# BRITISH COUNCIL

CAPACITY BUILDING AND INSTITUTIONAL DEVELOPMENT OF HIGHER EDUCATION IN THE PHILIPPINES THROUGH TRANSNATIONAL EDUCATION

ANALYTICAL SUMMARY OF RESEARCH FINDINGS

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Capacity Building and Institutional Development of Higher Education in the Philippines through Transnational Education

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Workshop with Philippine higher education institutions

• Presentation of the preliminary findings of the study on capacity building and institutional development of Philippine higher education through transnational education

A.) What is encouraging about transnational education in the Philippines?

B.) Transnational education priorities

C.) Other considerations and recommendations

## 1. Background

Following a three-year moratorium on transnational education (TNE), the Philippines is now on course to set a unique model for crossborder education: it is government-led and focused on niche subject areas, with the intent to build the capacity of its local higher education institutions (HEIs).

In August 2016, the Commission on Higher Education (CHED) and the British Council launched the Joint Development of Niche Programmes through Philippine–UK Linkages (JDNP). The programme has assisted 11 Philippine HEIs and their nine UK partners to develop 17 TNE postgraduate degree programmes.

From 2018–19, when the TNE programmes were first delivered, there have been over 50 students enrolled in ten TNE programmes. Once all programmes are active, there will be over 100 students on collaborative master's and PhD courses each year.

In the short term, improved awareness of the success of the CHED–British Council JDNP programme has attracted interest in the higher education (HE) sector in the Philippines. In addition, JDNP has impacted CHED's policies on postgraduate programmes, which are now revised to include PhD by research. The programme was developed initially under JDNP and is the first of its kind in the country.

One of the positive externalities of JDNP is improving research capability. Many of the collaborative postgraduate programmes resulted in joint research publications between the UK and Philippine higher education institutions (HEIs).

JDNP is an example of supply-led TNE. It is government-driven and focuses on strengthening the Philippine postgraduate education provision in niche subject areas needed to advance the national economy.

A recent development is the new Transnational Higher Education (TNHE) Act<sup>1</sup>, legislated in August 2019, which mandates a supportive regulatory provision.

This research builds on the rising interest in TNE from local institutions and attempts to capture their development and capacity building needs, which TNE can support. The programme has assisted 11 Philippine HEIs and their nine UK partners to develop 17 TNE postgraduate degree programmes

1 www.officialgazette.gov.ph/downloads/2019/08aug/20190828-RA-11448-RRD.pdf

# 2. Research aims and methodology

This section outlines the research aims and details the methodological approach. This research uses a mixed method approach and combines qualitative and quantitave data collection and analysis.

### 2.1 Aims

This research aimed to identify the higher education priorities in the Philippines, and explore HEIs' perceptions of whether TNE can support their achievement.

### 2.2 Methodology

The research started with semi-structured interviews with senior leaders from selected private and state universities. The institutions had varied experience with transnational education. The interviews informed the development of a questionnaire, which was tested through focus groups. They were held at nine geographical locations, which included metropolitan and remote locations. The participating HEIs had a varied level of international experience, and the majority of them had no prior participation in TNE programmes. The following localities hosted the focus group discussions:

- Metro Manila
- Benguet
- La Union
- Camarines Sur
- Negros Oriental
- Iloilo
- Cebu
- Davao
- Misamis Oriental

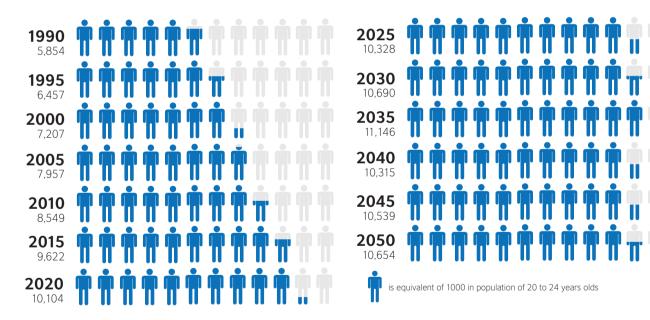
This research aimed to identify the higher education priorities in the Philippines

### 3. The higher education landscape

The Philippines is one of the countries with the highest levels of proficiency in the English language. English is also the official language of instruction at the higher education level. The tertiary education enrolment rate is 35 per cent.

The country's growing youthful population, alongside a bouyant services sector, will continue to add pressure on the provision of higher education. The Philippines' population is expected to reach 150 million by 2045, making it the world's tenth most populous country. The university age population (20 to 24 year olds) is projected to peak in 2035 and reach 11 million (an additional million to the current estimates of 20–24 year olds).

Figure 1: University age population aged 20 to 24 in the Philippines (in '000)



University age population aged 20 to 24 in the Philippines (in '000)

The Philippines had the tenth largest tertiary education system globally in 2017/18<sup>2</sup>. While demand for tertiary education is set to grow, educational reforms in the country have temporarily stalled the expansion.

Figure 1 Source: United Nations Department of Economic and Social Affairs, Population Division (2019). World Population Prospects 2019, custom data acquired via website. https://population.un.org/wpp/ DataQuery/ Data accessed on 30 July 2019.

