Internationalization of Quality Assurance: Context, Concerns and Directions

Alex B. Brillantes Jr., PhD
Commissioner, Commission on Higher Education

Discussion notes for Presentation at the AACUP Annual National Conference
Century Park Hotel, 17 February 2017

I am grateful to Dr Luis M. Sorolla, President and Chairman of the Board, AACUP, and Dr Manuel Corpuz, Founding President and Executive Director of AACUP for the honor to be invited to this very important AACUP event.

I have used as references the presentations of Chairperson Licuanan and drew from the powerpoint presentations of Ms Abigail Lanceta of the ASEAN Secretariat in Jakarta and Dr Luis Chito Calingo of Holy Angel University.

Gratitude is likewise expressed to Ms Blaise Regacho, Austine Aki Arellano and Jeanine Tan for their advice and assistance in the preparation of this presentation.
• These take off from the Conference Theme “Internalizing Quality in State Universities and College (SUCs) and Internationalizing AACUP”

• These will also build upon the presentation of Chairperson Patricia B. Licuanan yesterday who talked about the “Impact of Quality Assurance on Internationalization of Education”
Key Messages

• Internationalization and globalization have to be placed within the context of GLOCALIZATION and COOPETITION

• We have to work doubly hard if we are to adjust to the rapidly changing demands of globalization and competition

• The dynamic and interactive relationship between internationalization and quality assurance should be recognized

• Towards these broad goals, we have to design and implement reforms in various areas: institutions, mindsets, leadership and participation.
## COMPARATIVE HIGHER EDUCATION IN ASIA
(AS OF 2012 *2010; **2011)

| Country      | Spending for Higher Education | Per Capita Spending (in USD) | Participation (% of College Age Population in Higher Education) |
|--------------|--------------------------------|------------------------------|----------------------------------------------------------------
| Brunei       | 3.3                            | 15,714.8                     | 24.3                                                            |
| Cambodia     | 2.6*                           | 593.1                        | 15.8**                                                          |
| Indonesia    | 3.6                            | 1,181.4                      | 31.5                                                            |
| Lao PDR      | 2.8                            | nd                           | 16.7                                                            |
| Malaysia     | 5.9                            | 9,752.9                      | 36.0                                                            |
| Myanmar      | 8                              | nd                           | 13.8**                                                          |
| Philippines  | 2.7                            | 548.25                       | 28.0                                                            |
| Singapore    | 3.2                            | 16,246.9                     | nd                                                              |
| Thailand     | 7.6                            | 1,882.7                      | 51.4                                                            |
| Vietnam      | 6.3*                           | 1,326.8*                     | 24.6                                                            |

Source: UNESCO Institute of Statistics
### INNOVATION AND KNOWLEDGE INDICES
(Norman La Roque, PBED Summit on Higher Education, 24-25 January 2014)

<table>
<thead>
<tr>
<th>INDEX</th>
<th>PHILIPPINES RANKING</th>
<th>MALAYSIA RANKING</th>
<th>THAILAND RANKING</th>
<th>INDONESIA RANKING</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>GLOBAL INNOVATION INDEX (2013)</strong></td>
<td>90</td>
<td>32</td>
<td>57</td>
<td>85</td>
</tr>
<tr>
<td><strong>KNOWLEDGE ECONOMY INDEX (2012)</strong></td>
<td>92</td>
<td>48</td>
<td>66</td>
<td>108</td>
</tr>
<tr>
<td><strong>KNOWLEDGE INDEX (2012)</strong></td>
<td>97</td>
<td>52</td>
<td>66</td>
<td>110</td>
</tr>
<tr>
<td><strong>GLOBAL COMPETITIVENESS INDEX</strong></td>
<td>59</td>
<td>24</td>
<td>37</td>
<td>38</td>
</tr>
</tbody>
</table>

Source: Lecture of then Comm. Cynthia Bautista in the Philippine Higher Education Career System Executive Development Program (Phil-HECS EDP) Session in Antipolo City last August 23, 2016, Slide 44
Government Spending on Education as of 2013 was only 2.5% of GDP, according to the Department of Education (DepEd). This does not meet the 6% recommendation of the United Nations Educational, Scientific and Cultural Organization (UNESCO). But this has been increasing.
Let’s take a look at how our ASEAN universities are stacked against the top universities globally.

