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MEDARDO B. BOMBITA

**STATUS, PROSPECTS AND CHALLENGES OF INTERNATIONAL MOBILITY OF
STUDENTS IN ASEAN: THE PHILIPPINE EXPERIENCE**

Thesis Adviser:

Emely D. Dicolan, PhD

Faculty of Management and Development Studies

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Acceptance Page

This thesis titled STATUS, PROSPECTS AND CHALLENGES OF INTERNATIONAL MOBILITY OF STUDENTS IN ASEAN: THE PHILIPPINE EXPERIENCE is hereby accepted by the Faculty of Management and Development Studies, U.P. Open University, in partial fulfillment of the requirements for the degree Master of ASEAN Studies.

Members of the Academic Advisory Committee:

EMELY D. DICOLEN, PhD Chair, Advisory Committee July 25, 2020

ROLANDO G. TALAMPAS, PhD Cand. Member, Advisory Committee July 27, 2020

SHERLYN F. HERNANDEZ, MIS Member, Advisory Committee July 26, 2020

PRIMO G. GARCIA, PhD Dean, Faculty of Management
and Development Studies

Biographical Sketch

Medardo B. Bombita is a professor of Public Administration and Political Science at the University of Rizal System (URS) both in the undergraduate and graduate levels. He has the academic rank of Associate Professor V and now pending for full-fledged professor accreditation. He was the former Director for the Administrative Division of the University of Rizal System (2017-2020). He has served the University as the former campus director of three (3) campuses, Pililla (2012-2013), Angono (2013-2014) and Binangonan (2014-2017), and held previous posts as the Dean of the College of Social Science and Humanities, Secretary of the Graduate School, and Program Supervisor for Social Science and Humanities in the same University. He is the President Emeritus of the faculty union in URS.

He attends as a speaker and trainer concerning leadership, labor-management relations, and personnel administration. He co-authored a history book entitled "*Lipunang Pilipino: Kasaysayan at Pamamahala*" and "Practical Research 2: Quantitative Research" and widely available in all National Book Store outlets. His third book on "Qualitative Research" compliant to the revised GEC will be available this year.

He finished his baccalaureate degree in Political Science major in Public Administration as an academic scholar, President's lister, and an Academic Excellence Recipient at the Polytechnic University of the Philippines, Sta. Mesa, Manila. He studied Bachelor of Laws at the Arellano University School of Law (Executive Class) and finished his Doctor in Public Administration (DPA) in PUP as a state scholar. He completed his academic requirements at the University of the Philippines Open University for his postgraduate degree (master) in ASEAN studies and presently in research works.

Dr. Bombita is a fellow of the Royal Institution of Singapore and completed a fellowship program as a scholar of the Malaysian government dubbed as "Managing e-University: Study Visit for Senior Officials." In preparation for leading a higher education institution, he completed the 6-month residential training of the Philippine Higher Education Career System – Executive Development Program (PhilHECS-EDP) under CHED, DAP, and PASUC where he placed as 2nd in the competitive qualifying exam and eventually received the distinction of Best Higher Education Institution Innovation and Transformation (HIT) Paper among 39 candidates from other state universities and colleges. As one of the final candidates in the Search for URS President on February 17, 2020, he was the youngest contender and ranked 1st in the said exercise.

He is happily married with two children and a proud Freemason. He believes that every day is an opportunity to be the best version of oneself.

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MEDARDO B. BOMBITA

Dedication

“For with God nothing shall be impossible.” (Luke 1:37)

*Though my yesterday now withers and my tomorrow is still uncertain,
may I wish to thank my beloved wife and children, and brethren
of Ang Tipolo Masonic Lodge No. 334
for being with me all the way
in this journey.*

Medz

Abstract

The mobility of students in ASEAN as propelled by the forces of globalization and elements of regional integration is expected to generate internationalized minded professionals for the regional economy. These mobility programs cascaded to member-states through higher educational institutions is one of the major strategic components of cooperation for developing human resource capital among ASEAN countries. Platforms and arrangements established to enhance the regional mobility of students and facilitate to achieve the aspired integration, a reality that the Philippines need to fully embrace and appreciate.

This study examines the status of Philippine compliance to the ASEAN objective on student mobility using qualitative approach with data sources that included document analysis and research instruments. The researcher analyzed the documents from government agencies and other sources. The survey was developed and standardized interview was adopted where results were transcribed and coded for emerging themes. Three research questions guided this study: 1) What is the situation of the Philippine compliance with ASEAN student mobility policy; 2) What factors affect Philippine compliance with ASEAN student mobility policy?; and 3) How can Philippine student mobility be improved, if needed?