2 Data sourced from http://data.uis.unesco.org/#. Accessed on 2/11/2019.

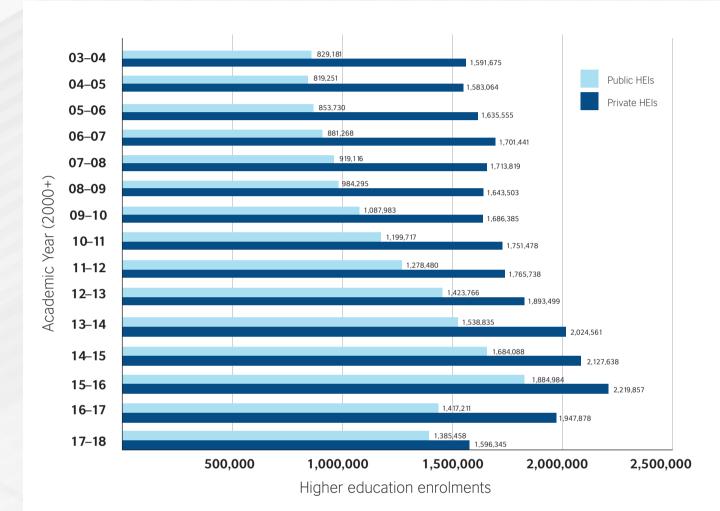


Figure 2: Higher education enrolments in private and publis HEIs

The implementation of the K to 12 Programme resulted in adding kindergarten and Years 11 and 12 to the country's ten-year education system. This means a significantly smaller number of enrolments in HEIs over the period from 2016 to 2018. While the number of students are expected to bounce back, supply-side

capacity constraints may result in unmet demand for higher education in the short term. Continued demographic growth will continue to add pressure on the country's higher education provision in the medium to long term.

Figure 2 Source: https://ched.gov.ph/statistics/ Data accessed on 30 July 2019.

## **4. Priorities for TNE**

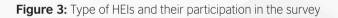
This research is a collaborative initiative between the British Council and CHED. Semi-structured face-to-face interviews with senior leadership staff from a selection of private and state universities were carried out. The interviews were followed by focus group discussions to test participants' perceptions of TNE and gauge their expectations of whether collaborative provision can support their institution.

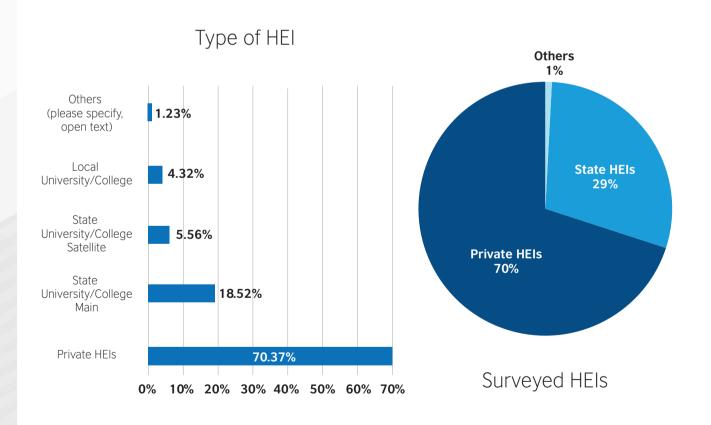
The interviews and focus groups findings contributed to the development of an online survey which was administered to 229 private and public HEIs across nine provinces representing the three main island groupings in the Philippines: Luzon, Visayas

and Mindanao. The survey questions and the multiple-choice responses were further refined through a pilot with several HEIs.

### 4.1 HEIs' profile

The survey received responses from 168 HEIs (a 73 per cent response rate). In addition to the online survey, a paper copy was distributed to 115 HEIs, that attended British Council events between April and July 2019. The response rate among the workshop participants was 100 per cent. More than half of the surveyed HEIs (57 per cent) hold Level III Accreditation from CHED, which allows them to engage in TNE activities.





The majority of the HEIs (70 per cent) were private HEIs, and 29 per cent were state-run institutions. A very small proportion of the latter (4.3 per cent) were classed as local universities or colleges. While the state universities represent a smaller proportion, they tend to recruit a large number of students. A small proportion of the HEIs (1 per cent) classed themselves as 'Other'.

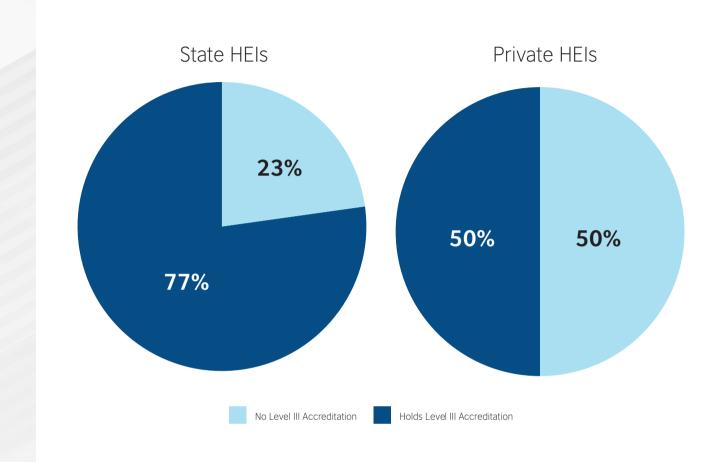


Figure 4: Does your HEI degree programmes have Level III accreditation?