<table>
<thead>
<tr>
<th>MALAYSIA TOP 3</th>
<th>Global Rank</th>
</tr>
</thead>
<tbody>
<tr>
<td>University Malaya</td>
<td>133</td>
</tr>
<tr>
<td>University Putra Malaysia</td>
<td>270</td>
</tr>
<tr>
<td>University Technology Malaysia</td>
<td>288</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>INDONESIA TOP 3</th>
<th>Global Rank</th>
</tr>
</thead>
<tbody>
<tr>
<td>Universitas Indonesia</td>
<td>325</td>
</tr>
<tr>
<td>Bandung Institute of Technology (ITB)</td>
<td>401-410</td>
</tr>
<tr>
<td>Gadjah Mada University</td>
<td>501-550</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>THAILAND TOP 3</th>
<th>Global Rank</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chulalongkorn University</td>
<td>252</td>
</tr>
<tr>
<td>Mahidol University</td>
<td>283</td>
</tr>
<tr>
<td>Chiang Mai University</td>
<td>551-600</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>PHILIPPINES TOP 3</th>
<th>Global Rank</th>
</tr>
</thead>
<tbody>
<tr>
<td>University of Philippines</td>
<td>374</td>
</tr>
<tr>
<td>Ateneo de Manila University</td>
<td>501-550</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>SINGAPORE TOP 3</th>
<th>Global Rank</th>
</tr>
</thead>
<tbody>
<tr>
<td>NUS</td>
<td>12</td>
</tr>
<tr>
<td>NTU</td>
<td>13</td>
</tr>
</tbody>
</table>

Singapore Mgmt University 431-440

2 of the various ASEAN universities are within the top 100 globally

Graduate unemployment is high across ASEAN

In Malaysia
40% of unemployed graduates

In Thailand
50% of new graduates may NOT GET A JOB

In Indonesia
>50% of those unemployed are aged between 15 - 24 yo

And in the Philippines...

Fresh graduates to join ranks of unemployed

By THE MANILA TIMES ON MARCH 17, 2016

Almost 700,000 college students who will graduate this year are expected to swell the ranks of the unemployed since the government will not be able to provide...
Thailand, Malaysia, Singapore and Indonesia all hail one leader.

No one knows Southeast Asia like we do.
Context

GLOCALIZATION
Think Global Act Local

COOPETITION
Cooperation among ASEAN
Competition among ASEAN: comparability, standards
The Dynamic Relationship between Internationalization and Quality Assurance

PBL: Quality Assurance is a necessary requirement for internationalization and internationalization is a mechanism for Quality Assurance

QUALITY ASSURANCE ↔ INTERNATIONALIZATION
Quality Assurance

Ongoing process (live and dynamic) of evaluating and enhancing the quality of a higher education system, institution or program to assure stakeholders that acceptable standards of education, scholarships, and resources for delivery are being maintained. Quality assurance is about ensuring that there are mechanisms, procedures and processes in place to ensure that the desired quality is delivered.
Context: Revisit Concepts

Internationalization of Higher Education

The process of integrating international, intercultural and global dimensions into the goals, functions (teaching, learning, research, and services) and delivery of higher education

Involves a process of interchange of higher education between and among nations and national systems of higher education, and institutions of higher education through various modalities of partnerships
Pillars of Internationalization: Home based and Cross Border

Home Based: activities that occur in the home campus without the learner or education service provider moving out of their respective national territories

- provide international content and dimensions in the curriculum, learning and teaching programs, and learning materials
- Involve returning study abroad students,
- using international scholars and teachers, integrating international and intercultural materials,
- implementing virtual student mobility (distance learning) in teaching and learning processes
- Establish student clubs and organizations
- Establish area and theme centers, joint research projects, international conferences
Pillars of Internationalization: Home based and Cross Border

Cross Border internationalization
- Student, faculty and researcher mobility
- Program Mobility: twinning programs, academic franchising, credit transfer, joint or double degree programs
The Case for Internationalization
(Chito Calingo)

• The Philippines needs to have a truly world-class higher education system.

