![British Council logo]

Internationalisation of higher education institutions in Bangsamoro Autonomous Region in Muslim Mindanao

Analytical findings

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Table of contents

Introduction

The British Council and the Ministry of Basic, Higher and Technical Education (MBHTE) carried out a survey on the internationalisation of higher education institutions in the Bangsamoro Autonomous Region in Muslim Mindanao (BARMM) in the Philippines. This study builds on the collaboration between the British Council and the Commission on Higher Education (CHED) in transnational education (TNE), which contributed to capacity building and funding support for Philippine higher education institutions (HEIs) to co-develop and co-deliver niche postgraduate programmes with UK universities.[1]

The British Council administered a questionnaire, which collected data on internationalisation of HEIs in BARMM. The research aimed to capture the current state of, and challenges and opportunities for, international engagement on the part of higher education in the Bangsamoro region.

The British Council will use the analytical findings to inform and support education strategies and projects in collaboration with MBHTE.

This study compares the international education priorities of the BARMM region with those detailed in a separate report on the global engagement of HEIs in the Philippines, which attempted to establish their TNE priorities.[2]

Upgrading education in the BARMM region is a priority of the Philippine government and one that CHED has been supporting. In 2019, CHED and select Philippine HEIs committed to provide technical assistance to MBHTE to ensure accessible quality education in the region.[3]

Given its previous engagement in social enterprise in BARMM through the Active Citizens: Leaders for Social Impact, Civil Society Organisations – Social Enterprise Education and Development (CSO–SEED) and Strengthening Civil society Participation in Social Enterprise Education and Development programmes, the British Council aims to complement its support in the region by contributing to the development of its higher education sector.

This report forms part of a roadmap, in partnership with MBHTE and CHED, to build the capacity of MBHTE and its HEIs in upgrading the access and quality of higher education in BARMM. This effort supports the British Council's and the UK government's thrusts towards the socioeconomic development of, and the achievement of a just, inclusive and lasting peace in, the region.

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[1] For more details see https://www.britishcouncil.ph/tne/about

[2] For details see Ilieva, J. (2020), Capacity Building and Institutional Development of Higher Education in the Philippines through Transnational Education, report for the British Council and the Commission on Higher Education in the Philippines: https://www.britishcouncil.ph/sites/default/files/britishcouncil_analyticssummaryresearchfindings_v5.pdf

[3] See https://ched.gov.ph/ched-barmm-and-top-universities-unite-to-provide-quality-education/

Context

BARMM has five provinces: Lanao del Sur, Maguindanao and the island provinces of Basilan (excluding Isabela City), Sulu, and Tawi-Tawi. The first two, Maguindanao and Lanao del Sur, are located on the Philippines' largest island, Mindanao. According to the 2015 census data, the population of BARMM was just under four million.[4]

The region has 76 HEIs, of which:

11 were state universities and colleges

58 were were private HEIs

6 were CHED-supervised institutions

1 was another government school

Some of the HEIs in the region are very small and the number of operating HEIs varies significantly over time. Previous research established that 11.6 per cent of the population in 2015 had access to tertiary or college-level education.[5] This is considerably lower than the national participation of 20 per cent in the same year.

Research aim and methodology

The research aimed to capture the current state of internationalisation of higher education, challenges, and barriers to engagement, and equally, development opportunities for HEIs in BARMM.

The British Council will use the analytical findings to inform and support education strategies and projects in the region in collaboration with the MBHTE.

The British Council developed a survey instrument, which was administered online to 106 institutions. Of those, 24 responded, resulting in a 23 per cent response rate. The research took place during the pandemic outbreak, which made it difficult to administer and to engage with the institutions. All of the HEIs in the region ceased face-to-face classes.

4 UNICEF (2017), Situation Analysis: Children in Bangsamoro Autonomous Region in Muslim Mindanao: https://www.unicef. org/philippines/media/951/file/Situation%20Analysis:%20 Children%20in%20Bangsamoro%20Autonomous%20 Region%20in%20Muslim%20Mindanao.pdf
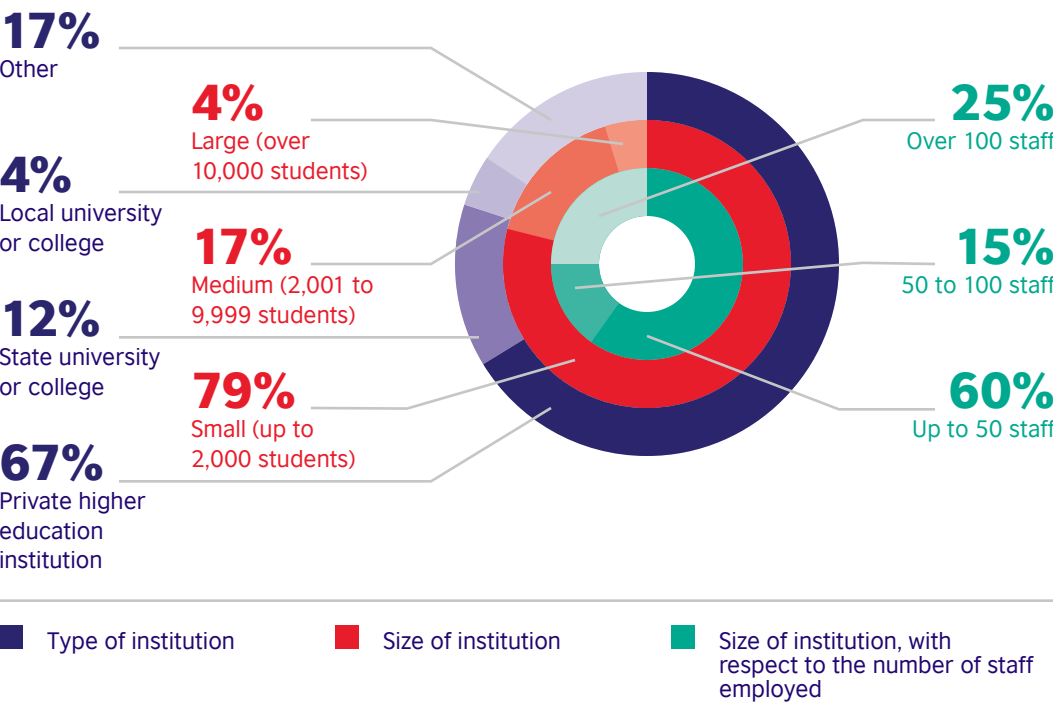
5 Ibid.

Analytical findings

This section presents the analytical findings of the online survey. The study was initially carried out in March 2020, which coincided with the outbreak of Covid-19. The pandemic had a significant impact on the survey responses and the running of the survey. As a result, the survey was extended throughout July and August 2020, to accommodate HEIs' response to the global pandemic and focus on the students' and staff's safety.

Characteristics of the higher education institutions

Figure 1: Profiles of HEIs

17% Other

4% Large (over 10,000 students)

4% Local university or college

17% Medium (2,001 to 9,999 students)

12% State university or college

79% Small (up to 2,000 students)

67% Private higher education institution

25% Over 100 staff

15% 50 to 100 staff

60% Up to 50 staff

■ Type of institution   ■ Size of institution   ■ Size of institution, with respect to the number of staff employed

Sixteen of the 24 institutions were private higher education institutions while a further three were state universities or colleges.

Four HEIs selected 'Other', and they were part of the Ministry Supervised Higher Education Institutions.

Comparing this to the respondents who participated in the national study, described in the 'Capacity Building and Institutional Development of Higher Education in the Philippines through Transnational Education' report, 67 per cent of this survey were from private education institutions compared with 70 per cent in the previous survey. In terms of these institutions, the two studies are therefore broadly representative of each other. The 'other' category is very small, and therefore it is difficult to ascertain if they are representative of each other in this respect.

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In terms of student population, the chart shows that 19 of the institutions were small (79 per cent), four were medium and one was large. This is a different distribution compared to the national survey, where 11 per cent of institutions were small. Therefore these institutions in the two surveys are not considered to be representative of each other.

Most of the surveyed HEIs, except a very small number, meet their local student demand.

The size of the surveyed HEIs, with respect to the number of staff employed, was comparatively small, with only a quarter employing more than 100 academic staff. Half of those were state institutions with a considerably large number of academic staff (between 200 and 1,000). Fifteen of the HEIs had fewer than 50 academic staff and three had between 50 and 100.

None of the surveyed institutions has programmes with Level 3 accreditation. A very small number of HEIs have a programme awarded by CHED as Center of Development and Center of Excellence.

Only one institution had at least half of its academic staff trained to a PhD level; the other half had master's degrees. Twenty-one institutions had less than half of their academic staff holding a master's degree. Except for one institution, these HEIs had less than 25 per cent of their staff trained to a PhD level.

Figure 2: Proportion of staff with postgraduate qualifications
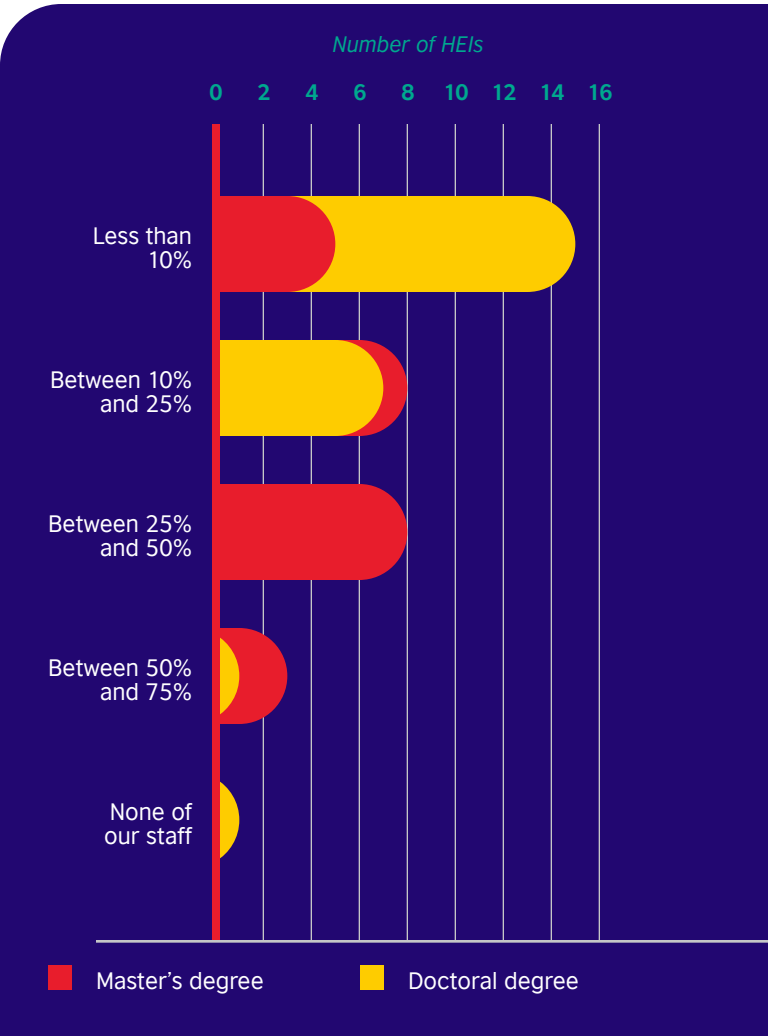
Research outputs

The surveyed HEIs perceived their research output to be of a medium or lower quality. Only four institutions found their research output to be of good quality. We did not find any relationship between the educational qualification of staff and the perceptions of the quality of their research.

