



Internationalization of higher education in the Philippines: between nationalism and co-optation?

Rosalyn Eder

CGHE Webinar 04.07.2023

Structure of presentation



- Introduction
- Methodology
- Key historical contexts
- Analysis and discussion
- Conclusion

CHED ON 2015 QS WORLD UNIVERSITY RANKINGS

The Commission on Higher Education (CHED) is concerned about the latest 2015 Quacquarelli Symonds (QS) World University Rankings released yesterday but cautions against a simplistic interpretation of the drop in the rankings of three universities from last year: the University of the Philippines (UP) from 367 to 401-410 bracket; the Ateneo de Manila University (ADMU) [continue reading : CHED on 2015 QS World University Rankings](#)

"The Commission believes that the rankings of our top universities do not necessarily reflect their overall quality but **engagement in the rankings game is a key concern** for CHED because **university rankings shape an uncritical national and international public's perception of the quality of our institutions and are real in their consequences**. CHED is thus determined to find ways for government to provide funding support to these universities. In light of global and national imperatives, the rankings issue raises important policy questions for the Philippine government and the universities the **Filipino public expects to rank among the best institutions in Asia**, if not the world" (CHED, 2015, para. 7).

CONGRATULATIONS

to the **16 Philippine Universities**
for making it to the **Asia's Best**
Higher Education Institutions
based on the ASIA 2023

