Transnational Education in the Philippines: A Response to National Priorities, A Vision to Build Global Competitiveness

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Outline

• **Study**: TNE in the Philippines: Opportunities and Challenges

• **Project**: Joint Development of Niche Programmes through Philippines-UK Linkages
What is Transnational Education?

Transnational Education (TNE) is the delivery of higher education programmes in a different country from the one where the awarding institution is based (British Council definition)
Objectives
• Uncover the market opportunities and challenges in doing TNE in the Philippines
• Assess level of demand for TNE

Methodology
• Semi-structured interviews with HEIs, FGDs with students interested in TNE, students insights survey
Current State of TNE in the Philippines

• PHL has strong tradition of higher education: latest data show 1,708 HEIs with more than 2m enrolments
• 20 HEIs currently offering TNE (authorised by CHED)-mostly joint/twinning, double degrees
• CHED recently signed agreements with Canada, Czech Republic, France, Hungary, Palau, Poland and Spain for internationalisation/TNE partnership arrangements
• Over 12,000 international students
Philippines has all the ingredients for the next TNE hub:

• Growing young population (half is under 25)
• One of the world’s fastest growing economy to 2050 – driven by service industries, will push upskilling, innovation, HE demand;
• English as medium of instruction in universities;
• Government policy and funding support in place for internationalisation/TNE
Key Research Findings

• All the elements are in place for a receptive TNE environment in the Philippines

• Demand for TNE in the Philippines is very much present and set to grow

• Philippine HEIs are not necessarily looking for top-tier HEIs but partners that will contribute to institutional capacity building
Key Research Findings

What institution reps said...

• There is a growing demand for TNE programmes
• Seeking collaborative and ‘equal’ partners
• Competitive fee structure

What students said...

• Role of parents in decision-making process
• Choice of delivery mode
• Appeal of TNE for PG students

“The Philippines has these important ingredients for TNE. TNE will definitely open the Philippine educational market for innovations in the curriculum, faculty qualifications, applied research, and other forms of internationalisation strategies that shall produce graduates with the global competencies and multicultural skills ready to face the demands of the world market.”

“Compared to those who would just stick to the traditional kind of education system, qualifications are just limited here in the Philippines. Filipino qualifications are not recognised overseas. The TNE programme would really increase my chances of being hired because of the internationally recognised qualifications it would give.”
Key Research Findings

What students said...

• Keen to study on courses that would benefit the Philippines’ economy and future development

• Interest is on more ‘niche’ degrees or courses that were currently unavailable locally – to make them globally competitive; international career opportunities
Perceived Opportunities/Benefits

For Institutions
• Increased competitiveness
• Knowledge transfer
• Putting the HEI on the global map
• Having the edge vs other HEIs
• Increased international student mobility
• Increased funding stream
• Prestige
• Linkages with international HEIs
• Curriculum/programme development
• Research collaboration

For students
• Broadened knowledge and cultural horizons
• Increased sensitivity to other cultures/cultural awareness
• Access to programmes not locally available
• Prestige from obtaining a degree from an international HEI
• Increased employability
• Recognised international degree at a lower cost while staying in the country (vs studying abroad)
Key Research Findings

Challenges

• Not enough trained faculty in the Philippines who could administer or teach the TNE degree or course;
• Dearth of information on TNE;
• Fees and infrastructure costs of TNE
JOINT DEVELOPMENT OF NICHE PROGRAMMES THROUGH PHILIPPINES-UK LINKAGES
The K to 12 Transition Period begins this June 2016, as a result of the full scale implementation of Senior High School (Grades 11 and 12), leading to multi-year low enrolment in universities/colleges nationwide for the next 5 years.

• The worst-case scenario for estimated displacement is at 25,090 for 5 years.

• Philippine government, CHED launched K-12 Transition Programme-investing resources to maximize this rare window of opportunity for strategic and intentional institutional, faculty and staff development, with the end goal of increasing competitiveness of Philippine HE and improving training of the Filipino youth.
INVESTING IN THE FUTURE OF HIGHER EDUCATION
The CHED K to 12 Transition Program

To provide support to higher education institutions and personnel during the 5-year transition period, CHED has designed a comprehensive range of developmental programs that both mitigate impact on labor and upgrade quality of Philippine higher education, to ensure the smooth and successful transition to K to 12.

- Scholarships for Graduate Studies
- Instruction, Research & Sectoral Engagement Grants
- Institution Development and Innovation Grants
Joint Development of Niche Programmes through Philippines-UK Linkages

• Institutional capacity and grant support to Philippine HEIs to establish partnerships with UK HEIs
• 2-year British Council-CHED partnership; commenced in August 2016
• Over £1M/Php75M joint funding (Year 1 and 2);
• 10 Topnotch Philippines HEIs
• Partnerships open to UK HEIs
Project Objectives

• Increase HEI capacity for internationalisation/TNE
• Increase Philippine-UK partnerships
• Offer new niche joint/double postgraduate degree by AY 2018/2019
• Have students enrolled to new TNE programmes
Project will...