Figure 3: Self-rating of institution's research output
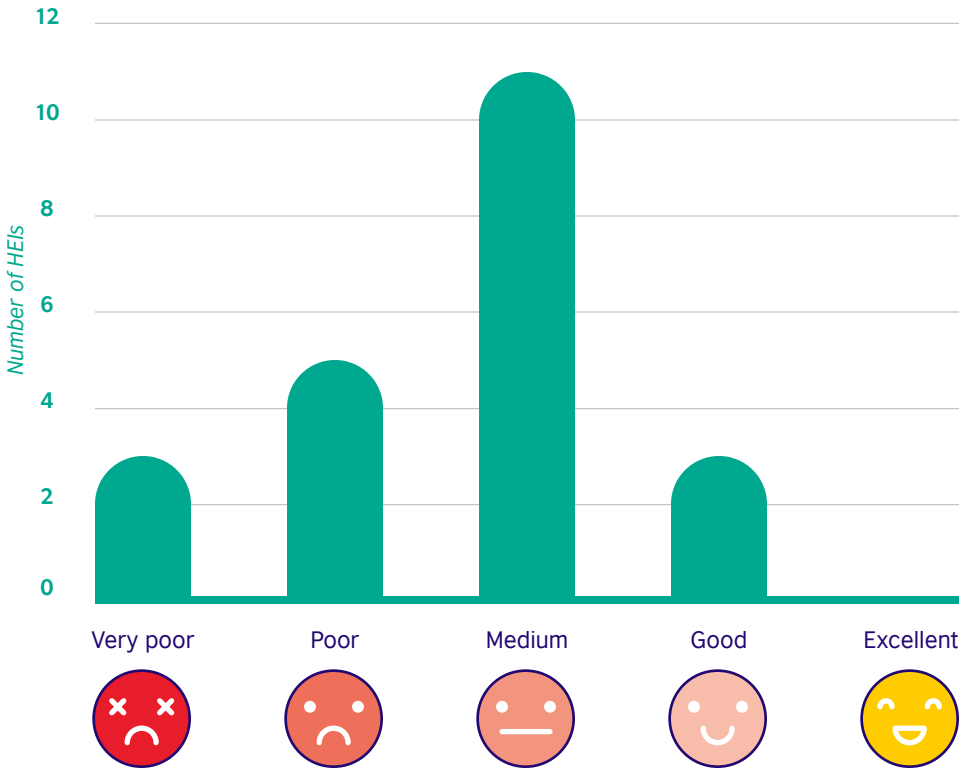
A quarter of the respondents (six institutions) had between 10 per cent and 25 per cent of academic staff active in research, meaning that they had produced at least one research output over the past three years. At the remaining HEIs, fewer than 10 per cent of their staff were research active (58 per cent). A small number of HEIs (four) were not involved in research at all; most of these were recently created, and as such had no published research output yet.

Education was the most popular subject for research, with 17 institutions (71 per cent of the total) responding that they had done research in this area. The next most popular response was Islamic studies, with 38 per cent of institutions selecting this option, followed by peace and conflict studies. Where 'Other' was selected, HEIs cited 'Leadership' and 'Criminal justice system' .

Figure 4: Academic disciplines the HEIs have done research in

Discipline	Value
Education	
Islamic studies	
Peace and conflict studies	
Social science	
Computer science	
Other	
Mathematical science	
Historical and philosophical studies	
Business and management	
Biological sciences	
Agriculture	
Languages	
Islamic banking and finance	
Social enterprise	
Physical sciences	
Islamic law	
Allied medicine	
None	
Medicine and dentistry	

0   5   10   15   20   25   30   35   40   45   50   55   60   65   70

Technical-vocational programmes and master's programmes were the most popular level of study which respondents sought to expand into, and 71 per cent of institutions (17 HEIs) selected these options. Expansion of undergraduate programmes was selected by 63 per cent of the HEIs (15 HEIs), followed by plans to expand professional qualifications (50 per cent, 12 HEIs). Ten institutions expressed interest in PhD programmes (42 per cent).

Figure 5: Educational provisions the HEIs plan on expanding

50%
Additional professional qualifications

42%
PhD programmes

71%
Master's programmes

63%
Undergraduate programmes

71%
Technical-vocational programmes
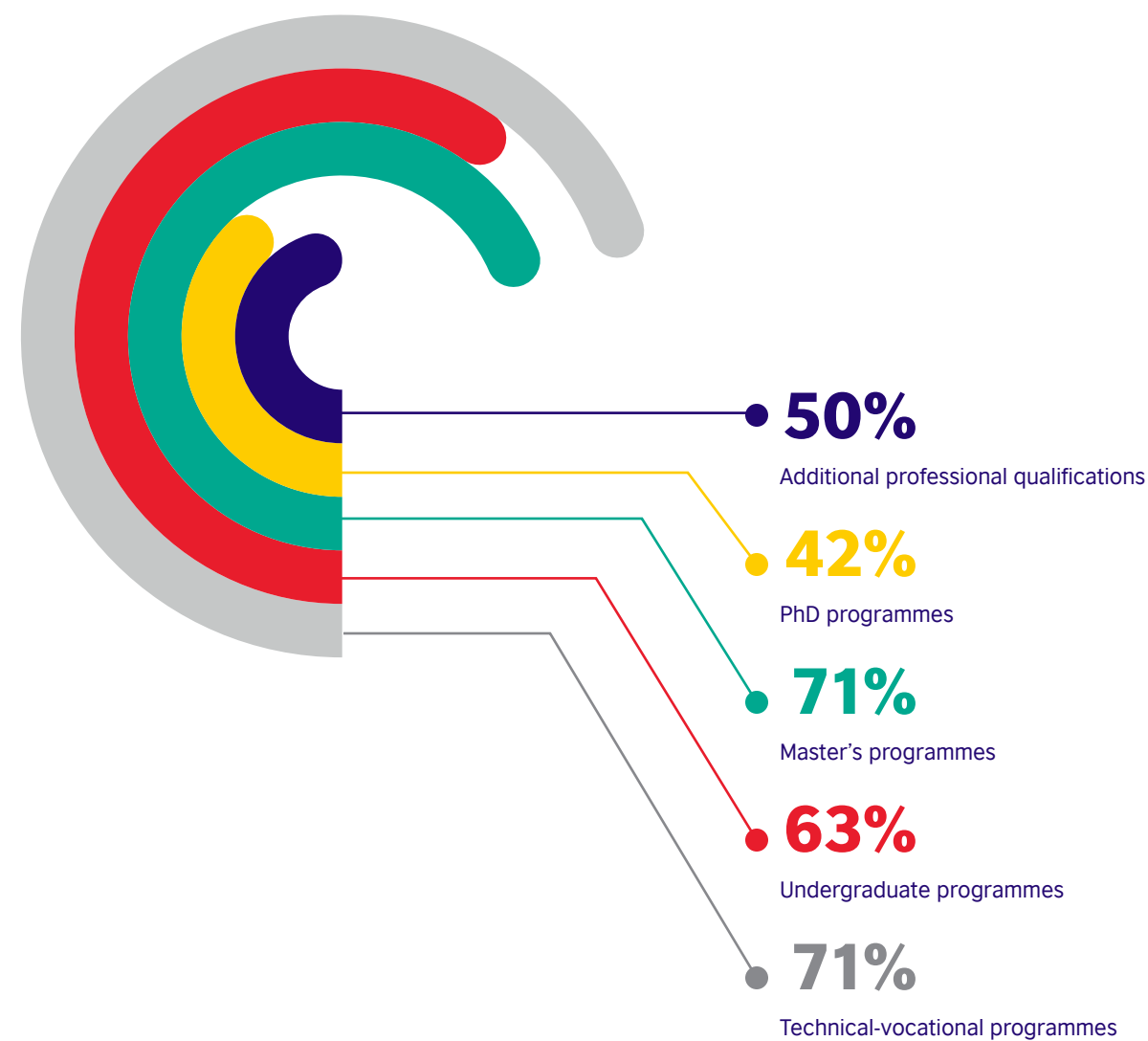
HEIs' interest in international higher education

Internationalisation of higher education was a priority for 16 institutions (80 per cent). A comparatively small proportion stated that this was not a priority (four institutions).

All the institutions stated that it was very important or important to improve the capacity of their institution to contribute to peacebuilding in the Bangsamoro region. In addition to this, 92 per cent of respondents agreed (83 per cent of the HEIs found it 'very important', and another 8 per cent ranked it as 'important') to be better equipped to achieve Sustainable Development Goals. In comparison, smaller proportions of institutions were interested in increasing their international competitiveness (rated very important by 63 per cent of the HEIs and important by 17 per cent). Equally, there was comparatively little interest in attracting international students ('very important 42 per cent; 'important' 38 per cent).