More than half of the surveyed HEIs (57 per cent) hold Level III Accreditation from CHED, which allows them to engage in TNE activities. This proportion is 77 per cent for the state universities, and a half for the private sector (50 per cent).

The importance of Level III accreditation stems from the added autonomy it grants the HEIs regarding the development of new courses allied to existing accredited courses at postgraduate level, delivered by distance learning or through transnational education (Ching 2012; CHED)<sup>3</sup>. A closer look at the data shows the importance of the size of the institutions to offer Level III accreditation. If the large HEIs only are considered, then 100 per cent of the state HEIs and 87 per cent of the private HEIs hold Level III accreditation. No small state HEIs (those with less than 2,000 students) hold such accreditation and 20 per cent only of the private institutions do.

If the institution holds Level IV Accreditation, then it has the autonomy to deliver TNE programmes. However, it has to notify CHED's regional office about the proposed TNE programmes. More than half (54 per cent) of the state HEIs are appointed by CHED as Centres of Excellence in at least one subject area.

3 Ching, G.S. (2012). Higher education accreditation in the Philippines: A literature review. International Journal of Research Studies in Management; April 2013, Volume 2 Number 1, 63-74; https://www. researchgate.net/publication/266483026\_Higher\_education\_accreditation\_in\_the\_Philippines\_A\_literature\_review Regulatory provision at Level III accreditation is described in CHED's Manual of Regulations for the Private Higher Education; https://ched.gov.ph/wp-content/uploads/2017/07/Manual-of-Regulations-for-Private-Higher-Education.pdf

#### Figure 5: Is internationalisation a priority for your institution?

### 100% 11% 22% 4% 80% 10% 60% 68% 84% 40% 20% 0% Private HEIs State HEIs Not Sure Yes No

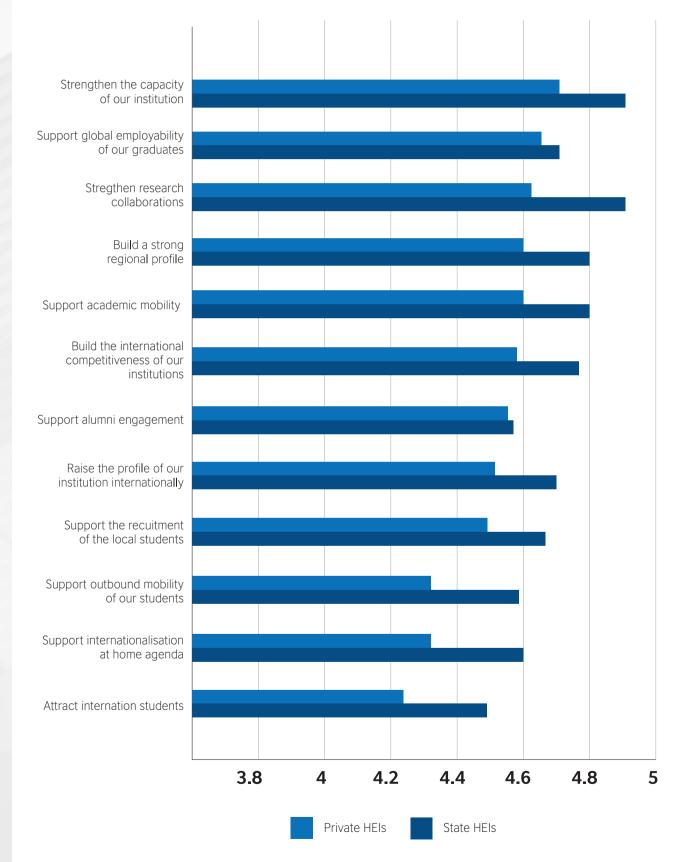
Similarly, half of the small private institutions (51 per cent) consider internationalisation to be a priority, compared to 81 per cent of the large private institutions.

Figure 6 shows weighted averages scores on a scale 1 (least important) to 5 (most important) for what institutions aspire to achieve through internationalisation. Both private and state HEIs attach the highest importance to strengthening the institutional capacity (4.71 weighted average scores for the private HEIs and 4.91 for the state HEIs). State HEIs attribute equal importance to strengthening their research collaborations with international partners. Students' global employability ranks second in importance for the private higher education sector.

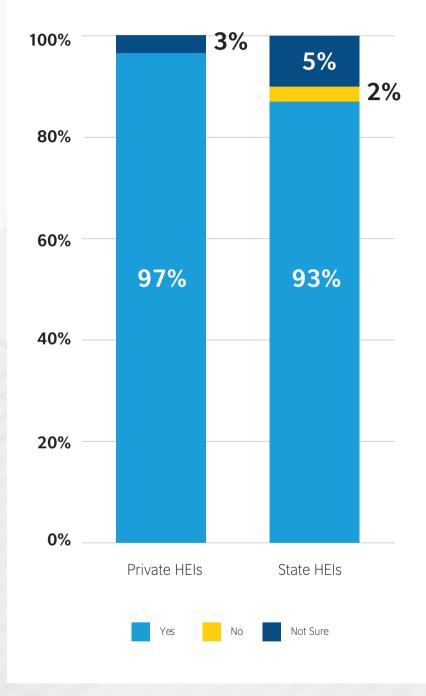
### 4.2 Internationalisation of Philippine HEIs

The majority of the HEIs consider internationalisation of higher education a priority (84 per cent of the state HEIs and 68 per cent of the private HEIs). However, the size of the institution appears to be a determinant to how much HEIs can engage in internationalisation activities. All large state institutions reported internationalition is a priority, compared to just under half (48 per cent) of the small state institutions. Figure 6: What do you hope to achieve through the internationalisation of education

### Weighted average score (1 to 5) for private and state HEIs



**Figure 7:** Would partnerships with international universities through transnational education contribute to the internationalisation endeavours of your institution?