- Opportunity for PH and UK HEIs to **mutually benefit** by sharing country-specific experience and expertise on niche areas, leading to relevant exchanges in training, research, and curriculum development.
- Gateway to a **deep and long-term commitment** between two institutions capacitating each other in the journey towards **academic excellence**.
- Contribute to **global competitiveness** of Philippine higher education and **improved training** of Filipino youth.
Project Components

1. Capacity Building
2. Grant Funding for Programme Partnerships
3. Research
4. Promotion of Internationalisation and TNE Opportunities in the Philippines
Priority Disciplines: Local Demands

- Transportation Studies
- Climate Change
- Design Engineering
- Education (Professional Education/Training/Educational Neuroscience/Educational Planning, Economics and International Development/Lifelong Learning)
- Tropical Medicine / Public Health
- Energy Security / Renewable Energy
- Maritime Engineering
- Social Science
- Oceanography
- Economics
- Agriculture / Food Security
- Digital Innovation and Creativity
## Progress on Outcomes

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<td><strong>Target</strong>: Up to 10 UK-Philippine HEI partnerships</td>
<td><strong>Progress</strong>: Established 14 UK-Philippine HEI partnerships</td>
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<td><strong>Target</strong>: Up to 5 TNE programmes to be offered by 2018</td>
<td><strong>Progress</strong>: There are currently 17 approved TNE programmes from the 14 UK-Philippine partnerships, being prepared for 2018 offer</td>
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<td><strong>Target</strong>: Establish a TNE network in the Philippines</td>
<td><strong>Progress</strong>: Philippine university consortium to champion excellence in Graduate Programmes</td>
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Other Outcomes

• Inputs to Policy
  ○ Graduate programme by research
  ○ Policies, Standards and Guidelines on TNE

• Raising profile of HEIs; increasing demand/interests from other HEIs
UK-Philippine Postgraduate Degrees

ATENEO DE MANILA UNIVERSITY and QUEEN MARY UNIVERSITY OF LONDON
MSc BIG DATA/MSc CREATIVE MEDIA TECHNOLOGY

BICOL UNIVERSITY and UNIVERSITY OF LIVERPOOL
MSc FOOD SYSTEMS/CLIMATE CHANGE

CENTRAL LUZON STATE UNIVERSITY and UNIVERSITY OF LIVERPOOL
PHD FOOD SYSTEMS/CLIMATE CHANGE

CENTRAL LUZON STATE UNIVERSITY and SWANSEA UNIVERSITY
MSc AQUACULTURE
UK-Philippine Postgraduate Degrees

DE LA SALLE UNIVERSITY and LIVERPOOL HOPE UNIVERSITY
MSc ROBOTICS ENGINEERING; MSc DATA ENGINEERING; MSc COMPUTER SCIENCE; MSc SPORTS SCIENCE

MIRIAM COLLEGE and GOLDSMITHS UNIVERSITY OF LONDON
MA DESIGN EDUCATION

SILLIMAN UNIVERSITY and NEWCASTLE UNIVERSITY
JOINT RESEARCH & MSc TROPICAL BIOLOGICAL OCEANOGRAPHY
UK-Philippine Postgraduate Degrees

SAINT LOUIS UNIVERSITY and UNIVERSITY OF COVENTRY
MSc DISASTER RISK REDUCTION AND MANAGEMENT

UNIVERSITY OF SAN CARLOS and COVENTRY UNIVERSITY
PHD ENGINEERING

UNIVERSITY OF SAN CARLOS and CARDIFF METROPOLITAN UNIVERSITY
MASTERS IN ARTS AND DESIGN

UNIVERSITY OF SANTO TOMAS and UNIVERSITY OF READING
PHD ARCHITECTURE
UK-Philippine Postgraduate Degrees

UNIVERSITY OF SANTO TOMAS AND UNIVERSITY OF LEEDS
PHD PUBLIC HEALTH INTERNATIONAL

UNIVERSITY OF THE PHILIPPINES and UNIVERSITY OF READING
MSc AGRICULTURE/FOOD SECURITY
PHD METEOROLOGY
Evolving TNE Design

• Joint, double/dual degree; joint research leading towards graduate degree by research
• Taught postgraduate programme or postgraduate programme by research;
• Research/Project to be done in either Philippines or UK HEI;
• Minimum of 6 month-study in the UK; with online learning/support system; flying faculty
Lessons and Strategies

• Choose the Right Partner
  shared goals, alignment of values/strengths
  collaborative and cooperative
  competitiveness, knowledge transfer, upgrading quality

• Ensure the quality and recognition of degrees
  mutual responsibility; alignment to UK QA requirements

• Create awareness about TNE
  benefits and delivery models
  promotional strategy – legislators, policymakers,
  institutions, students, parents
Lessons and Strategies

• Sustainability of TNE
  market study, marketing strategy
  scholarship for first cohort, market: Philippines (other HEIs as feeder, ASEAN, UK)
  Universities consortium
  Government/CHED support in policy, funding

• Commitment and support
  Ongoing support and close monitoring by CHED and BC
  Continuous learning from the process/partner
  Strong commitment from HEIs (academic and admin side)
THANK YOU

JDNP website: www.britishcouncil.ph.tne