

Scholarship for Graduate Studies Abroad and International Relations
CHED K to 12 Transition Program

Project Proposal

Delivering Institution Name	British Council
Project Title	Leadership, Management and Policy Capacity for Transnational Higher Education
Rationale	<p><u>Background</u> Transnational education (TNE) is an internalisation strategy of the Philippines to improve the quality of its higher education sector. Long-term, mutually reinforcing collaborations on TNE between local institutions and foreign universities will improve the international profile of Philippine institutions while simultaneously build human capital and internal innovation capacities.</p> <p>Centre to the recently launched three-year CHED-British Council project, Access and Competitiveness through Internationalisation of Higher Education (ACT-IHE) is its support on the development of TNE. Among others, the project will establish five new UK-Philippine postgraduate degrees, support the TNE studies of at least 20 Filipino faculty members, and develop a TNE toolkit for the Philippines.</p> <p>For the building of human capital and institution's innovation capacity to truly take root, it should be complemented by supportive policies and systems. Through the enactment of RA 11448, the Philippines sets the scene for quality higher education through a gradual introduction of transnational education programmes. The government's primary intent is to build the capacity of its higher education institutions and equip its citizens with skills which the national economy will demand in future. While transnational higher education is widening its global reach, its ambition in the Philippines is to support and enable local institutions, their students, and communities to benefit from the advances in teaching and research that international partnerships bring.</p> <p>CHED has the mandate to translate the TNHE Law into actions. To ensure that it is fully able to carry-out this mission, key offices in CHED and other relevant government agencies will need capacity strengthening interventions. Sufficient numbers of key government officials, managers and technical staff would need to possess necessary knowledge and skills on TNE policy development, management and governance. There needs to be a critical pool of inter-agency experts who will have persistent rededication to setting up enabling environment for transnational higher education in the Philippines, as set out in the TNHE Law.</p> <p>In this regard, the British Council is proposing a new project, the Leadership, Management and Policy Capacity for Transnational Higher Education, to boost our efforts in advancing TNE in the Philippines.</p> <p><u>Short- and long-term goals</u></p> <p>Experience from CHED-British Council Joint Development of Niche Programmes through Philippines-UK Linkages (JDNP) indicates that there exist gaps in current government policies and hurdles in processes that are deterrent in facilitating long-term sustainable international academic partnerships. Building a better understanding of these issues will provide an evidence base on which to make decisions on policy amendments.</p>

The aim of this activity is to enhance the knowledge base of policy and decisionmakers in CHED, select government bodies and other relevant stakeholders in implementing high quality TNE initiatives. We will create a pool of inter-agency champions, identified through systems assessment and stakeholder mapping, who will work to influence policies, actions, and decisions of their respective agencies to create an enabling policy environment for TNE in the Philippines. By providing key government officials and policymakers opportunities for immersion visits, benchmarking activities and technical inputs, this project activity aims to build understanding their understanding on five key areas:

1. **Transnational higher education** which aims to provide overview on TNE, international code on the practice of cross-border education, TNE trends, models, quality assurance systems, future developments, and best practices.
2. **Policy formulation and execution** which aims to enhance and develop the skills and knowledge of policymakers in policy formulation and implementation, writing of policy brief as well as the integration of gender and inclusion concerns into the policy making process. This training will also look at what constitutes enabling policies that makes for successful delivery of quality TNE.
3. **Management and leadership** which aims to equip policymakers and government leaders with TNE-specific leadership skills and management tools in effectively governing and delivering TNE partnership projects
4. **Quality assurance on TNE** where participants will get better understanding on strategies and tools used to ensure high quality, relevance, and sustainability of TNE programmes.
5. **Monitoring, evaluation and learning** which will include frameworks, metrics and assessment tools to evaluate the impact of TNE policies, partnerships and programmes.

A strong focus on equality, diversity and inclusion (EDI) will be part of the capacity building, particularly on themes 2 (policy formulation and execution) and 3 (management and leadership). Having EDI as part of the project will enable the creation of an inclusive environment not only for leaders and institutions, but also for staff and students who will eventually become part of these international partnerships and programmes. Creating awareness and understanding at the top (i.e. among decision makers) can catalyse change at the systems or institutional level which are necessary for structural changes to be effective.

Through knowledge exchange and the development of a **national TNE strategy**, we will create a government-wide enabling regulatory environment, supportive of modernisation and internationalisation of Philippine higher education.