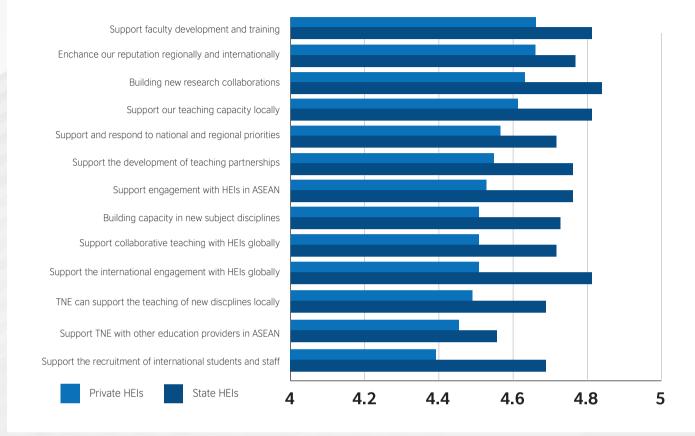


# The survey confirmed that top priorities for TNE enhance the regional and global reputation and faculty development and training, building teaching capacity, and research collaborations are the top of the list for both private and state HEIs. For the latter group, international engagement with institutions globally is of equally high priority. While much of the priority is on building teaching and research capacity at the institutional level, the recruitment of international students is given less prominence.

### **4.3 Priorities for TNE**

Both the interviews and the focus groups identified that collaborative TNE partnerships are the HEIs' preferred model for international engagement. Overall, 96 per cent of the surveyed institutions believe collaborative TNE provision would help them to achieve their internationalisation priorities (93 per cent of the state and 97 per cent of the private institutions).

### Weighted average score (1 to 5) for private and state HEIs



The survey explored whether institutions felt they needed leadership and faculty development.

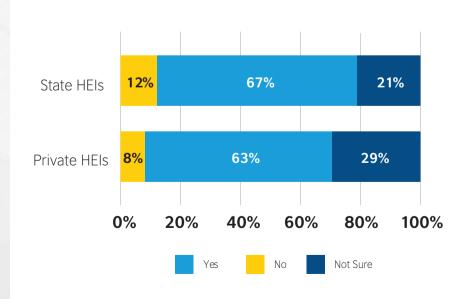


Figure 9: Is leadership development in international higher education a priority for your institution?

Professional development for the institutional leadership rated as a priority by 67 per cent of the surveyed state and 63 per cent of the private HEIs. It is worth mentioning that most of the respondents were staff with leadership responsibilities, and responses to the question are likely to reflect these respondents' needs. Overall, there are limited professional development opportunities for staff.

Faculty development is a key area for 93 per cent of the total respondents (91 per cent of the state and 95 per cent of the private institutions).

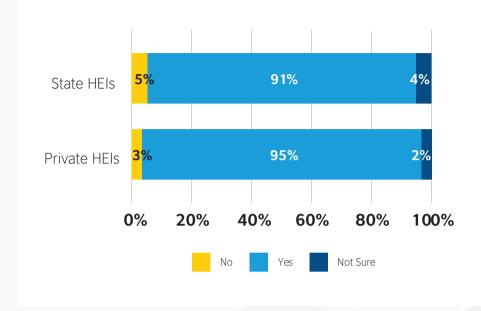
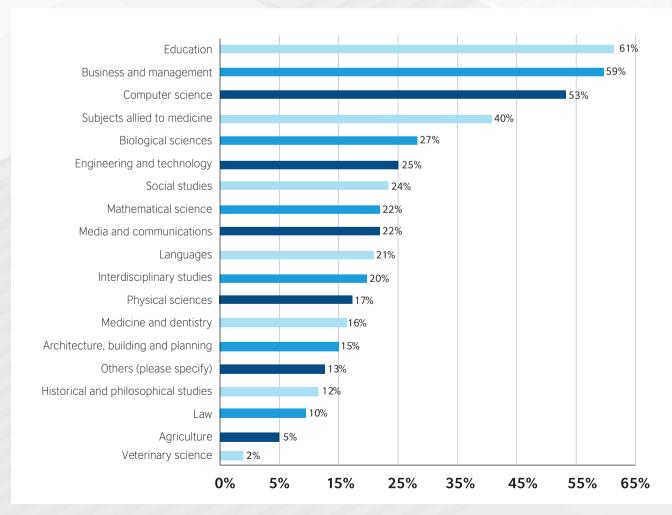


Figure 10: Is upskilling and faculty development a priority area for your institution?