Figure 6: Reasons for internationalising higher education

Be more equipped to achieve relevant Sustainable Development Goals: 4% Medium importance, 8% Important, 83% Very important, 4% skipped

Improve the capacity of our institution to contribute to peacebuilding in the Bangsamoro Region: 17% Important, 83% Very important

Strengthen institutional capacity for teaching: 21% Important, 79% Very important

Improve curriculum and quality of academic programmes: 21% Important, 79% Very important

Improve the employability of our graduates: 4% Medium importance, 17% Important, 75% Very important, 4% skipped

Strengthen institutional capacity for research: 8% Medium importance, 17% Important, 75% Very important

Attract students from the BARMM Region: 4% Medium importance, 25% Important, 71% Very important

Increase research collaborations: 4% Medium importance, 29% Important, 67% Very important

Improve the quality of English in our institution: 4% Medium importance, 25% Important, 67% Very important, 4% skipped

Increase educational attainment of staff: 4% Medium importance, 29% Important, 67% Very important

Raise the institutional profile and competitiveness within the Philippines: 21% Medium importance, 17% Important, 63% Very important

Support alumni engagement: 4% Medium importance, 38% Important, 54% Very important, 4% skipped

Attract students from other regions in the Philippines: 17% Medium importance, 25% Important, 54% Very important, 4% skipped

Strengthen institutional capacity to engage with the private sector: 8% Medium importance, 42% Important, 50% Very important

Strengthen institutional capacity for extension: 8% Medium importance, 38% Important, 50% Very important, 4% skipped

Raise the institutional profile and competitiveness internationally: 8% Little importance, 17% Medium importance, 25% Important, 50% Very important

Raise the institutional profile and competitiveness within ASEAN: 4% Little importance, 13% Medium importance, 33% Important, 50% Very important

Support outbound mobility of our students: 21% Medium importance, 29% Important, 46% Very important, 4% skipped

Support internationalisation at home agenda: 4% Medium importance, 50% Important, 46% Very important

Attract international students: 21% Medium importance, 38% Important, 42% Very important

Legend: ■ Not important ■ Little importance ■ Medium importance ■ Important ■ Very important ■ Respondent skipped the question
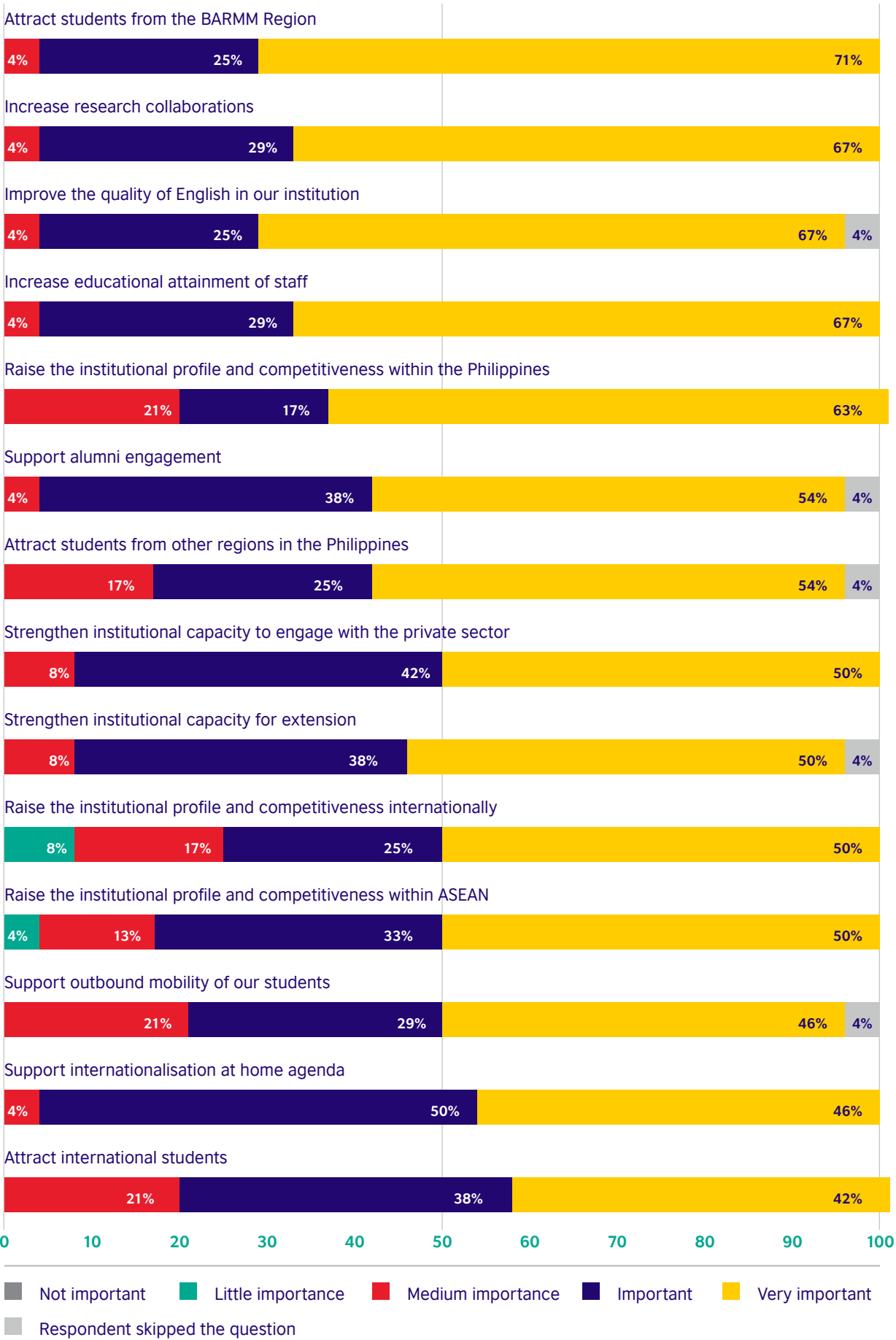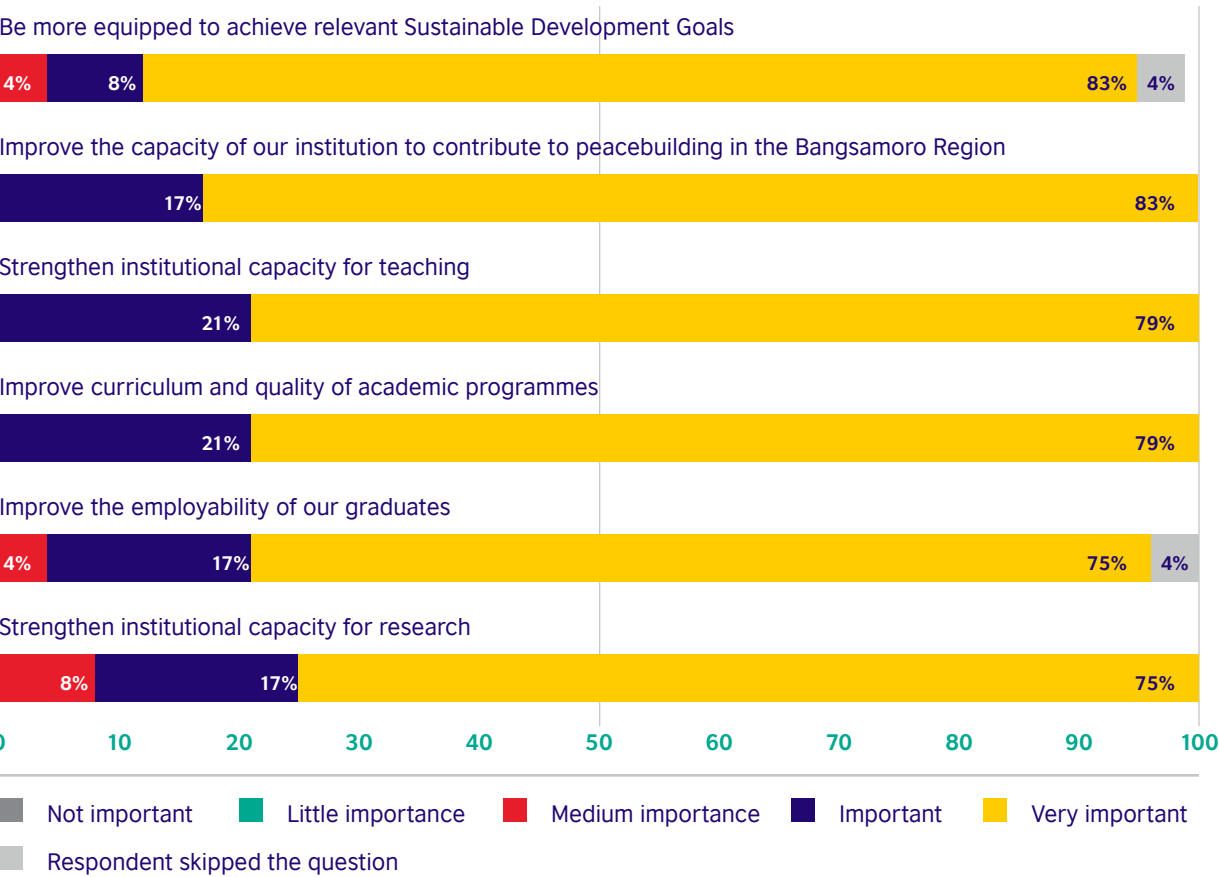
Figure 7: Active partnerships in BARMM

At the time of the survey, four HEIs had active partnerships with educational institutions from other countries. These included the following institutions in Turkey, Ukraine, Indonesia and the USA:

Ateneo de Davao University, Philippines	— Academic and sports
Kastamuno University, Turkey	— Student and faculty mobility, joint research projects, joint international conferences, publication, exchange of academic resources
State University of New York Environmental Science and Forestry, USA	— Joint research projects, faculty and student mobility, joint international conferences, exchange of materials
Taruc Abdul Rachman University College, Malaysia	— Student and faculty mobility, joint research, joint international conferences, information technology business
Bogor Agricultural University, Indonesia	— Joint research, joint international conferences, student and faculty mobility, joint publication
Seameo Biotrop, Indonesia	— Joint research projects, faculty and student capacity building, joint international conferences
Odessa State Agricultural College, Ukraine	— Joint international conferences, faculty exchange, research collaboration
University Islam Malang, Indonesia	— Joint international conferences, student and faculty mobility, Islamic sciences, law, business, joint research
Kastamuno University, Turkey	— Faculty Scholarship and Research Collaboration
Fortune Institute of Technology, Taiwan	