Expected transformation or effects

The activity supports ACT-IHE’s long-term goals of modernising the Philippine higher education sector and making it globally competitive through internationalisation and TNE:

Specifically, through the proposed project, we contribute to the achieving the following goals:

Goals	Verifiable indicators
Positioning the Philippines as a preferred partner for TNE	Data from CHED-initiated study on TNE/internationalisation among foreign partners

	<table border="1" data-bbox="499 208 1417 456"> <tr> <td data-bbox="499 208 959 331">Increase partnerships between the Philippines and foreign countries by creating a policy environment where TNE can flourish</td> <td data-bbox="959 208 1417 331">Data from CHED on the number of registered TNE partnerships and programmes in the Philippines</td> </tr> <tr> <td data-bbox="499 331 959 456">Enriching the tools, knowledge and skills of relevant stakeholders to effectively promote TNE in the Philippines.</td> <td data-bbox="959 331 1417 456">Data from CHED-initiated study on TNE capacity among relevant government bodies, HEIs, etc.</td> </tr> </table> <p data-bbox="499 488 1417 607"><i>Note: Verifiable indicators above are likely to happen after the project timeline indicated in this proposal as these are policy-level impact that will take years to take effect. Development of framework and metrics for MEL are proposed as part of Phase 2 of the project.</i></p> <p data-bbox="499 638 842 674"><u>Indicators of sustainability</u></p> <p data-bbox="499 705 1417 801">We will sustain the benefits that the Philippines has incurred from the pilot UK-Philippine TNE programmes in 2018 and we will support the initiatives of the Philippine government in making the country more conducive for TNE.</p> <p data-bbox="499 833 1417 1048">We will do this through the training of key government agencies who will play a significant role in the implementation of the TNHE Law and by facilitating the creation of a national TNE strategy for the Philippines that will support the opening of the local TNE market to international partners. By training CHED and relevant government institutions, we help institutionalise TNE in the Philippines' human capital development strategy, increase our capacity to realise the goals of the TNHE Law and sustain these benefits indefinitely.</p> <p data-bbox="499 1079 1417 1229">CHED's current approach to internationalisation through TNE focuses on capacity building. This is achieving a good balance between being inward-looking and supporting the capacity needs of their HEIs, and reaching out, and bringing international connections. This approach could potentially be a key tenet of Philippines' national TNE strategy.</p> <p data-bbox="499 1261 1417 1321">The national TNE strategy could include, among others, Philippines' approach on:</p> <ul data-bbox="549 1328 1417 1637" style="list-style-type: none"> • International scholarships or professional development for faculty • Student mobility and exchanges, including virtual mobility and internships • Research collaborations through TNE • Infrastructure to support doctoral training for all PH universities - consider the feasibility of piloting a Doctoral Training Centre (DTC), an in a particular geographical region in the Philippines (DTCs in the UK mainly cater to the Russell Group of universities and train about 30% of the PhD students) • Leadership development in TNE and global engagement 	Increase partnerships between the Philippines and foreign countries by creating a policy environment where TNE can flourish	Data from CHED on the number of registered TNE partnerships and programmes in the Philippines	Enriching the tools, knowledge and skills of relevant stakeholders to effectively promote TNE in the Philippines.	Data from CHED-initiated study on TNE capacity among relevant government bodies, HEIs, etc.
Increase partnerships between the Philippines and foreign countries by creating a policy environment where TNE can flourish	Data from CHED on the number of registered TNE partnerships and programmes in the Philippines				
Enriching the tools, knowledge and skills of relevant stakeholders to effectively promote TNE in the Philippines.	Data from CHED-initiated study on TNE capacity among relevant government bodies, HEIs, etc.				
<p data-bbox="204 1697 320 1727">Duration</p>	<p data-bbox="499 1697 1417 1758">Phase 1 – Stakeholder mapping, systems assessment and CHED capacity building: June – December 2022</p> <p data-bbox="499 1789 1417 1879">Phase 2 – Continuation of CHED training, capacity building of other government agencies and development of national TNE strategy: January – December 2023</p> <p data-bbox="499 1910 1417 1971">Note: A separate approval at a later date is anticipated for the second phase of the project.</p>				

I. **Proposal details.** Please state your objectives following the principle of SMART (Specific, Measurable, Attainable, Relevant, and Time-bound)

Logical Framework (use separate rows)					
Objectives	Activities	Outputs	Verifiable Indicators	Means of Verification	Assumptions
Lay out TNE governance structure for the implementation of the law	Systems assessment and stakeholder mapping	Draft governance structure (CHED and other agencies)	Systems and stakeholder analyses report	Governance structure with identified agencies and their roles in TNE	Exercise to run for half a year given complexity of potential governance framework. To be co-lead by the British Council and CHED
	Selection of participants	Project participants identified	Criteria for selecting trainees, terms of reference for participants	Copy of document outlining criteria, endorsement from government bodies	Government partners to have a minimum number of representatives per agency in case of turnover
Build awareness and knowledge of relevant Philippine government agencies on TNE Influence policies, actions, and decisions of their respective agencies/institutions to create an enabling policy environment for TNE in the Philippines	Needs assessment (organisational and individual levels)	Needs assessment report	Results of consultations and assessments with participants	Session recording and minutes, results from self-assessment	Participants at the beginning during the needs assessment are the same cohort who will complete the entire project (including Phase 2)
	Development of training programme based on needs analysis	Bespoke training programme	Training topics and outcomes, competencies to be addressed in the capacity building	Training plan	
	Capacity building activities (virtual and F2F) and mission visit to the UK	60 trained government officials (30 from CHED, 30 from other agencies) who completed the suite of TNE training programme	Number of individuals engaged in the activity	Registration and attendance records, evaluation forms	Local and international travels are less restricted Different training content for CHED and other government