From those who stated that faculty upskilling is a priority, the survey sought further clarification in the form of a view of the type of upskilling required, such as additional educational qualifications (training up to PhD or master's level; leadership training; specialist training; etc.).

The survey explored which subjects the institutions would consider offering through TNE. While both private (61 per cent) and state HEIs (74 per cent) ranked education as their top priority, there are significant variations in the ranking order of the remaining subject areas.





The second most popular discipline with private HEIs is business and management (59 per cent), followed by computer science (53 per cent) and medicine (40 per cent).

A different ranking order emerges for state institutions (Figure 12). Computer science is the second most popular subject (58 per cent), followed by agriculture (56 per cent). TNE partnerships in business and management and social studies are in joint fourth place (44 per cent each), followed closely by engineering and technology (42 per cent).

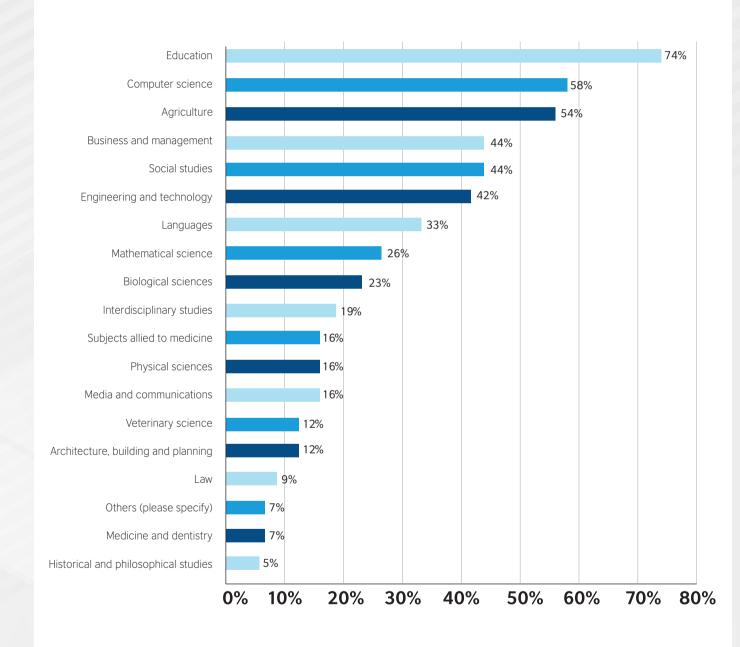
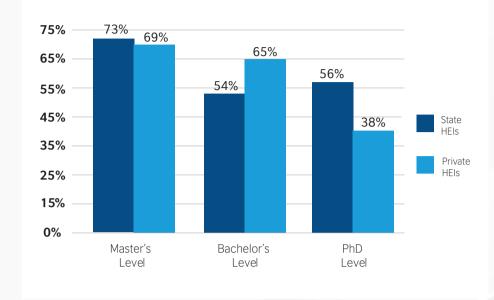


Figure 12: Priority disciplines for state HEIs which can be supported through TNE

The HEIs ranked master's level education as their top priority for collaborative provision (73 per cent state HEIs and 69 per cent of the private HEIs). The second priority for the state sector was doctoral training (56 per cent), whereas bachelor's level education provision was the second priority for the private institutions (65 per cent).



#### Figure 13: What level of education provision would benefit the most from collaborative delivery through TNE?

HEIs were asked to comment more broadly on TNE and how it can support them. The potential for institutional development was the most frequently mentioned, followed by research collaborations, faculty development and training, dual programmes and exchanges.

Figure 14: Are there any other capacity building options which can be aided by TNE?



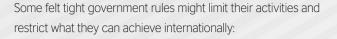
Overall, HEIs recognise the potential of TNE to support their capacity building. However, many, mainly small HEIs, felt their size is a constraint:



'... small institutions do not have the financial capacity to host personnel
exchange programmes. Accepting
foreign students to enrol in our
programmes would be a welcome
change; however, it would be
difficult to get into student exchange
programmes without outside funding
for our students.'



'To give an opportunity to small institutions to benefit and be developed professionally.'





'I hope the guidelines set by CHED to offer TNE will be more liberal and not restrictive. Even small and younger schools have their own unique capabilities. I hope schools like us will be given that chance and support.'



The barriers in the conduct of internationalisation of higher education are the following: the laws which limit the foreign students' entry, provision of support from the government, need to review national laws and policies for internationalisation activities.'

Others were cautious they lacked experience. While they were keen to forge partnerships, there is a pressing need to develop expertise in this area:



'Internationalisation is an avenue for a world class education. However, the school I am representing is short on experience and expertise in this programme.'



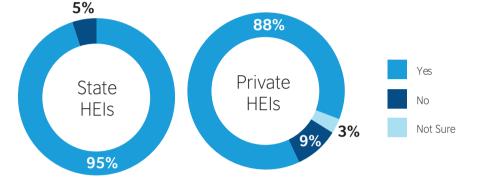
'Support for faculty development to elevate our schools to a higher level so we can forge true partnerships with universities abroad.'



'Our institution is yet to conceptualise TNE, but we see its potential, and we are open to this. We just need to be guided on how to go about this.'