State University of New York Environmental Science and Forestry, USA

Odessa State Agricultural College, Ukraine

Kastamuno University, Turkey

Fortune Institute of Technology, Taiwan

Ateneo De Davao University, Philippines

Taruc Abdul Rachman University College, Malaysia

University Islam Malang, Indonesia

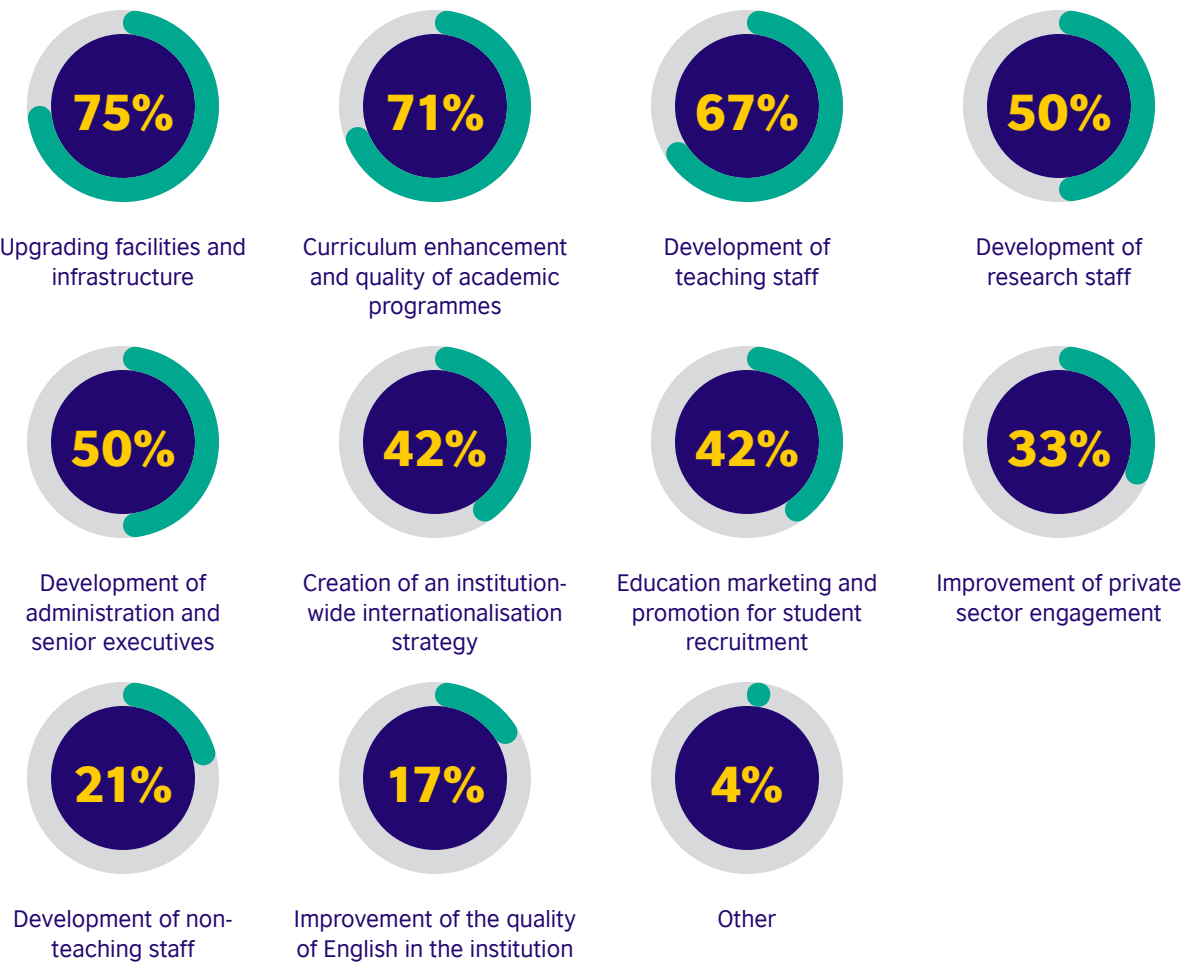Bogor Agricultural University, Indonesia

Seameo Biotrop, Indonesia

The surveyed HEIs were asked to rate their readiness to enter into partnership arrangements with education providers from other countries. Half of the institutions (25 per cent each rating their readiness as either 'not at all ready' or 'little readiness') did not think they were ready to enter international partnerships. Only four institutions felt confident they were ready for such engagement.

The 'non-readiness' is most likely attributable to a lack of experience, capacity and resources to engage in such collaborations.

The most common response to improving the readiness of the institution was to upgrade the facilities and infrastructure, with 75 per cent of institutions selecting this option, followed closely by enhancement of curriculum and quality of academic programmes (71 per cent). This reaffirms the priority placed in institutions' infrastructural and facilities requirements identified by the BARMM government. The development of teaching staff was the third priority identified by 67 per cent of the HEIs.

The survey probed further into staff development needs, which are summarised in the chart below.

Figure 8: Areas to address to improve HEIs' readiness for internationalisation

75%	71%	67%	50%
Upgrading facilities and infrastructure	Curriculum enhancement and quality of academic programmes	Development of teaching staff	Development of research staff
50%	42%	42%	33%
Development of administration and senior executives	Creation of an institution-wide internationalisation strategy	Education marketing and promotion for student recruitment	Improvement of private sector engagement
21%	17%	4%	
Development of non-teaching staff	Improvement of the quality of English in the institution	Other	

Figure 9: Priority areas for staff development

Development in the capacity to teach soft skills and 21st century skills to students — Important 25%, Very important 75%

Professional development in internationalisation of professional services staff such as marketing and admissions staff — Medium importance 8%, Important 25%, Very important 67%

Professional development in internationalisation of academic and senior executives — Medium importance 4%, Important 33%, Very important 63%

Professional advancement of academic staff to supervise research students — Medium importance 4%, Important 42%, Very important 54%

Upskilling academic staff to master's level — Important 21%, Very important 79%

Upskilling academic staff to doctorate level — Medium importance 4%, Important 29%, Very important 67%

0 10 20 30 40 50 60 70 80 90 100

Not important   Little importance   Medium importance   Important   Very important
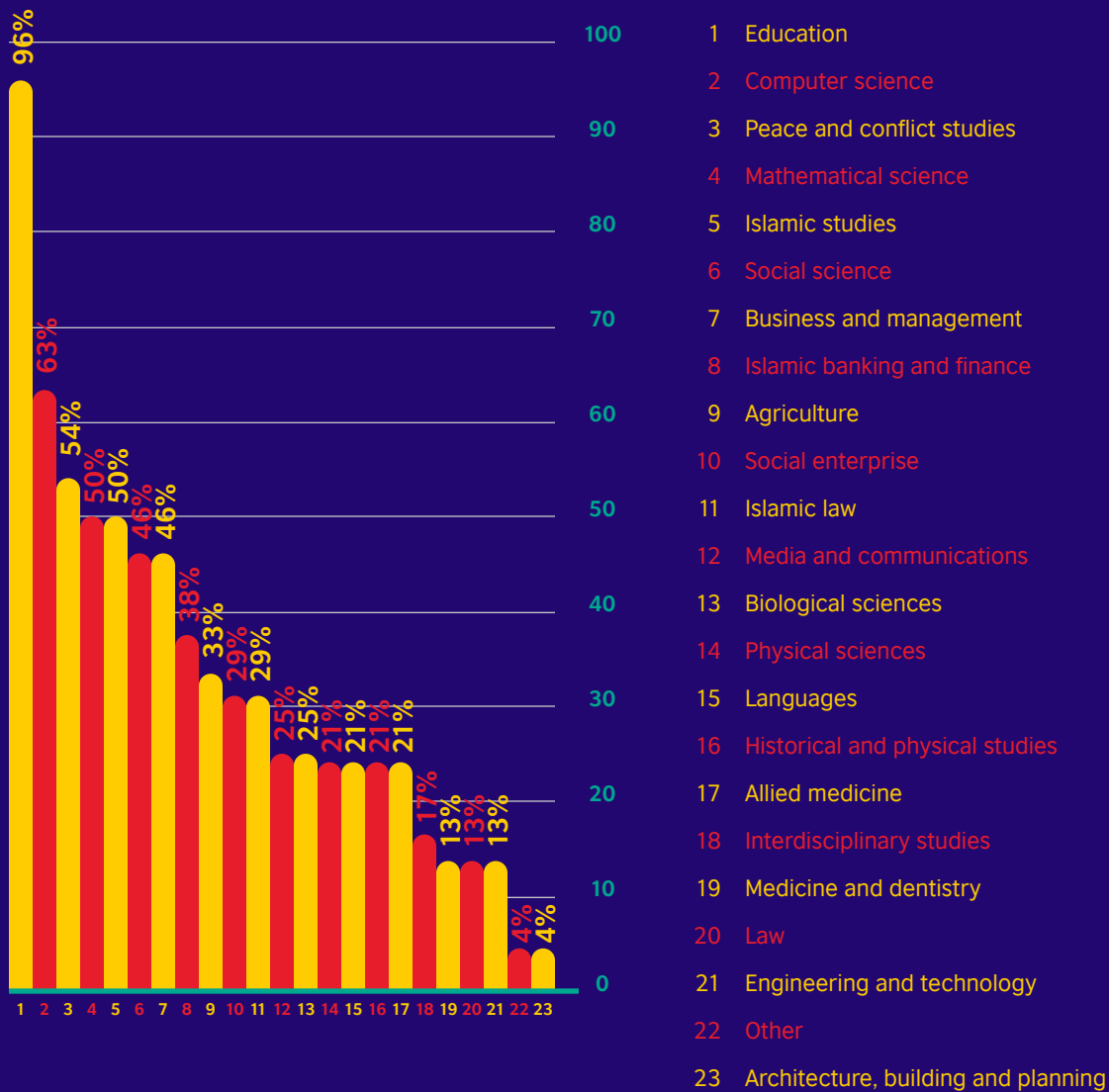
Upskilling academic staff to master's level was the most popular response to what institutions hope to achieve through staff development, with 79 per cent of institutions responding that it was very important. The next most important category was the development in the capacity to teach soft skills and 21st century skills to students which was very important to 75 per cent of respondents.

All respondents thought that some academic disciplines for professional development would be relevant to their teaching staff, and no subject area attracted 'little importance' or 'not important'. The most popular response was in education, which 96 per cent of respondents selected, followed by computer science with 63 per cent. These findings echo those in an earlier British Council study.[6] This finding also highlights that the subject areas of education and computer science are likely to remain in great demand from students in the Philippines.

Figure 10: Priority academic disciplines for the professional development of HEIs' teaching staff

1	Education
2	Computer science
3	Peace and conflict studies
4	Mathematical science
5	Islamic studies
6	Social science
7	Business and management
8	Islamic banking and finance
9	Agriculture
10	Social enterprise
11	Islamic law
12	Media and communications
13	Biological sciences
14	Physical sciences
15	Languages
16	Historical and physical studies
17	Allied medicine
18	Interdisciplinary studies
19	Medicine and dentistry
20	Law
21	Engineering and technology
22	Other
23	Architecture, building and planning

6   For details see Ilieva, J. (2020), Capacity Building and Institutional Development of Higher Education in the Philippines through Transnational Education, report for the British Council and the Commission on Higher Education in the Philippines: https://www.britishcouncil.ph/sites/default/files/britishcouncil_analyticssummaryresearchfindings_v5.pdf

In addition to academic staff, the HEIs in the BARMM region identified areas for professional development for their senior executive staff and non-teaching staff. Their feedback is summarised in the text box below.

Table 1: Identified areas for professional development of HEIs' senior executive staff and non-teaching staff

In terms of the areas for professional development that would be the most relevant to their administration and senior executives, **the following were suggested by multiple respondents:**

- Education (four respondents)
- Leadership (three respondents)
- Doctorate degrees (two respondents)
- Computer science (two respondents)

Other responses include:

- Mathematical science
- Personnel and HR administration
- Upskilling and professional advancement
- School administration and management
- Good governance and public administration
- Financial management
- Capacity building on internationalisation programme
- Business and management
- Administration and governance
- Finance
- Community mobilisation
- ICT
- Current trends in business education
- Managing change
- Organisational development
- Islamic studies

Areas for professional development that would be the most relevant to non-teaching staff included:

- Management and administration (three respondents)
- Skills development (three respondents)
- Computer science (two respondents)
- Business and management (two respondents)
- Leadership (two respondents)
- Records management (two respondents)
- Personality development (two respondents)
- Organisational discipline
- Masters in public administration
- Media and communication
- Technological and research skills
- Peace and conflict studies

Probed on whether they were interested in developing TNE partnerships with overseas universities, three-quarters of the BARMM HEIs expressed an intent to do so (75 per cent, 18 institutions). The remaining quarter (six HEIs) were unsure whether to engage in such partnerships.