• Colleges and universities must be globally engaged and prepare students to be citizens of a multicultural community both at home and in a globalized world.

• Institutions accomplish this by having a multi-dimensional, comprehensive strategy that includes internationalization at home and engagement with global issues and partners.
Traditional Views of Internationalization (Chito Calingo)

For most institutions, internationalization is measured by “inputs” such as:

- Number of programs or courses with international or intercultural content
- Number of students studying or doing service learning abroad
- Number of international students on campus
Traditional Views of Internationalization (Chito Calingo)

The traditional “input” model of internationalizing the campus does not necessarily lead to global learning for all students.
A Comprehensive Model of Internationalization (Chito Calingo)

For institutions that perceive internationalization more comprehensively, internationalization:

- Pervades the institution’s teaching, learning, research, and service
- Affects a broad spectrum of people, policies, and programs
- Leads to a deeper and potentially more lasting change in institutional focus and culture.
Comprehensive Internationalization (Chito Calingo)

Comprehensive internationalization [CIZN] is a commitment, confirmed through action, to infuse international and comparative perspectives throughout the teaching, research, and service missions of higher education. It shapes institutional ethos and values and touches the entire higher education enterprise.
Comprehensive Internationalization is not just “What we are doing?” (Chito Calingo)

- Study Abroad
- International students and scholars
- Linkages/institutional partnerships and exchanges
- Long-distance education (virtual study abroad) and internationalized courses
- Area Studies programs
- Foreign Languages
Comprehensive Internationalization is not just “What we are doing?” (Chito Calingo)

- International Studies (interdisciplinary)
- International Business (multi-regional, discipline-based)
- Research collaboration
- Dual and joint degree programs
- Outreach
- Cross-cultural events and training
Comprehensive Internationalization answers
“Why are we doing this?” (Chito Calingo)

✓ Preparing students for global citizenship
✓ Making students more competitive in the global marketplace
✓ Enhancing institutional reputation and competitive position
✓ Enhancing the research agenda
✓ Strengthening engagement that promotes the application of knowledge
✓ Making a better, more understanding world
Musts of Comprehensive Internationalization

• Articulated institutional commitment
• Administrative leadership, structure and staffing
• Curriculum, co-curriculum and learning outcomes
• Faculty Policies and Practices
• Student Mobility
• Collaboration and Partnerships
Articulated Institutional Commitment

Strategic planning involving key stakeholders articulates the HEI’s commitment to Comprehensive Internationalization and provides a roadmap for implementation. Formal assessment mechanisms reinforce this commitment by framing explicit goals and holding the HEI accountable for accomplishing them.
Articulated Institutional Commitment Considerations

- Strategic Planning
- Internationalization Committee
- Campus Stakeholders
- Assessment
Administrative Leadership, Structure, and Staffing

The involvement of top leaders, and appropriate administrative and reporting structures form an essential framework for implementing Comprehensive Internationalization.
Administrative Leadership, Structure, and Staffing Considerations

- Senior Leadership
- International Office
Curriculum, Co-Curriculum, and Learning Outcomes

As a core purpose of higher education, student learning is a critical element of Comprehensive Internationalization. An internationalized curriculum and co-curriculum ensure that all students are exposed to international perspectives and build global competence. Globally-focused student learning outcomes articulate specific knowledge and skills to be addressed in courses and programs.
Curriculum, Co-Curriculum, and Learning Outcomes Considerations