## 5. National strategy on TNE

There is a strong will among the surveyed HEIs to engage internationally and forge collaborative partnerships with universities globally. This study highlights the developmental nature of TNE in the Philippines and its potential to support local teaching and research capability. Combined with the government's aspiration to build capacity at postgraduate level in niche subjects, there is a strong foundation for the Philippines to develop expertise and specialism in areas which are critical to the development of the country.

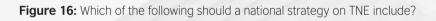


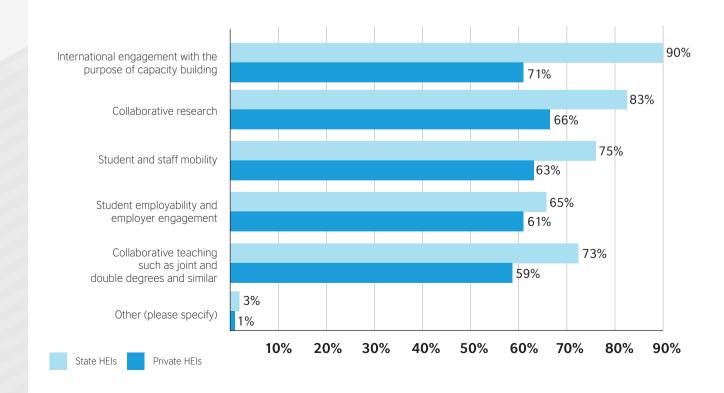
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Figure 15: Would a national strategy support your international endeavours?

Most of the surveyed HEIs (90 per cent) believe that a national strategy on TNE will support their internationalisation endeavours.

The survey asked the respondents to identify strands which should be included in the strategy. Capacity building is the top priority for both state (90 per cent of the respondents) and private HEIs (71 per cent), followed by collaborative research (83 per cent state and 66 per cent private HEIs); the mobility of staff and students (75 per cent state and 63 per cent private HEIs); collaborative teaching (73 per cent state and 59 per cent private HEIs) and student employability and employer engagement (65 per cent state and 61 per cent private HEIs).





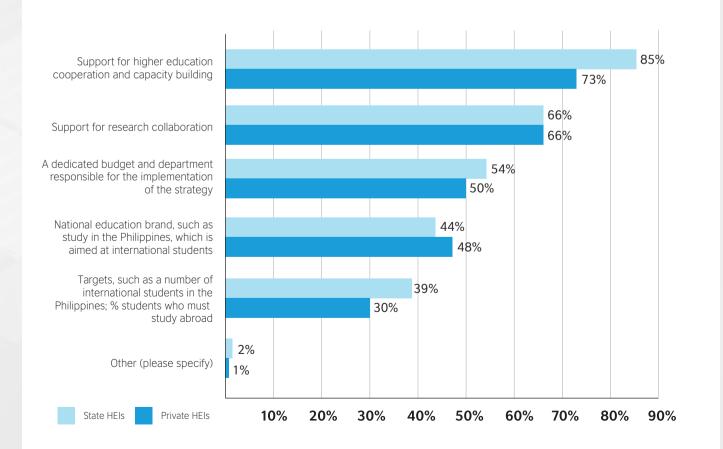
HEIs identified resources which would contribute the most to the development of a national strategy on TNE. Figure 17 shows that government support for HE cooperation and capacity building was a top priority for all HEIs (85 per cent state and 73 per cent private HEIs), followed by funding for research collaboration (66 per cent for both private and state HEIs). The creation of a dedicated department responsible for the implementation of the strategy was identified by more than half of the surveyed HEIs (54 per cent state and 50 per cent private HEIs). Almost half of the private HEIs (48 per cent) acknowledge the benefits of an education brand like 'Study in the Philippines' and its contribution to the national strategy (this was supported by 44 per cent of the state HEIs and 48 per cent of the private institutions).

In addition to the interviews and the online survey, a workshop with HEIs sought their views on the survey findings and considerations for policymakers. The workshop highlighted the importance of government support for student and staff mobility (inbound and outbound), continued funding for collaborative teaching and jointly developed degrees (double and joint degrees). Participating institutions were keen to see widened support for TNE that would include all types of HEIs. Participants were clear they needed leadership from CHED in the form of training and guidelines on how to perform due diligence on overseas higher education partners. The institutions highlighted the importance of funding support for scholarships and sustainable research, and, equally, the need for continued development and provision of priority disciplines whose provision is limited at present.

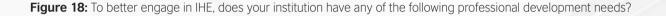
While workshop participants voiced their support for the new TNHE Law, they were keen to see CHED actively pursuing an enabling regulatory framework for TNE with the aim of creating a favourable policy environment. They stated the need for a united front across government departments, which would lead to streamlined international student visas and foreign faculty permits.

