

3rd TNE Hub Conference

What is next for TNE in the Philippines?

31 March 2021

Philippines: Higher Education Landscape



- Youthful population- estimated 10M university-age (20-24 y/o), projected to be 11M in 2035
- English as language of instruction at HE level; high English proficiency levels
- Growing EFL/ESL sector
- Rapid HE expansion with over 1,700 institutions (18% are public) – HE demand outstrips supply
- Tertiary education enrolment at 35%; over 50% enrolled in private institutions
- Government funding for HE – 18% of education budget (2019)
- PH University ranking – 2021 being the best-ever year for performance and representation with 14 universities (7 new) in UR Asia’s ranking (QS) – (7 are from TNE project; 2 new additions in the ranking)
- Scientific research output is low; and the country was ranked 68th in the global publications listings for 2018; research publication highly cited

Philippines latest government response to COVID-19

- Gradual reopening for limited F2F classes in low-risk areas subject to minimum public standards and health protocols;
- Priority disciplines for F2F: Medical and health sciences but limited to specialized laboratory courses or hospital/clinical-based internships
- Approval needed for limited F2F classes for moderate risk areas; strictly online classes for high-risk areas

- **Priority of HEIs:** infrastructure, faculty development, redesigning modules for online teaching

- **Government funding:** suspension for support to mobility; re-direction to Covid-19 research related priorities; but capacity building through TNE continues to be a priority for funding

Philippines latest government response to COVID-19

- **Main challenges:** online teaching - pedagogies, monitoring and assessment, quality, level of trust on learning (while institutions are capable of transitioning, realities differ geographically)
- **International collaborations** – are mostly virtual engagement (academic exchange, faculty development)
- **Student mobility:** Preference of outbound students to defer start date for F2F classes over online classes
- **Research:** Rise in international research collaboration in HEIs, especially on Covid-19 related projects

Internationalisation as Philippine Government Priority

- Key strategy to improve access to quality education and contribute to national competitiveness agenda (through institutional innovation and human capital development)
- Integration of the lessons/impact of Covid-19 to future IHE priorities (e.g.,TNE programmes, research, CPD)

IHE Strategy

- Transnational Education – partnerships with British Council, USAID
- “Fostering World-Class Philippine University” – increased investments to selected group of universities to get more PH universities in international ranking and boost global presence of PH HE
- Institutional capacity on internationalisation with Canada
- International quality standards, setting up of internationalisation of HE quality standards
- Increased support to international scholarships for faculty and researchers (through Newton, TNE, ASEAN partners)

National Priorities

Teaching and Scholarships

- Agricultural Education
- Architecture, fine arts and related programs
- Business management
- Criminal justice education
- Engineering
- Health profession education
- Information technology
- Maritime education
- Science and Math
- Social Sciences
- Education
- Public management and governance
- Other priority courses aligned to key growth areas (e.g., semiconductor and electronics, business process outsourcing, tourism, general infrastructure and other manufacturing industries)

Research and Industry Engagement

- Agriculture, Fisheries, and Forestry
- Agri-processing
- Drug and Herbal Development
- Food and Nutrition
- Information and Communications Technology (includes Artificial Intelligence)
- IC Design
- Semiconductor and Electronics
- Infrastructure and Logistics
- Manufacturing
- Environment and Climate Change
- Industrial Waste Treatment
- Renewable Energy
- Creative Industries/Knowledge-based Services



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UK-PH TNE Project (British Council and Commission on Higher Education)

- Government-led, focussed on niche programmes that are national development priorities
- TNE supply-driven and TNE as institutional upskilling mechanism (on niche degrees, on delivering postgraduate qualifications)
- Assisted 10 local universities, 9 UK partners, 17 niche degrees (joint, dual degrees)
- Over 50 students as of 2020/21
- Impact - postgraduate programme policies, joint research collaborations, increased local interest on TNE, increased interest to PH HE
- Transnational Higher Education Law