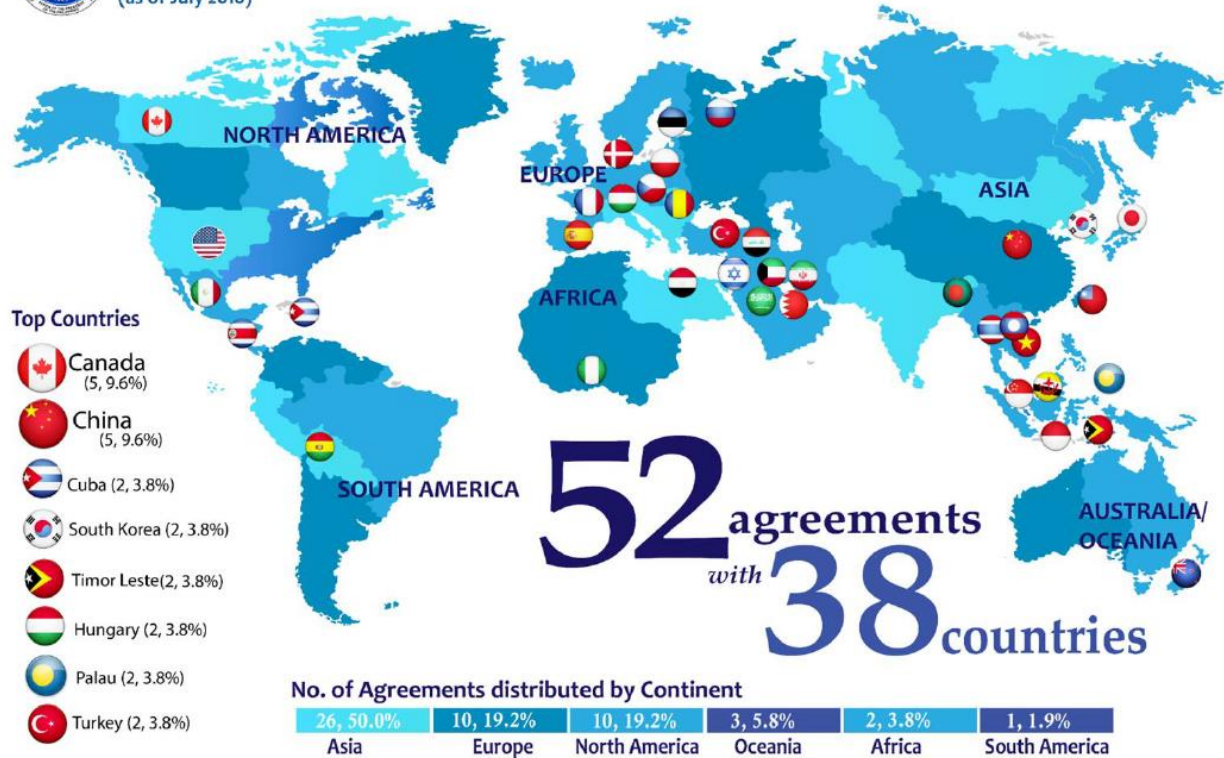


87		University of the Philippines
134		Ateneo de Manila University
171		De La Salle University
175		University of Santo Tomas
551-600		Ateneo de Davao University
551-600		Mapua University
551-600		Silliman University
601-650		Mindanao State University-Iligan Institute of Technology
651-700		Saint Louis University
651-700		Xavier University
701-750		Adamson University
701-750		Cebu Technological University
701-750		Central Luzon State University
701-750		Central Mindanao University
701-750		Central Philippine University
701-750		Lyceum of the Philippines University





Bilateral Agreements on Education between the Philippines and other Countries (as of July 2018)



16 TNHE Programs Developed 10 Philippine HEIs 09 UK HEIs



Source: International Affairs Service Commission on Higher Education, <https://ieducationphl.ched.gov.ph>

Research gaps

- Focus on human capital theory in framing higher education research in the Philippines (e.g. Orbeta, Jr., 2002; Santiago, 2005; Symaco 2012).
- Lack of empirical research that analyzes the internationalization policies of the Philippines from a critical discourse perspective (cf. Valdez & Steel, 2013; Balagtas et al., 2012; Dotong & Laguador, 2015; Rosaroso, Dakay & Sarmiento, 2015).
- Debates about internationalization indicate a nebulous understanding of the policy rationale vis-à-vis the purpose of higher education institutions.

Research questions

- What discourse strands can be identified from the country's internationalization policy documents?
- How can the internationalization policies be discursively interpreted and understood?
- How do they impact discursive practices in internationalization of higher education in the Philippines?

Methodology

Conceptual framework

- Globalization
- Higher Education
- Higher Education Policy

Qualitative research design

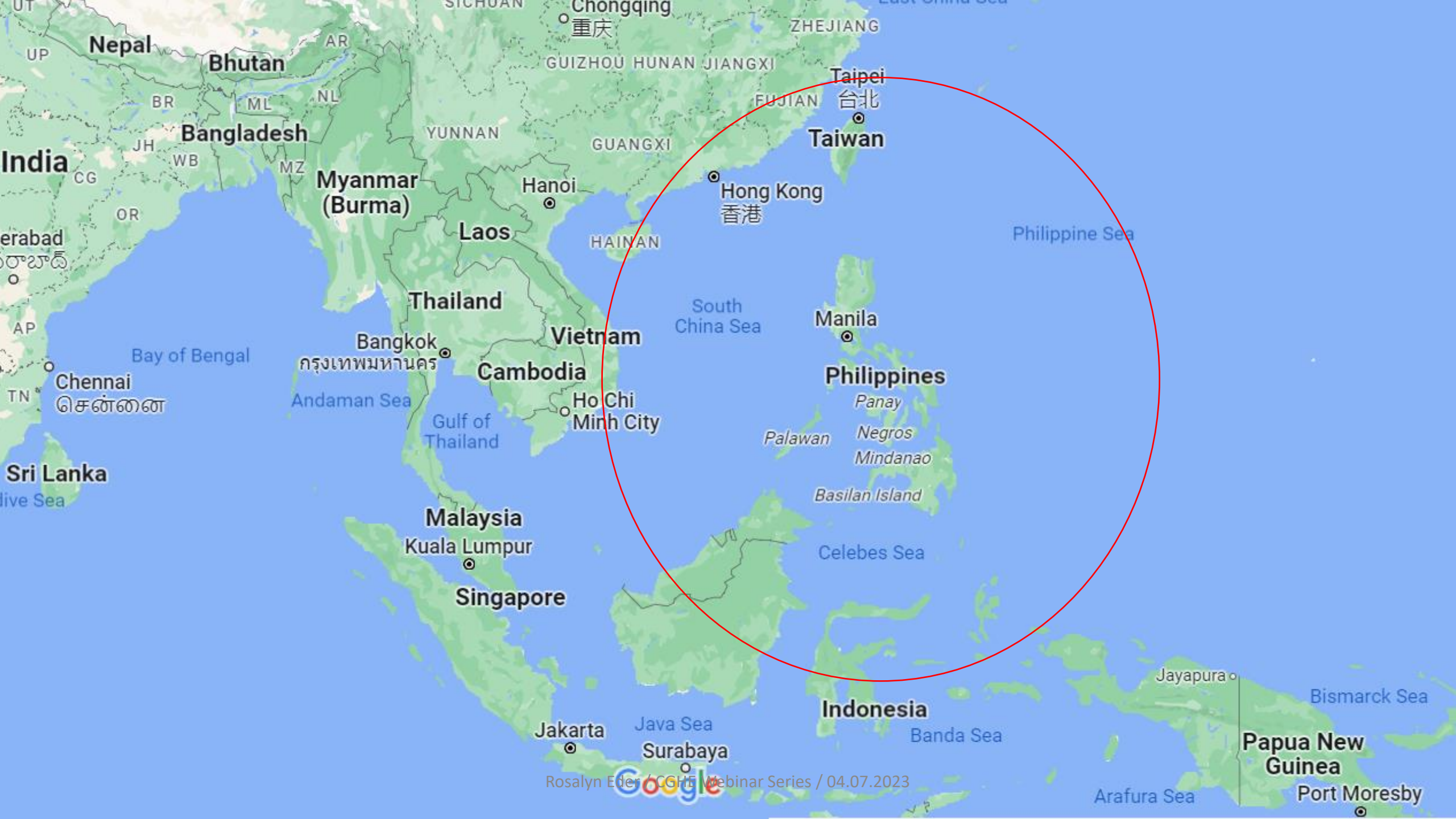
- Social constructionism
- Critical theory
- Discourse-Historical Approach (DHA)