In terms of the countries that respondents are interested in developing TNE partnerships with, 21 of the institutions (91 per cent) thought Association of Southeast Asian Nations (ASEAN) countries were of most interest. The USA was the second most popular response, given by 10 respondents (43 per cent), followed by Australia (39 per cent) and the UK (30 per cent). The countries of interest hold even if those HEIs that are unsure whether to engage in TNE are excluded (most of which opted for an ASEAN partner).

The free text in this category suggested that 'other' countries include those in the Middle East (two responses), Turkey, Belgium, European countries and Canada.

Figure 11: Countries and regions that HEIs want to partner with for TNE

© Poyraz Tütüncü
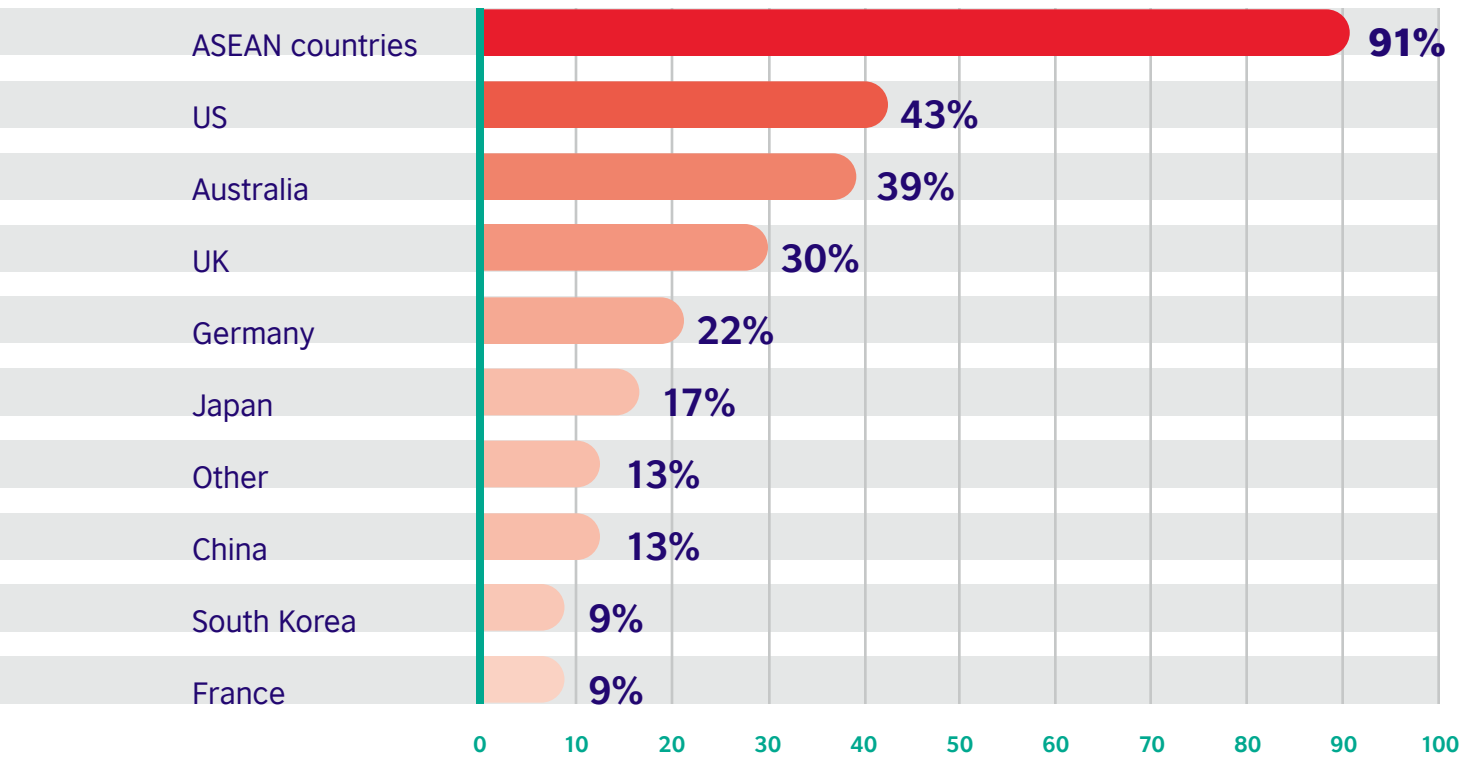
The surveyed HEIs expressed interest mainly in the development of transnational bachelor's level programmes, followed by master's programmes (63 per cent) and PhDs (25 per cent).

An earlier question about expanding the education provision to local students generated different responses. The HEIs were mainly interested in technical-vocational programmes and master's level programmes (71 per cent each).

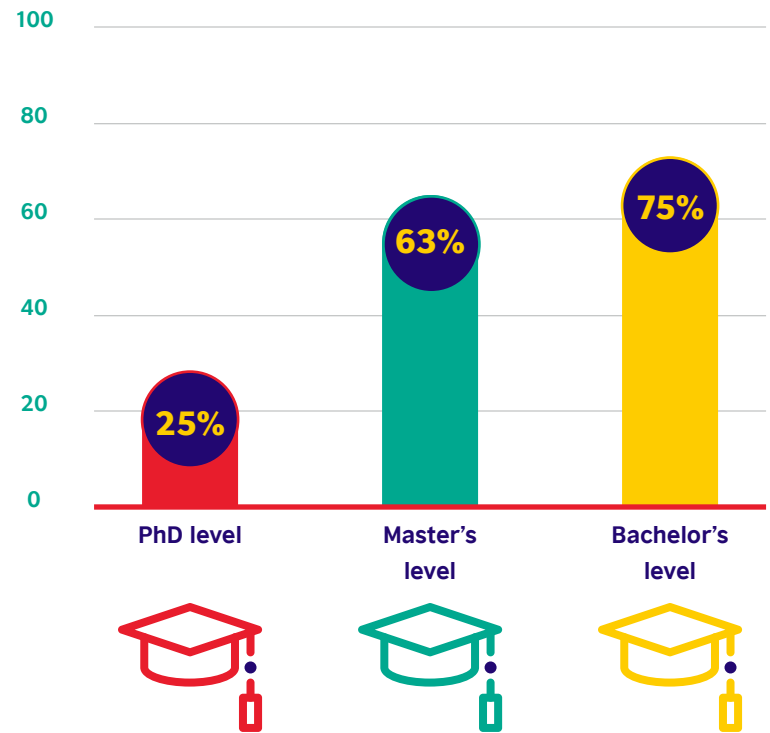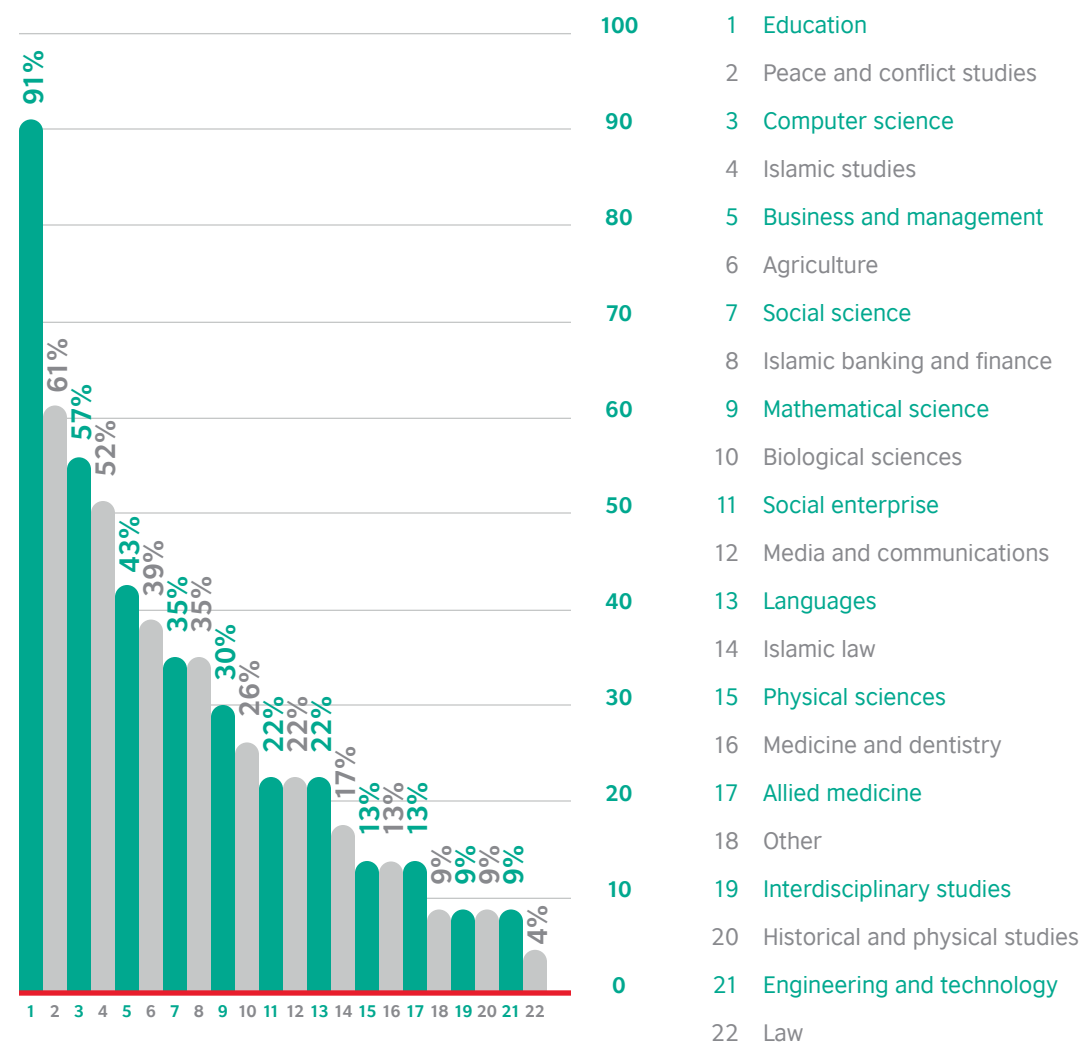**Figure 12: Qualifications the HEIs are interested to pursue for TNE**

Figure 13: Academic disciplines the HEIs are interested to pursue for TNE

1	Education
2	Peace and conflict studies
3	Computer science
4	Islamic studies
5	Business and management
6	Agriculture
7	Social science
8	Islamic banking and finance
9	Mathematical science
10	Biological sciences
11	Social enterprise
12	Media and communications
13	Languages
14	Islamic law
15	Physical sciences
16	Medicine and dentistry
17	Allied medicine
18	Other
19	Interdisciplinary studies
20	Historical and physical studies
21	Engineering and technology
22	Law

The main priority area for institutions was education, with 91 per cent of responses, followed by peace and conflict studies at 58 per cent and computer science (54 per cent). This list is very similar to one discussed earlier in this paper, which details the subject disciplines of research-active staff.

