia and USA.

CAPACITY BUILDING FOR INTERNATIONAL RELATIONS OFFICE

Recommendation 2: Write case studies to draw on lessons from successful models of international relations offices, to inform what capacities need to be built and how these offices should be structured to best support our national targets.

One of the key identified issues in the survey was capacity building for international offices. While 98 of the 108 institutions stated that there is an office responsible for internationalization, only 70 have Offices of International Relations and only 59 percent have written up their internationalization strategic plans to meet their goals. We believe that the skills and institutional frameworks for international offices, and the definition of its functions, should be studied further in the light of a longer-term national strategy on mobility and research.

In addition to having an appropriate internationalization strategy and having the needed structures and processes it is necessary to train the people who contribute significantly to a successful internationalization strategy.

Top barriers for managing mobility programs, according to the survey, are lack of budget, lack of manpower and the limited knowledge and skills of the personnel.

Specific Recommendations

(1) Effective capacity building programs can be done in conferences and symposia or targeted organization development interventions. Institutions who have more experience in internationalization can help assist the process of setting up these internationalization strategic plans, structures and offices. Whatever best practices that are engaged should be adopted to local contexts, to make sure the results are sustainable and truly responsive to the specific needs of the institutions.

(2) We recommend that case studies be carried out to further the successful models of International Relations Office so more specific training needs for its personnel can be identified. There is a need to identify the skills and competencies necessary for internationalization. Consequently, training programs can be designed to address the needs of IRR personnel.

SETTING OF NATIONAL TARGETS

Recommendation 3: Form a team to verify baseline data and set national targets over the next five to ten years.

We recommend having a framework for setting national targets on mobility and research, which can help inform the budget process for higher education. Lack of financial support is one of the key barriers to inbound and outbound exchange and international research collaboration identified in the ANTENA Survey. This finding triangulates Cinches, Russell, and Borbon's (2017) conclusion that funding constraints are a major issue in internationalization. In four case studies, they studied 928 students, 150 faculty, and 18 administrators in four HEIs: Xavier University, Liceo de Cagayan University, Lourdes College, and De La Salle University. They find that "Faculty and students are convinced that internationalization is highly beneficial to education ... [but] only a very small percentage of student mobility and very minimal faculty exchange and research collaboration because of funding constraints."

To argue for budget improvements under a results-based budget, we need to verify our country's baseline data. We recommend forming a technical team with representatives from the Commission on Higher Education, the Bureau of Immigration, the Commission on Filipinos Overseas, the Philippine Statistics Authority, and representatives from Higher Education Institutions so we can agree on how to measure our baseline data and targets. This will require some investments that can hopefully be supported by the ANTENA Network and the Commission on Higher Education.

For inbound and outbound exchange data to be useful for policymaking and budget planning, we need to disaggregate this data according to staff,

teachers, students, and international researchers. We also recommend that we disaggregate the data based on our stakeholders' program of study.

In Annex 3, we discuss the data that we now have on inbound mobility, outbound mobility, net flows, and international research collaboration.

CONCLUSION

Internationalization is a means to the end of benefiting and improving the quality of learning of our stakeholders: students, faculty, staff, researchers, and the beneficiaries of higher education research and learning. Our higher education community should agree on what constitutes success for internationalization: both in terms of measurable outcomes and the intangibles of higher education that cannot be measured. In the next activities of ANTENA, we recommend that we try to answer some of the questions (Annex 2) which can hopefully clarify each of the identified components of internationalization: inbound mobility, outbound mobility, and international research collaboration. Once we set these national targets, we must work together as a community to muster enough support and public and private funding for this agenda.

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INTERNATIONALISATION OF HIGHER
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Internationalization of Higher Education
Institutions in the Philippines

NEEDS ANALYSIS REPORT

October 22, 2019