• General Education Requirements

• Internationalized Courses in the Disciplines

• Co-Curriculum

• Student Learning Outcomes

• Technology
Faculty Policies and Practices

As the primary drivers of teaching and research, faculty members play a pivotal role in the Comprehensive Internationalization of the campus. Institutional policies and support mechanisms ensure that faculty members have opportunities to develop international competence and are able to maximize the impact of these experiences on student learning.
Faculty Policies and Practices
Considerations

• Tenure and Promotion Policies

• Hiring Guidelines

• Faculty Mobility

• On-Campus Professional Development
Student Mobility

Student mobility refers both to the outward flow of domestic students to other countries to engage in an education abroad experience and the inward flow of international students to study at Philippine HEIs. Orientations, re-entry programs, and other support structures and activities help facilitate student adjustment and maximize learning.
Student Mobility Considerations

• Credit Transfer Policies

• Financial Aid Funding

• Orientation and Re-Entry Programs

• Ongoing Support and Programs for International Students
Establishing and managing successful collaboration and partnerships abroad is a key aspect of Comprehensive Internationalization for many HEIs. Such relationships can provide international experiences for students and faculty, enhance the curriculum, generate revenue, and raise the visibility of institutions at home and around the world. These partnerships should be based on a careful planning process that clarifies the goals and objectives of Comprehensive Internationalization, particularly with respect to student learning outcomes.
Characteristics of a Successful International Partnership (Calingo)

- Each partner understands and can articulate its needs, values, contributions, and potential gains.
- Each partner understands that the other party has needs, contributions, and expected payoffs as well.
- Each partner is committed to the mutuality of the relationship.
- Each partner is committed to regular, open discourse and change to make the partnership sustainable, with changes over time as needed.
Kinds of Agreements for International Partnerships (Calingo)

- Friendship Agreements (Memorandum of Understanding)
- Broad Institutional Agreements (Memorandum of Understanding)
- Program-Specific Linkages (Memorandum of Agreement)
Deciding Whether to Pursue a Given Partnership

• Have both institutions considered closely how the partnership contributes to the fulfillment of their mission?

• Do both institutions understand what the partnership would cost (human and financial resources) and how they would cover the cost?
Deciding Whether to Pursue a Given Partnership

- How will the partnership increase student learning, enhance graduates’ employability, expand faculty research and scholarship, or otherwise improve institutional performance?

- What cultural, social, scientific, and other needs of the partners, their countries, their region, or the world does the partnership satisfy?
What About Dual Degree Programs?

Agreements to deliver, “export,” or “import” degree programs (cross-border higher education) are sometimes framed in terms of a partnership with another HEI, and they call for new principles for their establishment.


Implementing Integrated Approach to Comprehensive Internationalization

- An **internationalization review** to catalog and analyze what the institution is doing
- The development of **student global learning outcomes** and a method for assessing them to better understand the impact of what the institution is doing
- The integration of the results of the review and the learning outcomes process into a strategic **internationalization plan**
Mapping the Internationalization

- Articulated Institutional Commitment
- Administrative Leadership, Structure, and Staffing
- Curriculum, Co-Curriculum, and Learning Outcomes
- Faculty Policies and Practices
- Student Mobility
- Collaborations and Partnerships
10 ASEAN Member States

Brunei Darussalam (7 Jan 1984)
Cambodia (30 Apr 1999)
Indonesia (8 Aug 1967)
Lao PDR (23 Jul 1997)
Malaysia (8 Aug 1967)
Myanmar (23 Jul 1997)
The Philippines (8 Aug 1967)
Singapore (8 Aug 1967)
Thailand (8 Aug 1967)
Viet Nam (28 Jul 1995)
ASEAN and its 3 Pillars

ASEAN POLITICAL-Security Community
Ensure that countries in the region live in peace with one another and with the world in a just, democratic and harmonious environment

ASEAN Economic Community
Create ASEAN as a single market and production base with free flow of goods, services, investment, capital, and greater mobility of professionals, talents and skilled labour

ASEAN Socio-Cultural Community
Promote a community of caring societies and foster regional identity
Diversity of SEA: Population