Key Impact of the UK-PH TNE Project

- Institutional capacity building on internationalisation and TNE (89% PH and 58% UK). Both UK and PH increased understanding of the partner's higher education system and confidence to work in those sectors
- Majority of UK partners felt that the programme had delivered against their institution's strategy (77%) and enhanced their reputation (66%)
- Philippine partners felt the programme had realised their strategy and delivered improvements to their overall international reputation (9 out of 10)
- Joint research agenda agreed by 12 partners (out of the 13 partners) with 10 actively engaging in research
- Ninety percent (90%) of partners have started exploring future collaboration on: new TNE programme, further research collaboration, publications, student and faculty exchange
- Institutional policy changes (e.g. student admissions, postgraduate research guidelines)
- Partnerships could not have happened without the funding and support provided by the British Council and CHED (70%)

What's Next for Philippines TNE?

Transnational Higher Education Law (2019)

- Aims for PH HE to be globally competitiveness, attract flow of talents, improve human resource base
- Signals openness of the Philippine's HE system
- Opens up TNE models beyond collaborative teaching - academic franchising, branch campuses, online blended and distance learning, Open Distance Learning, twinning and validation arrangements
- Sets out incentives for foreign partners (commercial presence, branch campuses)
- Creation of dedicated government unit on TNE with public funding – tasked to set up policies and guidelines on TNE processes, applications and processes, QA, monitoring quality and performance
- Long-term national TNE strategy – set up priorities, funding and capacity building support to institutions
- Implementing Rules and Regulations – approval within April-May 2021

What's Next for Philippines TNE?

Access and Competitiveness through Internationalisation of Higher Education (ACT-IHE) 2021-2023

- **New project** of British Council-CHED TNE partnership project
- Supports sustainability of UK-PH TNE degrees developed
- Funding and capacity building support to Philippine universities
- To develop at least 5 new, niche UK-PH TNE postgraduate programmes for the next 3-years; targeting PH institutions beyond previous coverage
- Contribute to National TNE Strategy

Implementation of TNHE Law

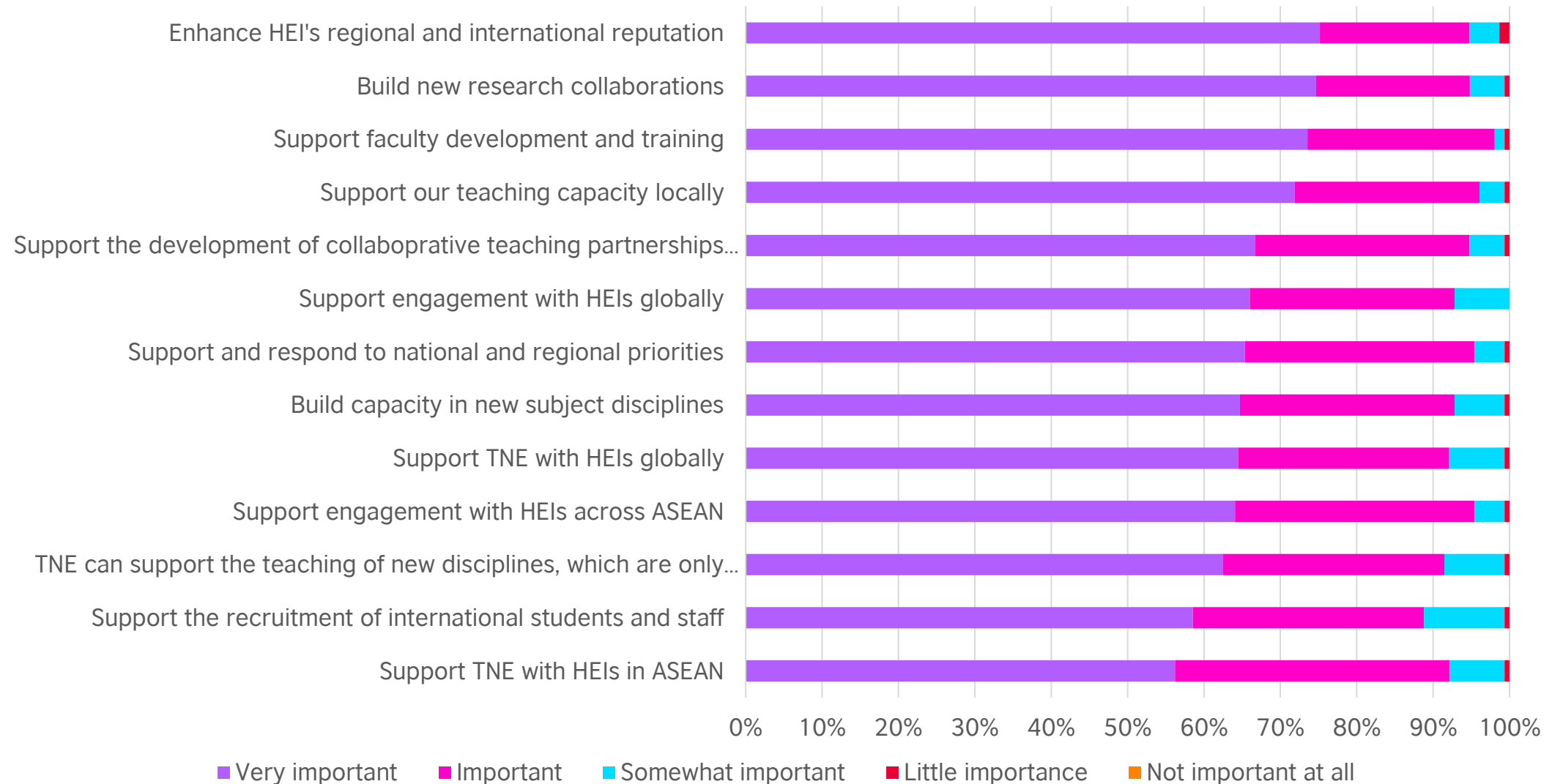
- Setting up of CHED TNE office
- National Strategy