The results exhibited that mobility programs in state universities and colleges (SUCs) remain to be limited in funding from the government. Most students are imbued by Filipino culture to aspire for higher education and self-development. Majority of SUCs included internationalization in institution's policies and plans to be compliant with the SUC levelling, quality assurance assessments and responding to the ASEAN regional integration. Other challenges still persist that hinder implementation such as unpopular programs, leniency in structural arrangement, absence of centralized mobility database, multiple mobility platforms with overlapping mandates and varying credit transfer schemes, and sustainability of resources language, digital and social divides in the region, conflict of policies and laws and the consequences of COVID-19.. With the enactment of RA 11448 (Transnational Higher Education Act), the expansion of international mobility programs is very promising and support to ASEAN regional integration efforts is encouraging.

Keywords: Philippine student mobility, ASEAN student mobility, SUCs

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LIST OF ABBREVIATION

AIMS	ASEAN International Mobility of Students
AMS	ASEAN Member States
APEC	Asia-Pacific Economic Cooperation
APQN	Asia-Pacific Quality Network
ASAIHL	Association of Southeast Asian Institutions of Higher Learning
ASEAN	Association of South East Asia
AUN	ASEAN University Network
CHED	Commission on Higher Education
CMO	CHED Memorandum Order
COVID19	Coronavirus Disease 2019
EC	European Commission
EU	European Union
HEI	Higher Educational Institution
OECD	Organization for Economic Co-operation and Development and Association of Southeast Asian Nations
OGS	Other Government Schools
RIHED	Regional Centre for Higher Education and Development
SEAMEO	South-East Asian Ministers of Education Organization Centre
SHARE	(EU) Support to Higher Education in the ASEAN Region
SO-ED	ASEAN Senior Officials Meeting on Education
SUC	State Universities and Colleges
TNE	Transnational Education
UK	United Kingdom of Great Britain and the Northern Island
UMAP	University Mobility in Asia and the Pacific

Chapter I

INTRODUCTION

A. Background of the Study

At the earliest beginning of time, the human race has been on the move along with other primates and creatures. Some people move in pursuit of economic prospects, to connect with family, or to study. Others travel to escape from internal conflicts, discrimination, violence, or human rights violations. Some transfer in response to the hostile impacts of climate change, man-made or natural disasters, and other environmental causes.

Migrant refers to any person who is moving or has moved across an international border or within a State away from one's habitual place, irrespective of the person's legal status, whether the movement is voluntary or involuntary, what the causes for the movement are, and what is the length of stay (McAuliffe, *et.al.*, 2018).

In the last decades, great significance has been devoted around the globe to international student mobility as a form of internationalization of higher education of which various institutional approaches have been adopted to inspire students to consider education in a foreign country, either on a short-term basis, on a study tour or educational exchange, for a longer time in degree programs. Internationalism has emerged in higher education systems worldwide because the higher education sector needs to be receptive to the requirements of globalization which is increasing from the underdeveloped to developed countries. Consequently, organizations in higher education have essentially assimilated their international and intercultural dimensions and principles. At that point, all international activities of these higher educational institutions have been designed to attain these purposes. International curricular offerings, adoption of faculty and student exchange programs, collaborative

researches with foreign schools, the advancement of other activities such as cooperative education, university-industrial linkages, and cultural exchange, and the hiring of foreigners and bilingual as faculty members are among the initiatives. When internationalization takes place in the higher education organizations all around the world, then international integration in the sector will allow the organization's culture, mission, and vision to be understood (Deem *et.al.*, 2008). These programs are regarded as an academic activity that supports international development strategies of higher education institutions around the world. The Association of Southeast Asian Nations (ASEAN) as a regional cooperation body similarly has envisioned the significance of student mobility in the region.

It has been a common perception that international mobility for education is an indication of achievements and social prominence. This triggered numerous students to study in higher educational institutions outside their respective countries. Student mobility is therefore an expression of and response to globalization. It is imperative to meticulously focus on the ways in which institutional approaches of ASEAN participating Member States for the recruitment of students for mobility and how it is linked to the processes of regional integration and eventually globalization, and determine the problems facing the operationalization of the international mobility programs in Southeast Asia in particular. Southeast Asia has become increasingly vital in the global diaspora. This development has brought important opportunities for international mobility to play a role in economic progress and poverty alleviation in this region.