In terms of the new programmes or courses would be responsive to the human capital needs in BARMM, the surveyed institutions provided the following list of subjects (which attracted more than one mention):

Engineering

Five respondents

Islamic banking and finance

Three respondents

Peace and conflict

Two respondents

Leadership and entrepreneurship

Two respondents

Computer science

Two respondents

Agriculture

Two respondents

Fisheries

Two respondents

Islamic studies

Two respondents

These findings echo the BARMM government education priorities, which call for greater focus on subjects in engineering disciplines, Islamic banking and peace and conflict management. These disciplines support the aspiration of the BARMM government to create an enabling environment for sustainable peace, justice and prosperity in the region.

In terms of how the institution can contribute to the development of these new programmes and courses, the responses highlighted the importance of local infrastructure and facilities, as well as the capacity to deliver on the required quality of the curricula. The responses were as follows:

- Equipment and teachers (8 respondents)

- Support the BARMM

- Fostering humanity and camaraderie

- Determination and collaboration from stakeholders

- Participating in seminars

- Provide support and manpower

- Building capacity

- In the BARMM region the community priorities the Islamic culture through Islamic Studies and Shariah-jurisprudence with these programs they well knew the aim of being Bangsamoro and as a Muslim community
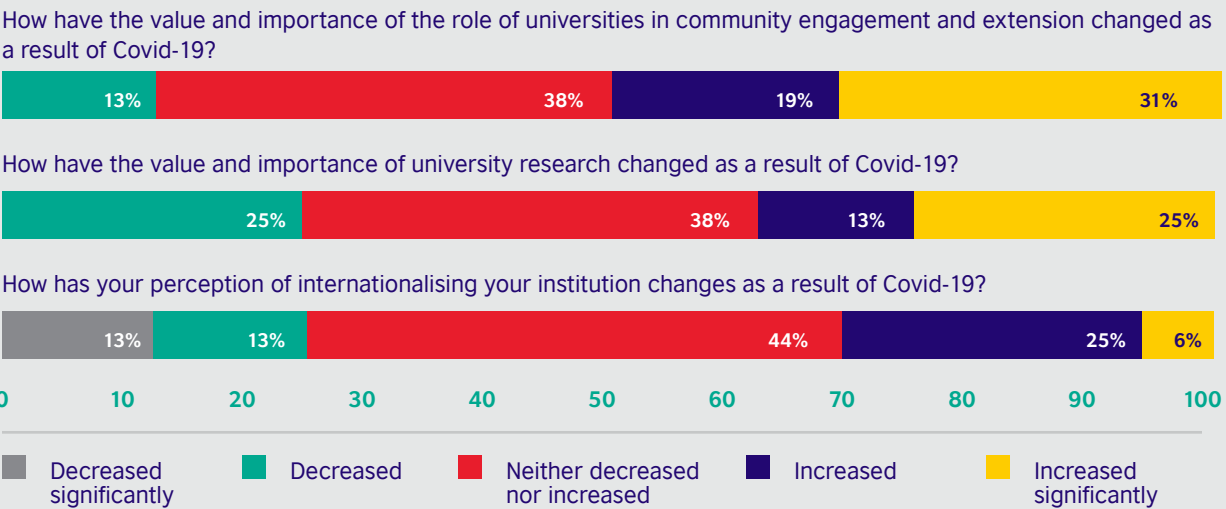
- Advocacy

The impact of Covid-19 on higher education institutions in the BARMM region

The research attempted to establish the impact of Covid-19 on the HEIs in the BARMM region and whether it has had an impact on the perceptions of internationalisation of higher education and willingness to engage in higher education activities globally.

Given that the survey instrument for this study was launched before the outbreak of Covid-19 in the Philippines, the questions in this section were not present during the first few months of data

collection and were added only at a later stage. The researchers did not get the responses to the additional questions from HEIs (eight institutions) who have already responded to the survey before the new questions on Covid-19 were included. As such, this section draws on the responses of only 16 HEIs.

Figure 14: Changes in perceptions as a result of Covid-19

How have the value and importance of the role of universities in community engagement and extension changed as a result of Covid-19?

| 13% | 38% | 19% | 31% |

How have the value and importance of university research changed as a result of Covid-19?

| 25% | 38% | 13% | 25% |

How has your perception of internationalising your institution changes as a result of Covid-19?

| 13% | 13% | 44% | 25% | 6% |

0   10   20   30   40   50   60   70   80   90   100

- Decreased significantly
- Decreased
- Neither decreased nor increased
- Increased
- Increased significantly

Sixteen HEIs responded to the question about changes in these perceptions as a result of Covid-19. Forty-six per cent of respondents thought that their perception of the relevance of internationalising the institution had increased with Covid-19, while 16 per cent thought that it had decreased. A quarter of respondents thought that the value and importance of research had increased as a result of Covid-19, while 17 per cent thought it had decreased. A third of the respondents thought that the value and importance of community engagement and extension had increased as a result of Covid-19, while eight per cent thought it had decreased.
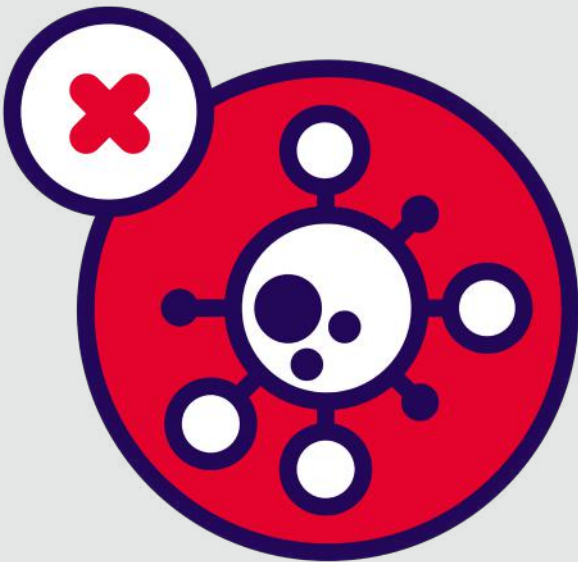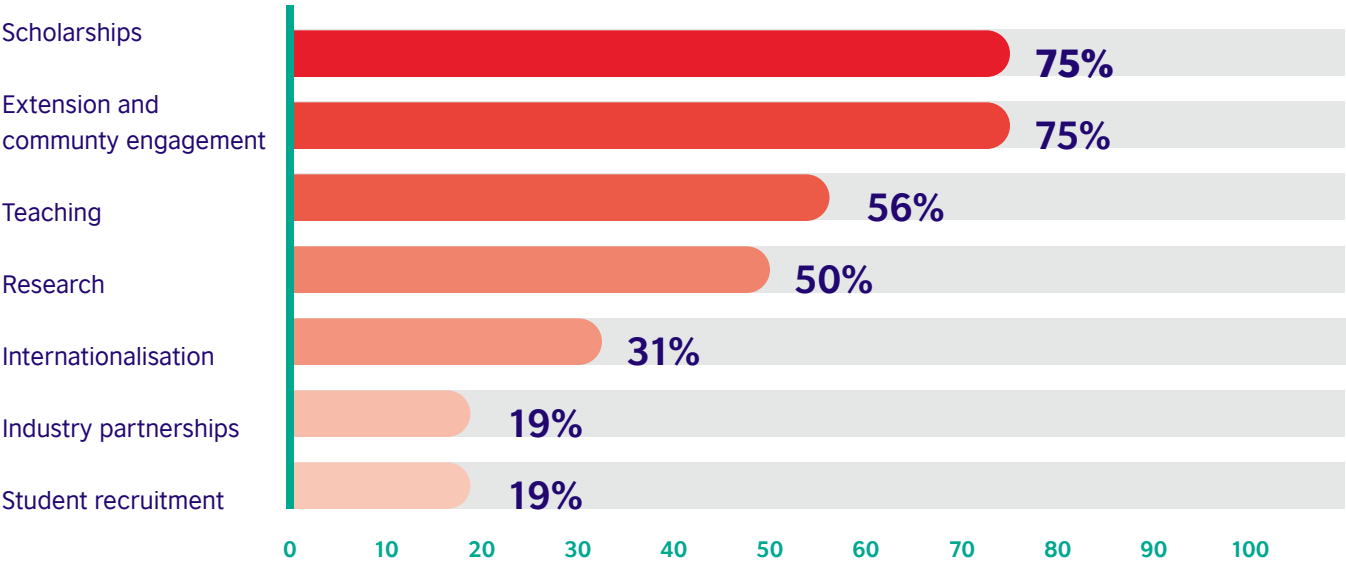
Figure 15: Priority areas to respond to the impact of Covid-19

The areas with the highest priority for the surveyed HEIs in the BARMM region were the provision of scholarships to local students and community engagement, which were selected by three-quarters of the institutions (75 per cent each). These areas were deemed an adequate response to the Covid-19 crisis. A possible explanation for this outcome may stem from HEIs' expectation of a post-Covid recession on local families, which is likely to exacerbate inequalities in the community. This being the case, scholarships will enable economically disadvantaged students to continue to access education.

Community engagement is another critical function of private and state HEIs. Being locally embedded constitutes an essential requirement for the vitality of the local HEIs. As discussed earlier, except for one large state institution, the majority of the surveyed HEIs are small, typically up to 200 students.

Their engagement with the local community and businesses is crucial for their existence.

Teaching and research were selected by half of the HEIs (56 per cent and 50 per cent respectively).

HEIs identified a list of areas which can support further research activities. Given HEIs' strong community engagement, many of the areas outlined in the free text responses draw on the recent experiences with the pandemic outbreak, and included:

Health

Medicine

Impact of Covid-19 on education

Economic impact of Covid-19

Impact of Covid-19 on municipal community quarantine

Role of community in responding to calamity

During the national lockdown, education establishments had to switch to distance or online tuition, which is also reflected in areas where the surveyed HEIs felt more research is needed, such as distance learning/online education and other technology-related areas.