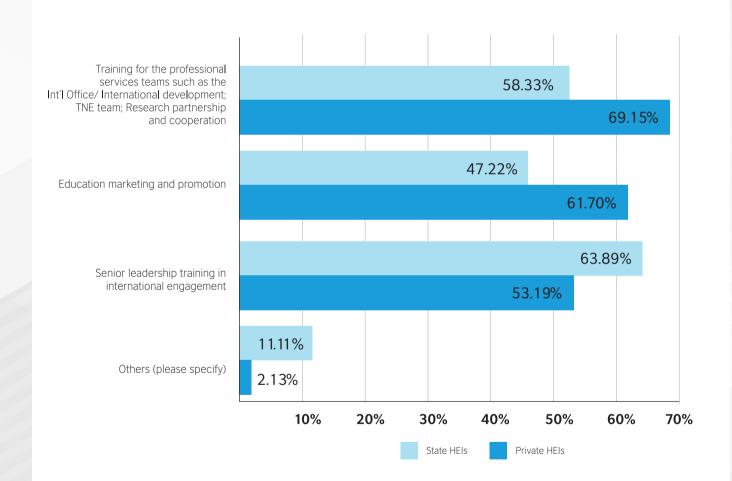
The detailed findings of the workshop with selected HEIs are available in the Annex.

Figure 17: Support for which of the following would contribute the most to the national strategy?



A strong theme which emerged in the workshop discussions was the need to set up an advisory group between CHED and HEIs, respresenting the diversity of the higher education sector in the country. One way to support the advisory group would be through a Community of Practice, which can be used as a sounding board for initiatives, a communication tool and a means of bring together professionals in the area of TNE to participate in seminars, training workshops, conferences and similar events. Strengthened communications between CHED and the higher education sector are needed to ensure dissemination of policies and good practice. Not many HEIs had had prior exposure to internationalisation activities, including TNE. Smaller HEIs with limited resources were found to be particularly constrained in terms of international engagement. Training up professional services teams is the most pressing development need for the private HEIs; whereas the state institutions ranked the training needs of their senior leaders and managers.





This research prompted survey participants to share their thoughts on internationalisation of higher education in the Philipines. The feedback shows a high level of enthusiasm and readiness to embrace internationalisation, though, for most of them, it is a relatively new concept. There is a strong TNE theme in the comments and support for its adoption in the country. Many HEIs are hopeful that CHED will continue to support TNE and enable broader participation in funded activities.

Figure 19: Any other thoughts or comments on the internationalisation of higher education in the Philippines?



Those HEIs with prior experience in TNE are already setting up infrastructures to support their internationalisation efforts:



'We already feel the need to establish internationalisation in our institution and the Commission on Higher Education provides funds and training. Our biggest challenge now is organisation, implementation and monitoring. We're also establishing the Office of International Affairs, and we're looking for inputs or insights from those who have been doing this for a long time.'

Small HEIs have voiced clearly the support needed to benefit fully from both TNE and broader internationalisation:



'Transnational Education should be given enough support and budget.'



'This is really helpful to our country-- however, for small colleges, it will take time because of the cost.'



'I hope the guidelines set by CHED to offer TNE will be more liberal and not restrictive. Even small and younger schools have their own unique capabilities. I hope schools like us will be given that chance and support.'

Many of the comments are indicative of the good will and belief across the sector that TNE is a good opportunity for the HEIs, the students and the country.



'This endeavour is very promising, not only for our institution but for the Philippines as a whole.'



'Transnational Education is a very good opportunity for our faculty and students to upgrade competence and be at par with the best in the global arena.'

## 6. Summary of findings

This research draws on a survey of 169 HEIs and collates their perspectives on TNE and its potential to support their capacity building ambitions and widen access to larger communities. TNE contributes to this effort by delivering quality education irrespective of learners' geographical location. There is a strong will among the surveyed institutions to engage in collaborative TNE provision.

While there is a common aim in institutions' ambition to build capacity, the priorities of the state and private HEIs vary, and equally varied are those of small and large institutions. Small HEIs face challenges if they are to engage in TNE. A fifth of the small private HEIs and none of the small state institutions hold level III accreditation, which is a regulatory requirement to deliverTNE. Equally, small institutions are the most constrained in terms of human resources and finance, which would support their TNE engagement.

All HEIs ranked Education as the discipline which would benefit the most from TNE partnerships. This appears to be the subject area in the greatest demand and where upskilling of faculty is required. Education was one of the shortlisted subject areas prioritised by CHED and was part of the TNE degrees developed by UK and Philippine HEIs under JDNP.

There is an agreement between the state and private HEIs that TNE would most enhance the development of masters' programmes in the country. The state HEIs listed doctoral training as their second priority, whereas the private HEIs listed the development of bachelor programmes. All institutions believe that they will benefit from a national TNE strategy, which will:

- Support their development agenda and build capacity
- Strengthen international cooperation and collaborative research
- Support student and staff mobility and enhance graduate employability

However, if HEIs are to maximise the opportunities presented through TNE, they would need professional development and training. The institutions which have been more exposed to international collaborations are in the process of setting up professional services functions such as an international office responsible for international Education was one of the shortlisted subject areas which were prioritised by CHED and was part of the TNE degrees developed by UK and Philippine HEIs under JDNP. student exchanges and recruitment; partnerships office responsible for TNE and research partnerships.

While overall institutions are very keen to pursue TNE and internationalisation of higher education, they need guidance and responsible CHED's support if they are to be successful.

Further discussions with the HEIs highlighted the need of an advisory group between CHED and the HEIs, respresenting the diversity of the higher education sector in the country. The discussions reflected a strong sense among participants that government support is required for student and staff mobility and more student scholarships and funding for international research collaborations. Another area in need of support is the continued development and provision of priority disciplines not currently taught in the country or only available at a handful of institutions in metropolitan areas.