Enabling government processes to be supportive of TNE

- Capacity building of government offices on TNE- review and reforms in policies and processes (e.g., departments of budget management, immigration, labour and employment, professional regulations)

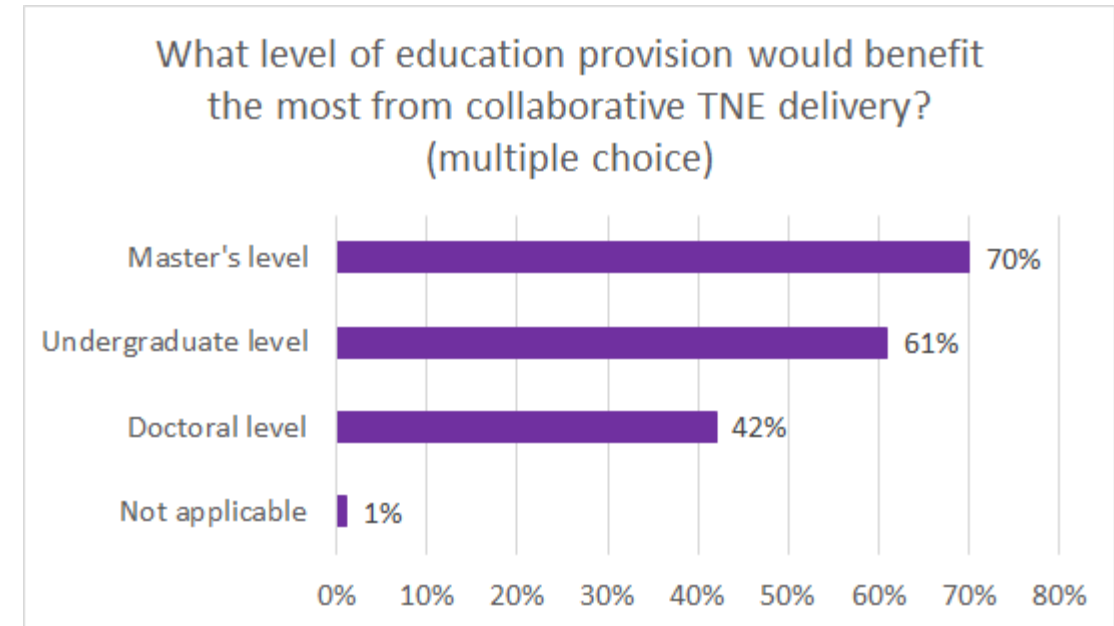
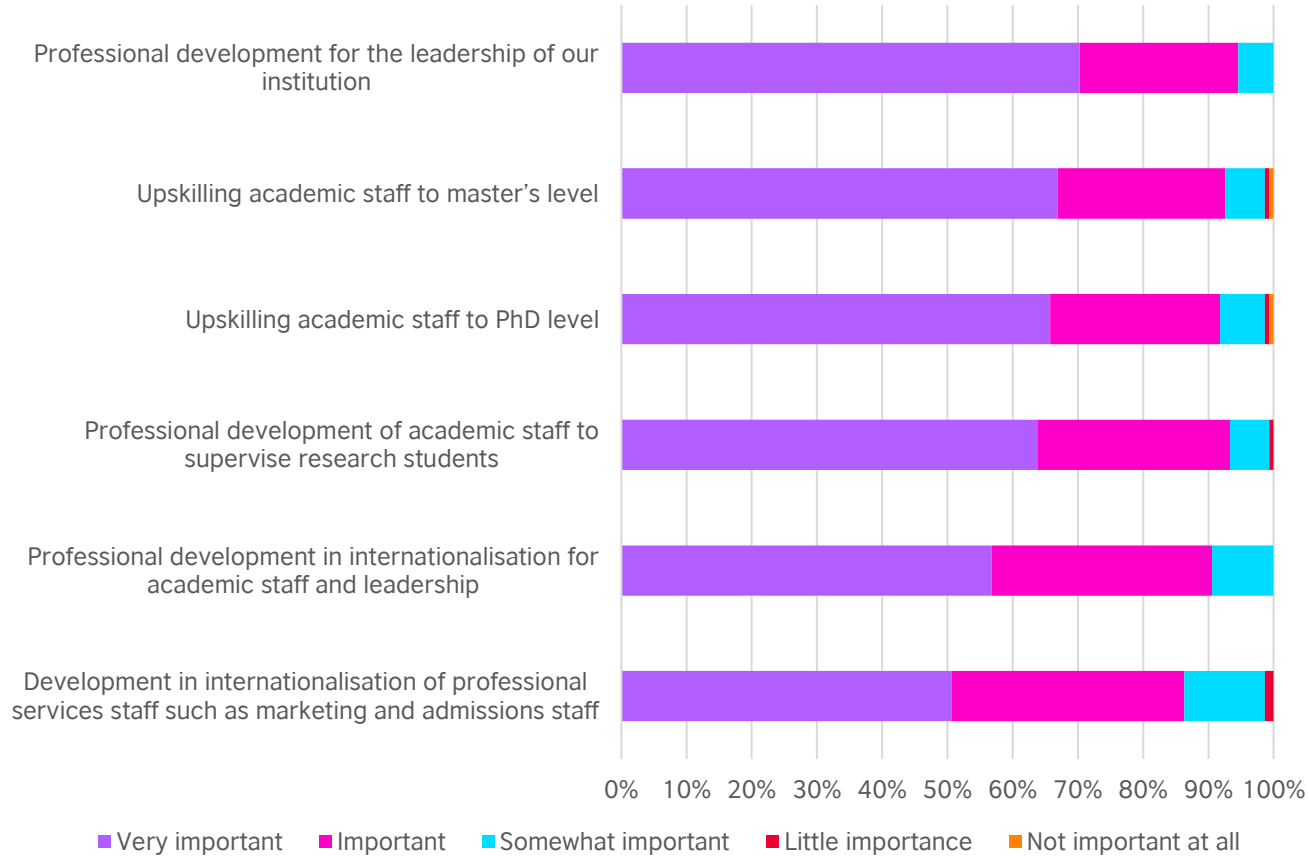
Emerging Priorities: Inputs to National TNE Strategy

In what way do you believe transnational education can support your institution?