Data collection

- 2016, 2017 fieldwork
- 2017 – 2019 exploratory study
- 2018 – 2020 document analysis; archive research

Dataset

- 18 qualitative interviews
- 3 focus groups
- 11 CHED Memorandum Orders (CMOs)
- 28 CHED Press Releases
- Executive Order No. 285 (2000)
- Republic Act 11448 (Transnational Higher Education Act) + Explanatory Notes
- Auxiliary policies



Taipei
台北
Taiwan

Hong Kong
香港

Manila

Philippines

Panay
Negros
Mindanao

Basilan Island

Celebes Sea

Indonesia

Jakarta
Surabaya

Papua New Guinea

Port Moresby



Spanish Colonization (1565 – 1898)

- Ethnic stratification based on purity of blood
- Control by catholic church
- Spanish for religious purposes
- Higher education limited to the clergy and the *principales*
- *Ilustrados* studied in Europe
- Colegio Seminario de San Ignacio granted university status in 1621; University of Sto. Tomas in 1645

US Imperialism (1898 – 1946)

- Education to 'colonize the mind' – *Thomasites*
- English in school instruction
- 'Racial blackness' (Coloma, 2009)
- 'Pensionado System' for the elites – study in the US designed for co-optation
- Demand led to proliferation of private HEIs
- Labor migration to the US
- Philippine Normal College (1901); University of the Philippines (1908)

1946 to present

- 'Compulsory education in reverse' led to massification (Orata, 1956)
- English in schools and HEIs
- Privatization continues
- AY 2019/2020
 - 246 public HEIs
 - 1729 Private HEIs
 - 3,408,425 students
- Religious groups play a key role
- HEIs from colonial era continue to lead
- Graduates from the US occupy key positions in the gov't.
- Labor migration became policy