In the Philippines, outbound Filipino student mobility has substantively increased in recent years. Records show that the statistics of outbound students almost doubled up in 2017 compared to almost a decade ago, from 8,443 in 2008 to 16,308. Population explosion and the enduring economic growth caused higher

education growth in the country, expected to be among the world's top 20 countries in terms of tertiary enrolment by 2035 (Macha, Mackie, & Magaziner, 2018). The highest outbound destinations for Filipino students are Australia with 5,075, US with 3,037, New Zealand with 1,105, the UK with 763, and Saudi Arabia with 747. Remarkably, Japan and China are not yet in there (Macha *et.al.*, 2018). With the latest adoption of the K to12 format of basic education, Filipinos are now presumed to be more ready for international mobility with their English fluency as their advantage.

Meanwhile, the Philippine Government, through the issuance of Executive Order No. 285 in the year 2000, has encouraged and supported the entry and stay of foreign students in the Philippines. This was heightened by globalization and ASEAN integration efforts where the region and the rest of other countries become more interdependent. Hence, though relatively low by international comparison of the inbound international students in the Philippines, it doubled in the preceding decade. While the government encourages outbound and inbound student mobility, there is so much to be done to rationalize and simplify bureaucratic processes required to institutionalize the entry of foreign students and the departure of Filipino students to study abroad. The Commission on Higher Education (CHED) as the oversight agency of higher education institutions (HEIs) has been observed by its critics seemed to be stagnated in their regulatory role at the expense of their developmental role (Ngohayon, 2016). The recognition process of HEIs' international programs, like Transnational Education, is monotonous and takes a long time with a very slow-paced support system to secure the authority and capacity to send and accept foreign students.

However, structural differences remain one of the challenges towards its full-scale implementation. It is believed that the international mobility of students will also bring about an increase in immigration and security-related problems among the AMS.

Thus, this study seeks to determine the status and challenges of the international mobility of students to draw prospects for further development of international student mobility and sustainable collaboration in Southeast Asia.

This study gears to the foremost question of how the existing programs for international student mobility, not limited to AUN, AIMS Program, and UMAP, could be described so far as a regional program of the ASEAN for the integration of higher education institutions and systems in the region are implemented by the Philippines through its state universities and colleges. This research study will explore not the present initiatives of other ASEAN member-states to improve mobility and enable student exchange but the situation, challenges, and prospects the Philippines faces to comply with this approach in regional integration.

The researcher, thus acknowledges his involvement that came from being a student of ASEAN Studies, and once a beneficiary of the mobility program of one ASEAN country (Malaysia), which both focus on the study of the diaspora in the region made him interested to know the status of the programs implementation of the Philippines for international mobility of students in Southeast Asia as assessed by the respondents. Despite his deep emotional attachment to the advocacy on open space in higher education and mobility of people in the region, he will be able to see it with scientific objectivity through this study.

B. Problem Statement

The assessment of how the Philippine student mobility policy and program contribute to the goals/objectives of the ASEAN student mobility intentions will result to promote the mobility of students, create more vibrant programs for the citizens of ASEAN Member States (AMS), and improve the common higher education area for the region.

In addition, this study sought to answer the following questions:

1. What is the situation of the Philippine compliance with ASEAN student mobility policy?
2. What factors affect the Philippine compliance with ASEAN student mobility policy?
3. How can Philippine student mobility be improved, if needed?

C. Objectives of the Study

The study aims to contribute to ASEANOLGY by assessing how the Philippine student mobility policy and program complement the goals of ASEAN student mobility intentions. The results of this study serve as a basis to label prospects for further development of international student mobility and sustainable collaboration in Southeast Asia.

Thus, this study has the following specific objectives:

1. To describe the status of the Philippine compliance with ASEAN student mobility policy;
2. To determine the factors that affect Philippine compliance with ASEAN student mobility policy; and
3. To recommend measures that may be adopted in order to improve Philippine student mobility.

D. Scope and Limitations

This study focused on the assessment of the Philippine compliance with the ASEAN student mobility policy. It also discussed the history and progress of students' mobility in the Southeast Asian region. The assessment of the mobility program was limited only to Filipino (outbound) students in terms of disciplines offered, scholarship

supports, admission standards, and structural arrangements. The correlation was not tested in this study due to incomplete demographical entries of the respondents in observance of the ethical rules in research and governing pertinent provisions of RA 10173 (Data Privacy Act) in securing confidential information.