Statistical Yearbook for Asia and the Pacific 2014

<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Brunei</td>
<td>0.423 million</td>
</tr>
<tr>
<td>Cambodia</td>
<td>15.4 million</td>
</tr>
<tr>
<td>Indonesia</td>
<td>252.8 million</td>
</tr>
<tr>
<td>Laos</td>
<td>6.9 million</td>
</tr>
<tr>
<td>Malaysia</td>
<td>30.2 million</td>
</tr>
<tr>
<td>Myanmar</td>
<td>53.7 million</td>
</tr>
<tr>
<td>Philippines</td>
<td>100.1 million</td>
</tr>
<tr>
<td>Singapore</td>
<td>5.5 million</td>
</tr>
<tr>
<td>Thailand</td>
<td>67.2 million</td>
</tr>
<tr>
<td>Timor-Leste</td>
<td>1.2 million</td>
</tr>
<tr>
<td>Vietnam</td>
<td>92.5 million</td>
</tr>
</tbody>
</table>

Also, culture, language, economics, etc.
### Diversity of SEA: Higher Education Institutions

<table>
<thead>
<tr>
<th>Country</th>
<th>No of HEIs</th>
<th>Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Brunei</td>
<td>4</td>
<td>by 2008</td>
</tr>
<tr>
<td>Cambodia</td>
<td>5</td>
<td>by 2014</td>
</tr>
<tr>
<td>Indonesia</td>
<td>3800</td>
<td>by 2014</td>
</tr>
<tr>
<td>Lao PDR</td>
<td>45</td>
<td>by 2010</td>
</tr>
<tr>
<td>Malaysia</td>
<td>488</td>
<td>by 2010</td>
</tr>
<tr>
<td>Myanmar</td>
<td>169</td>
<td>by 2014</td>
</tr>
<tr>
<td>Philippines</td>
<td>2299</td>
<td>by 2013</td>
</tr>
<tr>
<td>Singapore</td>
<td>19</td>
<td>by 2010</td>
</tr>
<tr>
<td>Thailand</td>
<td>141</td>
<td>by 2013</td>
</tr>
<tr>
<td>Timor-Leste</td>
<td>3</td>
<td>by 2012</td>
</tr>
<tr>
<td>Vietnam</td>
<td>376</td>
<td>by 2009</td>
</tr>
</tbody>
</table>
Diversity of SEA: Number of Students

Total number of HEIs student population in SEA IS 12 million.

<table>
<thead>
<tr>
<th>Country</th>
<th>No. of Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Indonesia</td>
<td>3 million</td>
</tr>
<tr>
<td>Philippines</td>
<td>2.6 million</td>
</tr>
<tr>
<td>Thailand</td>
<td>2 million</td>
</tr>
<tr>
<td>Malaysia</td>
<td>1.8 million</td>
</tr>
<tr>
<td>Others</td>
<td>2 million</td>
</tr>
</tbody>
</table>
The Goal of ASEAN Community and ASEAN Integration

- **Build an ASEAN Community that is people-oriented and people-centered** and vibrant and socially responsible. Constructive engagement of academia, parliamentarians, women, youth and civil society groups. (25th ASEAN Summit, Nov 2014, Nay Pyi Taw, Myanmar)

- **Make ASEAN an even more effective vehicle in the realization of ASEAN peoples’ aspirations** for good governance, transparency, higher standards of living, sustainable development focusing on climate change and the environment, the further empowerment of women as well as greater opportunities for all in ASEAN in a post-2015 era. Kuala Lumpur Declaration on a People-Oriented, People-Centred ASEAN (26th ASEAN Summit, April 2015, Kuala Lumpur and Langkawi, Malaysia)
Development & Harmonization of Higher Education & TVET in support of ASEAN Economic Community (AEC)

- ASEAN Qualifications Reference Framework & referencing
- mutual recognition arrangements (credits and qualifications)
- student & staff mobility
- training certification

**ECONOMIC**
- improved quality & image of HE and TVET, employment + greater mobility of professionals, talents and skilled labour

**EDUCATION**
- quality assurance + standards

**LABOUR**
- + adequate/appropriate technology
- + intelligent work processes + support for MSMEs
- + sustainable development measures
ASEAN Post-2015 Vision on Education
Adopted by the 8th ASED, 11 Sept 2014, Vientiane, Lao PDR

1. The ASEAN education sector will continue to **promote a Community that puts people at its centre** as well as one with an **enhanced awareness of ASEAN**.