ASEAN Economic Integration

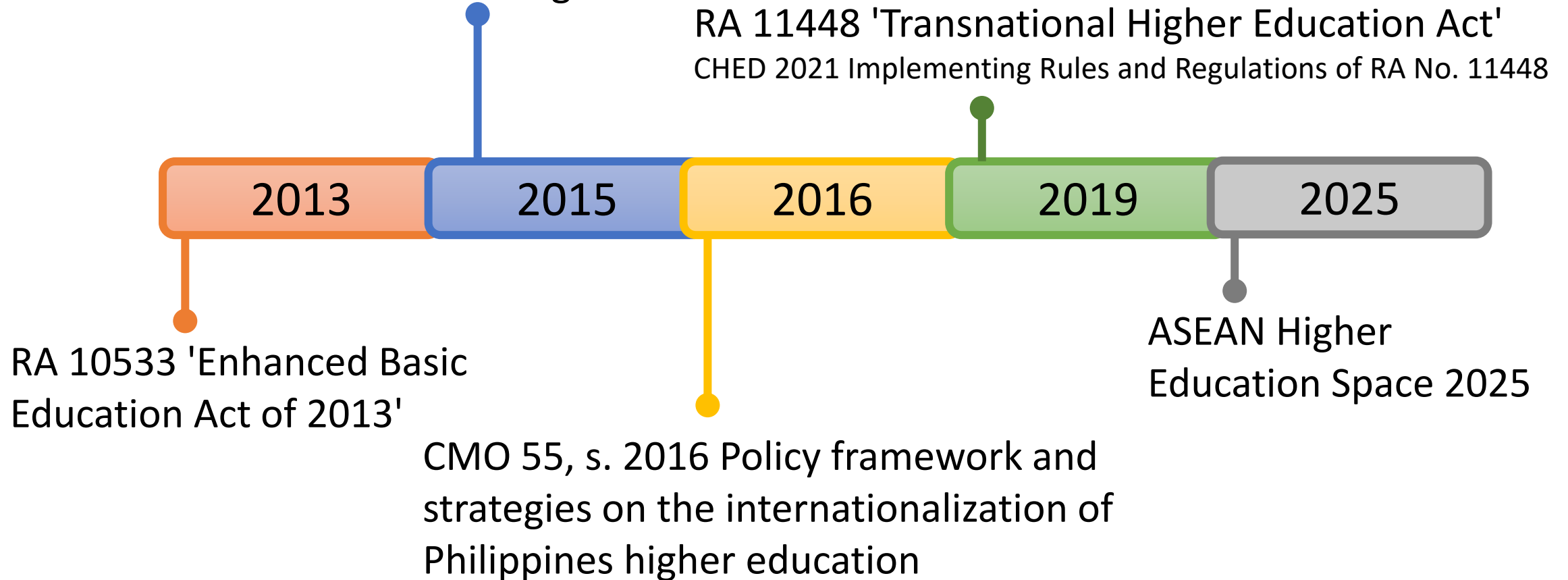


Figure 8: Discourse strands in Philippine IHE policy



Figure 9: Major discourse topics found in the dataset

Marketization	Quality and Quality Assurance	ASEAN	Nation
<ul style="list-style-type: none"> • Globalization • Employability • Competitiveness • Market access • Knowledge production 	<ul style="list-style-type: none"> • Reputation (safeguard, enhance, protect) • Control mechanisms • International standards • International recognition • Qualifications • Modernization 	<ul style="list-style-type: none"> • Mobility (individuals, institutions, programs) • Market access • Competition • Collaboration • ASEAN economic integration 	<ul style="list-style-type: none"> • National security • National development • National interests • Sovereignty • Human resource development • Global competitiveness

CMO 55, 2016, p. 5

7. The Philippines recognizes that globalization and liberalization in goods and services trade have resulted in new transnational arrangements that require reliable and workable frameworks of cooperation at the bilateral, regional and multilateral levels. The Philippines upholds its commitments to these frameworks and shall continue to seek avenues of cooperation, consistent with its national interest, to pursue the goals of higher education.



Section 6. Internationalization Policy

The internationalization policy for Philippine higher education has the primary goal of improving the quality of education that would translate into the development of a competitive human resource capital that can adapt to shifting demands in the regional and global environment to support and sustain the country's economic growth. Internationalization is also envisaged to stimulate innovation and technological advancement resulting from a wider interaction of knowledge networks. Internationalization in higher education contributes likewise to building informed and critical citizenry, more inclusive and participative society, and improvement of lives through its positive impact on the social and economic landscape.