While workshop participants voiced their support for the new TNHE Law, they were keen to see CHED actively pursuing an enabling regulatory framework for TNE. They identified the need for a unified effort across government departments which would remove some of the barriers to the mobility of students and academics, such as the introduction of streamlined international student visas and foreign faculty permits.

In the context of the Philippines, TNE can address the capacity needs of the country's higher education system and support the demand of the national economy. The Philippines has a rapidly developing economy which is shaped by the services industries. Their growth, depends on the nation's ability to upskill and innovate. A talent retention policy focused on highly skilled graduates plays a critical role in this development. TNE can support this development by supporting students to acquire international degrees in their home country. In some instances, mobility to overseas institutions will be possible.

While the current HE provision is grounded in local demand, the official language of tertiary education teaching is English, which is likely to entice value-seeking students from across the ASEAN region. The country's diverse higher education sector is strongly embedded in its local communities. With a strong regulatory environment for higher education and continued government support, the Philippines is likely to appeal to HEIs, academics and students from the region and beyond. Like many globally minded HEIs, the Philippines' HE sector seeks to be at the forefront of setting the HE agenda in the region. However, unlike many national policies which primarily focus on international student recruitment, the country's focus on capacity building and development signals mutuality and willingness to work in partnership.

### Annex

Workshop with Philippine HEIs: Presentation of the Preliminary Findings of the Study on Capacity Building and Institutional Development of Philippine Higher Education Through Transnational Education

#### 24 OCTOBER 2019 Marco Polo, Ortigas

The British Council and CHED held a workshop which attracted over 50 participants from across the country. The workshop explored the research findings and tested the reactions of the participants. Most of the attendees were also survey respondents and could relate to the survey findings.

An area which generated significant interest was the need to upskill faculty staff to masters' and doctoral level. While holding master's degree is a requirement for university lecturers, many HEIs employ part-time staff. Furthering their qualification to postgraduate degree level, and equally, enabling current lecturers to pursue doctoral studies was an area which resonated with many of the participants.

The workshop was facilitated by a representative from institutions which took part in the JDNP.

### A) What is encouraging about TNE in the Philippines?

Feedback on the report findings was collected from all participants. The areas which participants found most encouraging include:

- Well-articulated need of TNE provision in the Philippines
- Positive response to the TNE developments in the country and warm reception
- HEIs' expectations from TNE are clear
- CHED's funding for the TNE programmes is very well received
- The new TNHE Law is very well received in the country
- Strong will across the HEIs to collaborate internationally
- HEIs feel there is a clear roadmap for international engagement. There is an expectation that CHED and the British Council will continue their support
- HEIs recognise the potential of the Philippines to emerge as a new international education hub in ASEAN

### **B) TNE priorities**

The workshop participants explored the priorities for TNE if CHED were to launch national TNE strategy. The priorities identified by the HEIs echo the report findings, and they include:

- Capacity building and institutional development
- Sustained assistance and support for TNE
- International research collaboration and introduction of staff mentoring schemes
- Expanding the TNE programmes supported by CHED to include more HEIs
- Faculty development and upskilling
- CHED to provide enabling TNE regulatory framework and create a favorable policy environment
- Continued funding support, which includes resources from government and others
- Support for student and staff mobility (inbound and outbound)
- Continued of collaborative teaching and jointly developed degrees (double and joint)
- Effective and broad information dissemination and strengthened communication with all HEIs. Access to TNE should be open all types of HEIs
- HEIs need guidelines from CHED on how to perform due diligence on overseas higher education partners
- Funding support for scholarships, sustainable research funding and consistent institutional budget
- Inclusiveness in the TNE initiatives and continued support for priority disciplines
- Multisectoral and inter-agency collaborations
- Clear guidelines for establishing TNE
- Ensuring TNE is affordable for students
- Setting up a robust quality assurance

### C) Other considerations and recommendations

The workshop facilitator encouraged workshop participants to consider other areas which have not been mentioned but should be considered by the policymakers in the country. Many of the areas below were repeated by the workshop groups. A strong theme which emerged in the discussions was to set up an advisory group between CHED and HEIs respresenting the diversity of the higher education landscape in the country. The advisory group could be supported by a Community of Practice, which can function as a 'sounding board' for initiatives, a communication tool and means to bring together professionals in the area of TNE to participate in seminars, training workshops, conferences focused on TNE and similar events. Other recommendations are:

- More resources to support TNE
- Government incentives to encourage broader
   participation in TNE activities
- Credit transfer and recognition of international modules
- Support for the mobility of professionals across ASEAN
- Stronger links with the industry
- Training events to improve awareness of:
  - TNE models and international partnerships
  - Improved understanding of the subject areas which are national priorities
  - Dissemination of best practice of successful TNE projects
  - Case studies and examples of best practice of contractual arrangements
- Considerations of the sustainability of international partnerships
- Widening the TNE initiatives to include technical and vocational education
- International accreditation and support for an increasing number of HEIs in global ranking
- The flexibility of CHED policies and regulatory rules
- Support and funding for mobility (different modalities), Reciprocal arrangements and exchanges
- Creation of up-to-date TNE Database

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