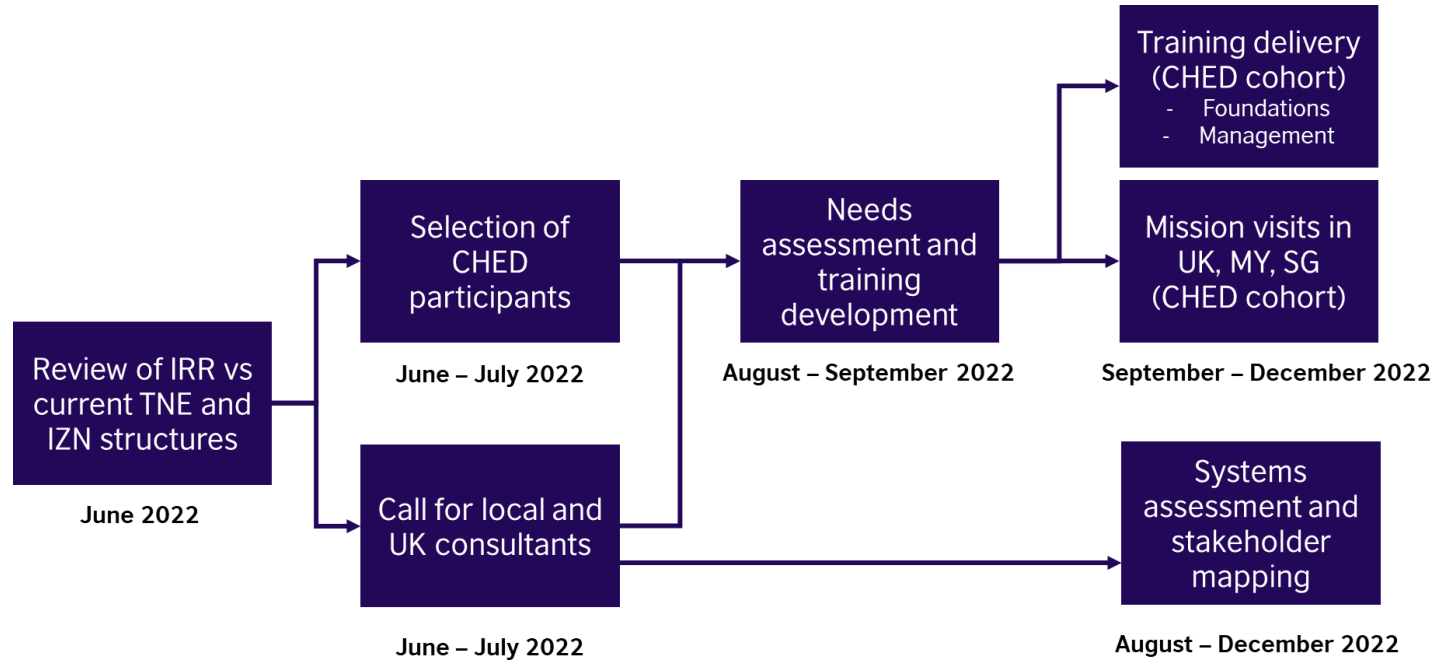
					agencies
Develop a national TNE strategy that will support the implementation of the TNHE Law	Inter-agency group meetings and policy writing workshops	Working group created comprised of 30 representatives from CHED and other government agencies	Number of individuals engaged in the activity	Registration and attendance records, evaluation forms	Only 30 from the 60 trained government representatives will be part of the working group drafting the national policy
		National TNE strategy including TNE policy action plans across relevant government agencies	Approved policy document	Copy of the policy document in hard and electronic copies	Representatives from government agencies commit to being the designated persons for TNE Governance structure will follow the ACT-IHE model (i.e. joint CHED and British Council oversight)
		Metrics to measure the impact of TNE policy, partnerships and programmes to local stakeholders and international partners	Approved framework and metrics	Copy of the document outlining the framework and metrics for impact assessment	Timeframe for impact assessment among different groups (institutions, staff, etc.) to be determined by the working group

II. Project Details

Target Beneficiaries	<ol style="list-style-type: none"><li data-bbox="663 315 1406 409">1. Phase 1: Stakeholder mapping, CHED capacity building and systems assessment<ul style="list-style-type: none"><li data-bbox="762 376 1241 409">• 30 key officials and staff from CHED<li data-bbox="663 443 1406 629">2. Phase 2: Continuation of CHED training, capacity building of other government agencies and development of national TNE strategy<ul style="list-style-type: none"><li data-bbox="762 533 1385 566">• Same cohort of CHED participants from phase 1<li data-bbox="762 566 1406 629">• 30 key officials and staff from other government agencies <p data-bbox="663 663 1406 748">Note: The stakeholder mapping and systems assessment exercises in phase 1 will determine which CHED offices and other government bodies will be part of this project.</p>
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IV. Project flowchart

Phase 1 (June – December 2022)



Phase 2 (January – December 2023)