CMO 55, 2016, p. 1

3. Internationalization has increasingly become a key feature of higher education in the global era, in light of the freer flow of students and workers within and across regional economies and the necessity of international linkages in the generation of productive knowledge, innovation and technology. In particular, the integration of ASEAN Member States enlarges the economic space for its members by expanding markets for goods and services. The opportunities and challenges opened by this integration are the backdrop of the Philippines' comprehensive and far-reaching policy reforms that include the internationalization of higher education.

CMO 46, 2012, pp. 1 & 2

**ARTICLE I.
RATIONALE FOR ENHANCING QA**

Section 1. Philippine higher education is mandated to contribute to building a quality nation capable of transcending the social, political, economic, cultural and ethical issues that constrain the country's human development, productivity and global competitiveness.

Section 5. The focus on quality and quality assurance is further underscored by the following:

- the reality of an ASEAN community by 2015 which will facilitate the free flow of qualified labor in the region and either open up opportunities for graduates of Philippine HEIs or threaten their employment even in their own country;

ARTICLE IV
PRINCIPLES, POLICIES AND STRATEGIES

Section 5. General Principles

1. The Philippines' policy on the internationalization of higher education shall be guided by the principles on foreign policy enshrined in the 1987 Philippine Constitution that upholds the promotion of national interest and the non-diminution of national sovereignty.
2. The Philippines' policy on the internationalization of higher education shall be in conformity with Article XIV Section 4 (2) of the 1987 Constitution, Sec. 123 of the Corporation Code, Foreign Investments Act of 1991 as amended, and other applicable laws, rules and regulations.
8. While cross-border education shall be promoted as an important component of internationalization, the national higher education system shall continue to be entrusted with the preservation and promotion of cultural and social norms and values enshrined in the Constitution.⁸

EO 285, 2000, p. 6

E. Monitoring

Within a month and a half after the start of classes, the school, through its foreign students unit, shall submit to the BI, copy furnished CHED, NICA and NBI, an enrollment report on all foreign students with inclusion of names of foreign students who have been accepted but failed to enroll, either for the first time or for subsequent terms. Further, it shall submit a monthly status report to the BI, as may be deemed necessary, on whoever are missing, have transferred, dropped from the rolls and with derogatory record. Finally, at the end of each term, the school shall also report to the BI those foreign students who failed to take the final examinations for the term and those who have completed their courses. The report on promotions shall be submitted to the BI for appropriate action on requests for student visa extension. Non-compliance by schools to submit the reports shall be a ground for the cancellation by the CHED of their authority to accept foreign students.

BI - Bureau of Immigration

NICA – National Intelligence
Coordinating Agency

NBI – National Bureau of
Investigation

The NICA and the NBI shall check, whenever necessary, the activities of foreign students brought to their attention which appear to be inimical to the security of the State. Criminal complaints filed against foreign students shall be referred to the NBI for investigation and appropriate action. These agencies shall undertake steps necessary to safeguard the due process of valid application, visa issuance and entry authorization of foreign students in the country.

EO 285, 2000, p. 1

WHEREAS, there is a need to liberalize the procedures and requirements in the entry of foreign students without compromising national security by providing a systematic method in the processing and approval of their documents.