2. It remains steadfast in its focus on **sustainable development** in the region.

3. It will give emphasis on **access to quality inclusive education and development of lifelong learning** through robust capacity building programmes and provision of structural guidelines.
Building an ASEAN scholarship and student mobility to strengthen ASEAN identity

a. Clear regional agreements and guidelines that are supported by ASEAN member states;

b. An effective scholarship scheme for students owned by all 10 education ministries in ASEAN;

c. A functioning system that allows students to have their studies abroad recognised by their home universities, and

d. A level of quality of higher education that is at par international standards – and one that continuous to improve.
Harmonisation of ASEAN Higher Education

EU Support to Higher Education in ASEAN Region (SHARE)

2015-2018
ASEAN Quality Assurance Network (AQAN)


• Co-organized by the Malaysian Qualifications Agency (MQA) and the Bangkok-based SEAMEO-RIHED.

• Attended by heads of Quality Assurance Agencies and, in cases where there is no formal quality assurance agency, by representatives of ministries responsible for quality assuring higher education from all ASEAN countries.

• To promote networking among ASEAN QA agencies, about each other's system of assuring quality in higher education and to learn to consider the establishment of an ASEAN QA network.
Philippine Members of AQAN

REGULAR
• CHED: Commission on Higher Education
• PAASCU: Philippine Accrediting Association of Schools, Colleges and Universities

ASSOCIATE
• PTC: Philippine Technological Council
• PACUCOA: Philippine Association of Colleges and Universities Commission on Accreditation
• AACUP: Accrediting Agency of Chartered Colleges and Universities in the Philippines
Issues and Concerns

• Continuous improvement of dynamic between internationalization and Quality Assurance: Helix and Spiral upwards – improvement and competition

• Role of Government: Enabler and Regulator

• Accreditation by AQAN: by network or by discipline (e.g. PTC)

• Coordination and communication among Quality Assurance bodies (especially in the Philippines)
Institutions  Processes  Procedures
Values  Mindsets  Paradigms
Leadership  Political Will  (duty bearers)
Citizens’ Engagement  (claim holders)

Areas for Reform

Enabling Mechanisms

Communication
Areas for Reform

• Institutions and Processes: CHED, accrediting agencies, coordination and cooperation, value adding
• Mindsets: ASEAN and global mindset, cooperation and competition (internationally and locally – among quality assurance bodies)
• Leadership: PhilHECS and quality assurance and accreditation
• Engagement: continuing dialogue and exchange and network
On Leadership Development: PHILHECS

Philippine Higher Education Career System (PhilHECS)
Presidential Leadership Program

International Study Visit to Japan
GRIPS, Tokyo, Japan | January 22-28, 2017
Executive Development Program

Colloquium on HIT Plans and Graduation Program of 39 EDP Participants (Batch I)
Marco Polo Hotel, January 19, 2017
Revisiting Key Messages

• Internationalization and globalization have to be placed within the context of GLOCALIZATION and COOPETITION
• The dynamic and interactive relationship between internationalization and quality assurance should be recognized
• Quality Assurance is a necessary requirement for internationalization and internationalization is a mechanism for Quality Assurance
• We have to work doubly hard if we are to adjust to the rapidly changing demands of globalization and competition
• Towards these broad goals, we have to design and implement reforms in various areas: institutions, mindsets, leadership and participation.
And maybe, the poster I showed at the outset may look like this ...
Thailand, Malaysia, Singapore and Indonesia all hail one leader.

No one knows Southeast Asia like we do.

PHILIPPINES
THANK YOU
MARAMING SALAMAT PO!

MABUHAY AND AACCUP!