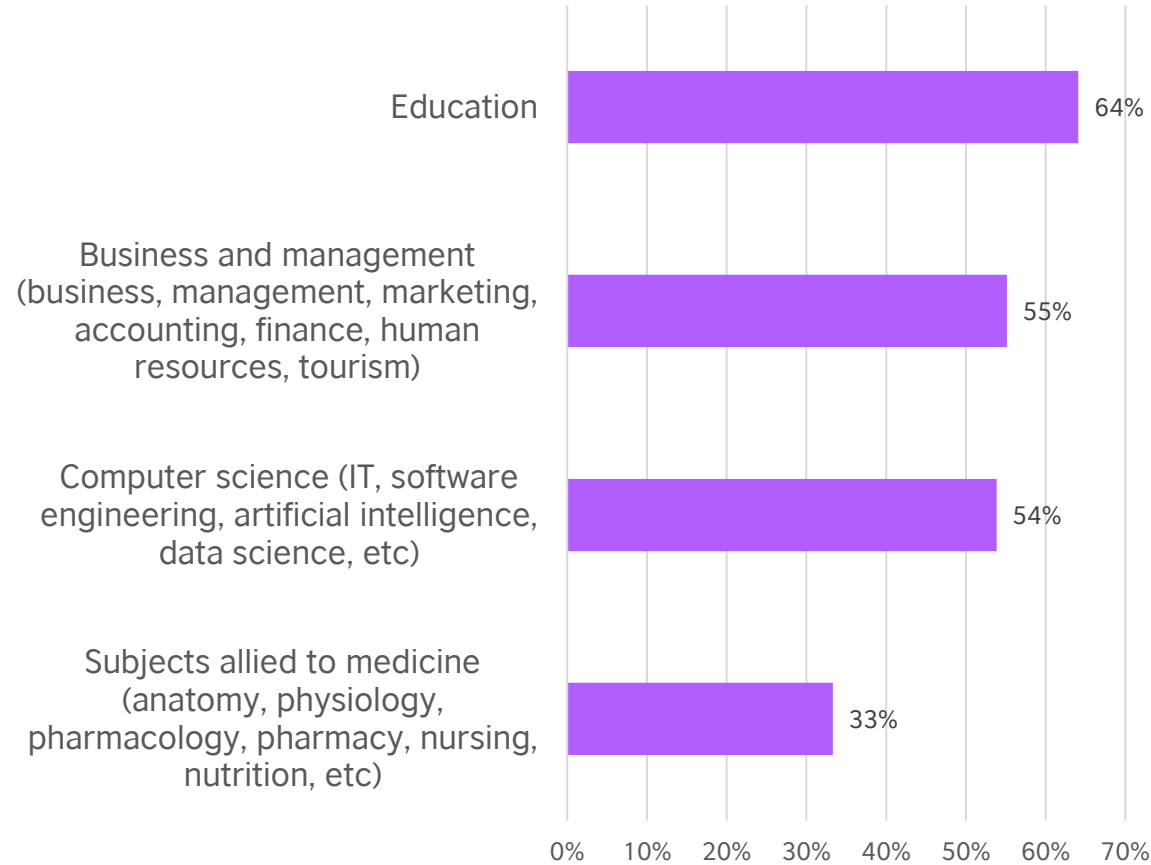
Emerging Priorities: Inputs to National TNE Strategy

Are any of the following areas a priority for your institution?



Emerging Priorities: Inputs to National TNE Strategy

Teaching of which of the following subjects can be supported/enhanced through TNE?



State-funded Institutions

- Education (72%)
- Computer Science (67%)
- Agriculture (61%)
- Engineering and Technology
- Social Studies (47%)
- Business and Management (47%).

Summary: TNE Partnership Opportunities

- TNE as upskilling strategy of PH government – public funding priority is on collaborative model
- TNE on national priorities (in-demand, niche disciplines)
- TNHE Law opens up TNE opportunities other than collaborative models; will enable government processes to be TNE-supportive
- TNE models that can inform innovative and resilient HE delivery models
- Lastly, other partnerships that will support mainstreaming of flexible learning through:
 - Capacity building on teaching subjects that require face-to-face interaction (e.g. medical sciences, etc.)
 - Development of online programmes (non-TNE) in areas that are either in-demand or national priorities
 - Capacity building on developing and implementing virtual internships

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