HEIs stated their lack of readiness to switch to virtual learning. Half of the respondents lacked the infrastructure and the human resource capacity, whereas the other half were half-prepared for such a switch. Only one institution felt it was ready to make the switch to online education provision.
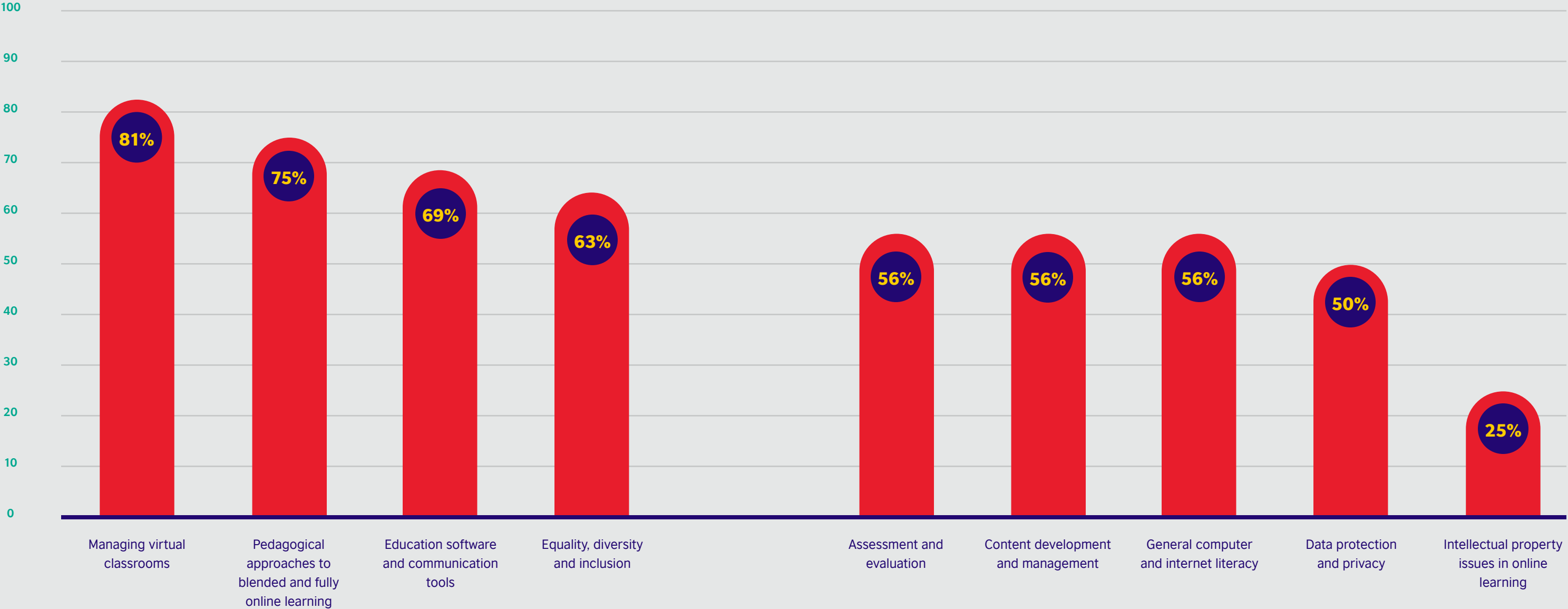
Most of the surveyed HEIs (81 per cent) thought that they needed support with managing online classrooms; three-quarters (75 per cent) identified support with pedagogical approaches to blended and fully online learning, followed by support with educational software and communication tools (69 per cent). Equality, diversity and inclusion were highlighted by 63 per cent of the respondents. The relevance of this area is likely to increase should the recession further the social and economic inequalities.

Further details of institutions' perceptions of their role in peacebuilding in the Bangsamoro region, and the challenges ahead, are detailed in the Appendix.

The survey invited open responses and comments about the role, if any, of internationalisation of higher education. The free text highlighted the importance of peacebuilding in the region. Two of the responses elaborated that it is 'Difficult to internationalise education without peace in the region'. Others felt they were not as competitive as those elsewhere, echoed by two respondents: 'Should be given priority so the institutions can be competitive with other regions'.

The lack of infrastructure and technology for online learning was perceived to be holding the student learning back. Other responses concurred 'Equality of private institutional support' and 'Revitalising the local area should be the priority'.

Figure 16: Topics on blended and online learning where HEIs need support

Topic	Percentage
Managing virtual classrooms	81%
Pedagogical approaches to blended and fully online learning	75%
Education software and communication tools	69%
Equality, diversity and inclusion	63%
Assessment and evaluation	56%
Content development and management	56%
General computer and internet literacy	56%
Data protection and privacy	50%
Intellectual property issues in online learning	25%

Summary of analytical findings and implications

Access to quality tertiary education is a key priority for MBHTE and CHED. The study will inform the British Council's support for the higher education sector in the Philippines and existing collaboration with CHED and MBHTE. The study highlights the importance of maintaining peace in the region, which is a key preoccupation for the HEIs in BARMM.

There is a strong development agenda required for the HEIs in the region. Most of them are mainly small private institutions, whose number varies significantly from year to year. Undisrupted and lasting education provision is critical for the learners in the region. BARMM has much lower participation in higher ediucation than the rest of the Philippines.

There are significant infrastructure and capacity issues, which HEIs are trying to address. This is an area that can benefit from government support. Capacity is another area holding back the institutions – compared with the HEIs in the rest of the country, those in BARMM have smaller proportions of staff trained to masters or PhD level.

Except for a small number of institutions, there is a considerable lack of experience with international partners and TNE. The critical disciplines for the HEIs in the region are education and computer science – this echoes the findings from an earlier British Council's analysis of HEIs' priorities for TNE engagement.

However, there is interest in international partnership, which mainly focuses on collaboration with HEIs from other ASEAN countries, and to a smaller extent the USA, followed by Australia and the UK. Engagement with the UK and its peer group of countries should mainly focus on staff capacity building and awareness raising about international collaborations. To fully support the HEIs in BARMM, the British Council needs to cater to the high importance placed by the local institutions on their community engagement and support for the local businesses, and on peace and conflict-related studies. The British Council's engagement with the higher education sector in BARMM aligns with CHED's assistance priorities on institutional capacity building and inclusive education, integral to the region's peacebuilding efforts. The British Council's education work builds on its commitment to the sustainable development agenda and making a positive change across the countries and territories it operates.

Appendix

What is the role of your institution in peace building in the Bangsamoro region?

Peace building through education (six respondents)

Diversifying the composition of the institution (two respondents)

Through the institution vision, mission and goals (two respondents)

Supportive and active

Institution supports peace building

Studies, seminars and training

Integrated peace education in Islamic studies subjects

Inclusive education

Partnerships

What are the most pressing challenges ahead of your institution?

Moving to online learning (four respondents)

Lack of infrastructure at institution (four respondents)

Language proficiency (two respondents)

Poverty and scholarships (two respondents)

Quarantines

Staff development

Increasing competitiveness among schools

Revitalising the school after the rebellion

Revitalising after Covid-19

Maintaining teaching quality during the pandemic

Becoming known as an institution

Lack of resources

Peace and order

How can your institution best take advantage of the opportunities brought by the Bangsamoro Organic Law and the establishment of the Ministry of Basic, Higher and Technical Education?

Provide skills needed for the population (three respondents)

Help with student scholarships (two respondents)

Widening participation (two respondents)

Help with BOL [Bangsamoro Organic Law] and MBHTE

Increasing Arabic and Islamic course subjects (two respondents)

More unity (two respondents)

Recognition of the authority of BARMM

Opportunity of attend higher education events

Making western and Islamic education equal

Better infrastructure

What are the priority areas for your institution?

Financial stability to rebuild infrastructure

Community links to provide humanitarian support

Updated books and references

Lack of appropriately trained teachers

Infrastructure

Entrepreneurship

Survey questionnaire

This questionnaire will collect and analyse primary data on internationalisation of higher education institutions in BARMM. This seeks to establish an accurate picture of the landscape, challenges and opportunities of higher education in BARMM.

The results of this survey will be used by the British Council to inform the education strategies and projects in collaboration with the Ministry of Basic, Higher and Technical Education.

Please send the accomplished questionnaire to education@britishcouncil.org.ph.

1. Please enter the name of your institution in the text box below.

2. Which of the following best describes your institution? (Choose one)
   - ☐ Private higher education institution
   - ☐ State university or college
   - ☐ Local university or college
   - ☐ Other (please specify): Click or tap here to enter text.

3. What is the size of your institution? (Choose one)
   - ☐ Large (over 10,000 students)
   - ☐ Medium (2,001 to 9,999 students)
   - ☐ Small (up to 2,000 students)

4. Does your institution meet local student demand? (Choose one)
   - ☐ Yes
   - ☐ No

5. How many academic staff do you have? This includes full-time and part-time staff.

6.   What is the proportion of your staff with a master's degree? This pertains to the master's

degree being their highest educational attainment. (Choose one)

☐   Less than 10%

☐   Between 10% and 25%

☐   Between 25% and 50%

☐   Between 50% and 75%

☐   Over 75%

☐   Other (please specify): Click or tap here to enter text.

7.   What is the proportion of your staff with a doctorate degree? (Choose one)

☐   Less than 10%

☐   Between 10% and 25%

☐   Between 25% and 50%

☐   Between 50% and 75%

☐   Over 75%

☐   Other (please specify): Click or tap here to enter text.

8.   How would you rate your institution's research output? (Choose one)

☐   1 – Poor

☐   2

☐   3

☐   4

☐   5 – Excellent

9.   What is the proportion of your research-active staff (i.e. staff with a publication in a

recognised journal since January 2017). (Choose one)

☐   Less than 10%

☐   Between 10% and 25%

☐   Between 25% and 50%

☐   Between 50% and 75%

☐   Over 75%

☐   Other (please specify):

10. Which academic disciplines have you done research in? (You may choose more than one)

☐   Agriculture (e.g. veterinary science, forestry, agriculture, food technology, etc)

☐   Allied medicine (e.g. anatomy, physiology, pharmacology, pharmacy, nursing, nutrition, etc)

☐   Architecture, building and planning

☐   Biological sciences (e.g. biology, botany, genetics, molecular biology, sport science, etc)

☐   Business and management (e.g. business, management, marketing, accounting, finance,

human resources, hospitality and tourism, etc)

☐   Computer science (e.g. IT, software engineering, artificial intelligence, data science, etc)

☐   Education

☐   Engineering and technology (e.g. engineering, mineral technology, metallurgy, ceramics

and glass, polymers and textiles, biotechnology, etc)

☐   Historical and philosophical studies

☐   Interdisciplinary studies

☐   Islamic banking and finance

☐   Islamic law

☐   Islamic studies

☐   Languages

☐   Law

☐   Mathematical science (e.g. maths, statistics, etc)

☐   Media and communications (e.g. information services, media, journalism, etc)

☐   Medicine and dentistry

☐   Peace and conflict studies (e.g. peacebuilding, conflict resolution, negotiation)

☐   Physical sciences (e.g. chemistry, material sciences, physics, chemistry, astronomy,

geology, etc)

☐   Social enterprise

☐   Social science (e.g. economics, politics, sociology, anthropology, etc)

☐   None of the above

☐   Other (please specify):

11. Which level of education provision does your institution plan to expand? (You may choose more than one)

☐ Undergraduate programmes

☐ Master's programmes

☐ PhD programmes

☐ Technical-vocational programmes

☐ Additional professional qualification (e.g. certificate programmes)

☐ None

☐ Other (please specify):

12. Does your institution have degree programmes with Level 3 accreditation? (Choose one)

☐ Yes

☐ No

Skip question #12 if you answered "no" in question #11.