CMO 53, 1997, p. 2

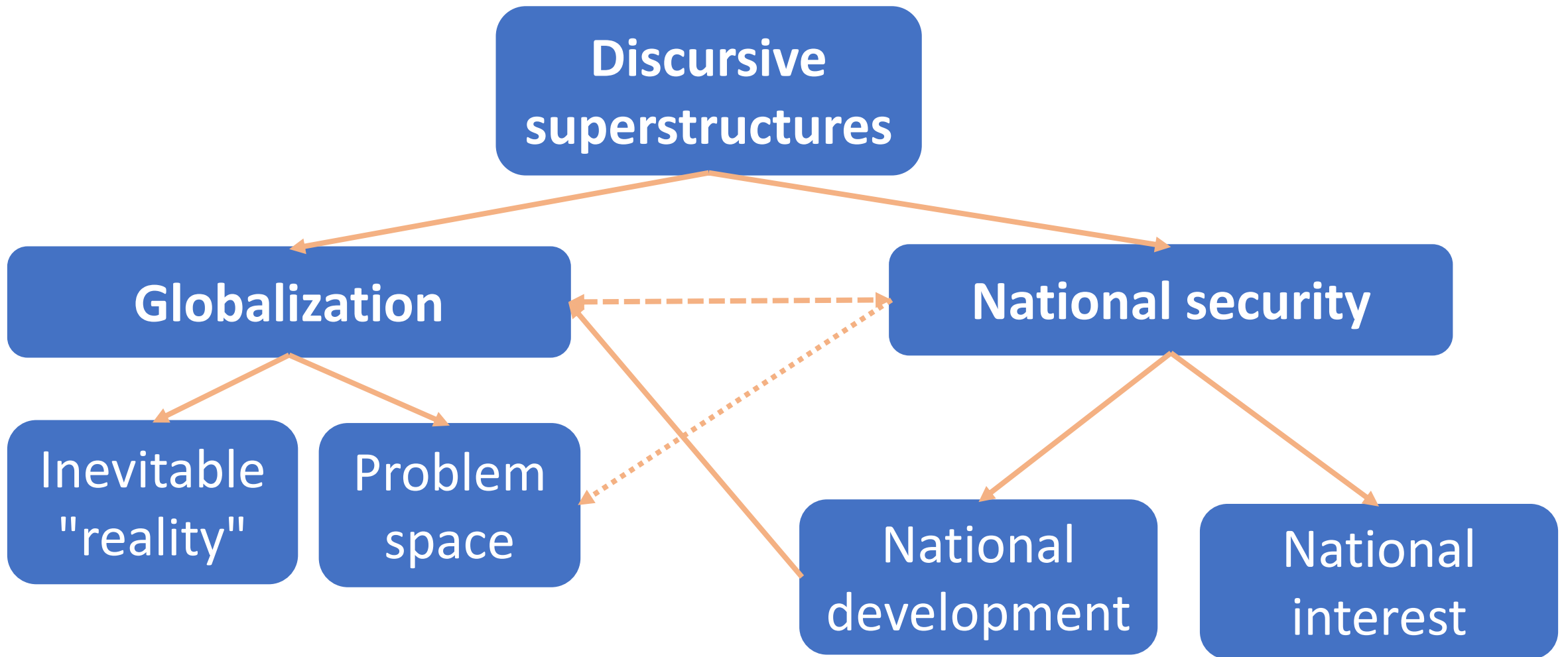
- a) an enrollment report on foreign students 45 days after commencement of classes every semester. The names of those who have been accepted but failed to enroll, either for the first time or subsequent terms, should be included in the said report.
- b) a monthly status report, as may be deemed necessary, with emphasis on whoever is missing, has transferred, dropped from the rolls or with derogatory records.
- c) a report on promotions with inclusions of those who failed to take the final examinations and those with deficiencies.


RA 11448, 2019, pp. 10-11

SEC. 9. *Establishment of Branch Campuses.* – FHEIs may establish branch campuses in the Philippines through a local partner, at least sixty percent (60%) of which is owned by Filipino citizens,

The FHEI may also incorporate a Philippine company to operate its branch campus: *Provided*, That at least sixty percent (60%) of its voting stocks are reserved for Filipino citizens: *Provided, further*, That the FHEI shall first secure


Foreign citizens may constitute up to eighty percent (80%) of the faculty and academic personnel and up to forty percent (40%) of the administrative personnel and staff members in any of the local branches. However, foreign students may not comprise more than one-third (1/3) of enrollment.





"Kailangan nating matutong lumangoy sa agos."
(We have to learn to swim in the current.)

Senior leader of a public university



Eder, R. (2020). *Internationalization of higher education in the Philippines: local articulations of an international phenomenon* (URN: urn:nbn:ch:rero-002-119044) [Doctoral dissertation, University of Fribourg]. FOLIA.
<https://folia.unifr.ch/unifr/documents/309196>



THANK YOU!