13. Please list ALL your degree programmes with Level 3 accreditation. (E.g. BS Architecture, BS Applied Physics, etc)

14. Does your institution have programmes awarded by CHED as Center of Development or Center of Excellence? (Choose one)

☐ Yes

☐ No

Skip question #14 if you answered "no" in question #13.

15. Please list ALL your programmes that are awarded Center of Development. (E.g. BS Architecture, BS Applied Physics, etc)

Skip question #15 if you answered "no" in question #13.

16. Please list ALL your programmes that are awarded Center of Excellence. (E.g. BS Architecture, BS Applied Physics, etc)

17. Is internationalisation of higher education a priority for your institution? (Choose one)

☐ Yes

☐ No

☐ Not sure

Note: The Commission on Higher Education has described internationalisation as the "integration of international/intercultural dimensions to [higher education institutions'] purposes, functions, and/or delivery; it involves a process of interchange of higher education between nations, between national systems of higher education, and between institutions of higher education. It is the expansion of higher learning within and beyond national borders and centers of scholarly studies."

18. What do you hope to achieve through the internationalisation of higher education? Please rate the following statements from 1 as not important to 5 as very important. (Choose one rating per statement. Put a "√" below the rating.)

	1 - Not important	2	3	4	5 - Very important
Raise the profile and increase the competitiveness of our institution within the Philippines					
Raise the profile and increase the competitiveness of our institution within ASEAN					
Raise the profile and increase the competitiveness of our institution internationally (i.e. beyond ASEAN)					
Increase educational attainment of staff (e.g. master's, PhD, etc.)					
Improve curriculum and quality of academic programmes					
Strengthen institutional capacity for teaching					
Improve the quality of English in our institution					
Strengthen institutional capacity for research (e.g. management, research writing, etc)					

	1 - Not important	2	3	4	5 - Very important
Increase research collaborations					
Strengthen institutional capacity for extension (i.e. extending university education in a non-formal way to the community)					
Support internationalisation at home agenda (i.e. integration of international and intercultural experiences on campus)					
Strengthen institutional capacity to engage with the private sector					
Attract students from the BARMM region					
Attract students from other regions in the Philippines					
Attract international students					
Support outbound mobility of our students (i.e. going to other countries to study)					
Improve the employability of our graduates					

	1 - Not important	2	3	4	5 - Very important
Support alumni engagementw					
Improve the capacity of our institution to contribute to peacebuilding in the Bangsamoro region					
Be more equipped to achieve relevant Sustainable Development Goals					

19. At present, do you have any active partnerships with educational institutions from other countries? (Choose one)

    ☐ Yes

    ☐ No

Skip question #19 if you answered "no" in question #18.

20. For each of your active collaboration, please indicate the name of the partner institutions and a brief description of the nature of the partnership.

21. At present, how would you rate the readiness of your institution to enter into partnerships with education institutions from other countries? (Choose one)

    ☐ 1 – Not at all ready

    ☐ 2

    ☐ 3

    ☐ 4

    ☐ 5 – Very ready

22. Which of these does your institution need the most to improve your readiness to enter into partnerships with education institutions from other countries? (Choose three)

    ☐ Development of administration and senior executives

    ☐ Development of teaching staff

    ☐ Development of research staff

    ☐ Development of non-teaching staff (e.g. marketing, student support, admissions, etc)

    ☐ Upgrading of facilities and infrastructure

- [ ] Enhancement of curriculum and quality of academic programmes
- [ ] Improvement of the quality of English in the institution
- [ ] Improvement of private sector engagement
- [ ] Education marketing and promotion for student recruitment
- [ ] Creation of an institution-wide internationalisation strategy
- [ ] Other (please specify):

23. What do you hope to achieve through staff development? Please rate the following statements from 1 as not important to 5 as very important. (Choose one rating per statement. Put a "√" below the rating.)

	1 - Not important	2	3	4	5 - Very important
Upskilling academic staff to doctorate level					
Upskilling academic staff to master's level					
Professional advancement of academic staff to supervise research students					
Professional development in internationalisation of academic staff and senior executives					
Professional development in internationalisation of professional services staff such as marketing and admissions staff					
Development in the capacity to teach soft skills and 21st century skills to students (e.g. people skills, social skills, communication skills)					

24. Which academic disciplines for professional development would be the most relevant to your teaching staff? (You may choose more than one)
- [ ] Agriculture (e.g. veterinary science, forestry, agriculture, food technology, etc)
- [ ] Allied medicine (e.g. anatomy, physiology, pharmacology, pharmacy, nursing, nutrition, etc)
- [ ] Architecture, building and planning
- [ ] Biological sciences (e.g. biology, botany, genetics, molecular biology, sport science, etc)
- [ ] Business and management (e.g. business, management, marketing, accounting, finance, human resources, hospitality and tourism, etc)
- [ ] Computer science (e.g. IT, software engineering, artificial intelligence, data science, etc)
- [ ] Education
- [ ] Engineering and technology (e.g. engineering, mineral technology, metallurgy, ceramics and glass, polymers and textiles, biotechnology, etc)
- [ ] Historical and philosophical studies
- [ ] Interdisciplinary studies
- [ ] Islamic banking and finance
- [ ] Islamic law
- [ ] Islamic studies
- [ ] Languages
- [ ] Law
- [ ] Mathematical science (e.g. maths, statistics, etc)
- [ ] Media and communications (e.g. information services, media, journalism, etc)
- [ ] Medicine and dentistry
- [ ] Peace and conflict studies (e.g. peacebuilding, conflict resolution, negotiation)
- [ ] Physical sciences (e.g. chemistry, material sciences, physics, chemistry, astronomy, geology, etc)
- [ ] Social enterprise
- [ ] Social science (e.g. economics, politics, sociology, anthropology, etc)
- [ ] Other (please specify):

25. What areas for professional development would be the most relevant to your administration and senior executives?

26. What areas for professional development would be the most relevant to your non-teaching staff?

27. Are you interested in developing and delivering transnational education with education institutions from other countries? (Choose one)

☐ Yes

☐ No

☐ Not sure

Note: Transnational education (TNE) is defined as the provision of educational courses provided by institutions in one country to students in another (e.g. university in the UK delivering courses in the Philippines).

Skip question #27 if you answered "no" in question #26.

27. Which of the following countries are you interested in developing and delivering TNE programmes with? (You may choose more than one)

ASEAN countries

Australia

China

France

Germany

Japan

South Korea

UK

US

Other (please specify):

Skip question #28 if you answered "no" in question #26.

28. Based on what you know about the student demand in your area, what level of education provision would benefit the most from collaborative delivery through TNE? (You may choose more than one)

Bachelor's level

Master's level

PhD level

Other (please specify): Click or tap here to enter text.

Skip question #29 if you answered "no" in question #26.

29. Which of the following are priority disciplines or areas for your institution which can be supported through TNE? (You may choose more than one)

☐ Agriculture (e.g. veterinary science, forestry, agriculture, food technology, etc)

☐ Allied medicine (e.g. anatomy, physiology, pharmacology, pharmacy, nursing, nutrition, etc)

☐ Architecture, building and planning

☐ Biological sciences (e.g. biology, botany, genetics, molecular biology, sport science, etc)

☐ Business and management (e.g. business, management, marketing, accounting, finance, human resources, hospitality and tourism, etc)

☐ Computer science (e.g. IT, software engineering, artificial intelligence, data science, etc)

☐ Education

☐ Engineering and technology (e.g. engineering, mineral technology, metallurgy, ceramics and glass, polymers and textiles, biotechnology, etc)

☐ Historical and philosophical studies

☐ Interdisciplinary studies

☐ Islamic banking and finance

☐ Islamic law

☐ Islamic studies

☐ Languages

☐ Law

☐ Mathematical science (e.g. maths, statistics, etc)

☐ Media and communications (e.g. information services, media, journalism, etc)

☐ Medicine and dentistry

☐ Peace and conflict studies (e.g. peacebuilding, conflict resolution, negotiation)

☐ Physical sciences (e.g. chemistry, material sciences, physics, chemistry, astronomy, geology, etc)

☐ Social enterprise

☐ Social science (e.g. economics, politics, sociology, anthropology, etc)

☐ Other (please specify):

30. What new programmes or courses do you think would be responsive to the human capital needs in BARMM?

31. How can your institution contribute to the materialisation of these new programmes or courses?

32. How has your perception on the relevance of internationalising your institution changed as a result of Covid-19? (Choose one)
   - ☐ 1 – Decreased significantly
   - ☐ 2
   - ☐ 3
   - ☐ 4
   - ☐ 5 – Increased significantly

33. How have the value and importance of university research changed as a result of Covid-19? (Choose one)
   - ☐ 1 – Decreased significantly
   - ☐ 2
   - ☐ 3
   - ☐ 4
   - ☐ 5 – Increased significantly

34. How have the value and importance of the role of universities in community engagement and extension changed as a result of Covid-19? (Choose one)
   - ☐ 1 – Decreased significantly
   - ☐ 2
   - ☐ 3
   - ☐ 4
   - ☐ 5 – Increased significantly

35. Which areas would your institution prioritise to respond to the impact of Covid-19? (Choose three)
   - ☐ Teaching
   - ☐ Research
   - ☐ Extension and community engagement
   - ☐ Student recruitment
   - ☐ Scholarships
   - ☐ Internationalisation
   - ☐ Industry partnerships
   - ☐ Other (please specify):

Skip question #36 if you did not select "Research" in question #35.

36. If you chose "Research" in the three areas above, which research topics or areas are you interested in?

37. How ready is your institution to switch to virtual teaching and learning in terms of infrastructure and human resource capacity? (Choose one)
   - ☐ 1 – Not at all ready
   - ☐ 2
   - ☐ 3
   - ☐ 4
   - ☐ 5 – Very ready

38. In which topics on blended and online learning do teachers in your institution need support? (You may choose more than one)
   - ☐ General computer and internet literacy
   - ☐ Educational software and communication tools
   - ☐ Intellectual property issues in online learning
   - ☐ Data protection and privacy
   - ☐ Content development and management
   - ☐ Pedagogical approaches to blended and fully online learning
   - ☐ Managing virtual classrooms
   - ☐ Assessment and evaluation
   - ☐ Equality, diversity and inclusion in blended learning
   - ☐ Other (please specify):

39. How would you describe the role of your institution in peacebuilding in the Bangsamoro region?

40. What are the most pressing gaps and challenges your institution is facing?

41. How can your institution best take advantage of the opportunities brought by the Bangsamoro Organic Law and the establishment of the Ministry of Basic, Higher and Technical Education?

42. Does your institution have any other priority areas not mentioned in this survey?

43. Do you have other thoughts or comments about the internationalisation of higher education in BARMM that you would like to share?