The respondents of the study are the: (1) Filipino students currently enrolled for completed international program (outbound) in any AMS; (2) implementers of selected State Universities and Colleges (SUCs) in the Philippines. Because of the current COVID-19 pandemic crisis, all enrolled foreign students (in-bound) from participating HEIs in ASEAN countries were required to leave the Philippines by their respective countries before the state-imposed lockdown and quarantines, hence, were not included as respondents of this study.

The program refers to national degrees/traditional (bachelor, master, doctorate), and others such as research, postgraduate, fellowship, exchange/placement, internship, language course, and similar programs regardless of the duration. However, it excluded long-distance platforms like open universities.

E. Significance of the Study

The outcome of this study would be of great help to describe the status, prospects, and challenges of student mobility compliance of the Philippines with the ASEAN objective. Consequently, the results provide specific recommendations and the following responses:

1. Refer to the Philippine educational leaders and policymakers to improve existing policies, regulations, and procedures to effectively implement the mobility programs of higher educational institutions (HEIs);
2. Complement strategies of other participating ASEAN Member States' HEIs on the implementation of the mobility of students in the Region;

3. Identify challenges of the compliance to ASEAN objective on regional integration through education and institute corresponding enhancements and offer recommended undertakings;
4. Disseminate to State Universities and Colleges (SUCs) in the Philippines the perceived problems of their respective student mobility programs and activities and adopt the appropriate measures to address them; and
5. Call the attention of Philippine leaders in CHED and SUCs of the conspicuous socio-economic disparities, the inadequacy of job opportunities for the impoverished Filipinos, and inequitable salary rates of elementary occupations;

Chapter II

REVIEW OF RELATED LITERATURE

This chapter discusses the related literatures and studies of foreign and local settings which has relevance to the study. The review covered various papers that are similar and aligned with the investigation.

A. Theoretical Bases of Intra-Regional Cooperation

It is indisputable that international facet of higher education has renovated the higher education milieu making educational institutions increasingly globalized and interrelated that propelled the said sector, states, and their governments and peoples' organizations that focused their consideration to academic affairs and prospects with partners in other countries (Knight, 2008).

The evident development in higher education partnerships and exchanges within the region manifested but not limited to research and university linkages, development in intra-regional mobility of students and institutional collaborations, regional quality assurance systems, and the growth in mutual educational programs are a demonstration of the growing significance of regionalization of higher education (Kuroda, 2012; Yavaprabhas, 2010).

The regionalism in higher education is based on the Theory of Ideational Phenomenon which means that such a policy idea is the *explanandum*, or the phenomenon to be explained (Chou & Ravinet, 2017). Based on the available quantitative data and experiences of the experts and students in mobility programs, their empirical description would be significant in describing these regional initiatives. In embracing a political objective to create a strong regional integration based on voluntary participation, each of the ASEAN Member States in implementing student mobility programs maintains the functionalist incremental strategies in a supra-

nationalist approach. This is neo-functionalism that aims to solve common problems as a response to the theory of "spillover." Hence, identifying common challenges would be for the best interest of HEIs among the ASEAN Member States (Hurrell, 1995b; Soderbaum, 2012).

Activities aimed to increase the intra-regional cooperation and harmonization of national systems are in the works in all regions of the globe. The Bologna Process which targets to create a common higher education space in Europe, Erasmus Mundus of the European Union, and the ASEAN International Mobility of Students (AIMS) has enthused more responsiveness to the significance of both intra-regional and interregional cooperation in higher education.

Parallel to the present study, the foregoing theories are very much relevant since they emphasize the role of international mobility of people, particularly of students, that manifest and contribute essentially to the regionalism efforts of ASEAN. The internationalization of higher education now gradually accumulates acknowledgment among leaders and planners, national and institutional levels.

B. Internationalization as Precursor to Student Mobility

If it is sound to assume that many higher educational institutions in modern times are mere creations of states, it is only incumbent to governments to compel them to internationalize. Nevertheless, there is a compelling need to differentiate internationalization from globalization in higher education.

There is an effective way of defining internationalization of higher education by distinguishing the concept of globalization of higher education, to wit (Scott, 1999):

"Internationalization reflects a world-order ... xxx higher education is not an exception. Instead, globalization implies a radical re-ordering of this world-order... xxx ... by the transgressive tendencies of high technology and mass culture." (p. 2)

These clarified that globalization cannot be merely understood as a higher form of internationalization. Scott (1999) contends that while internationalization presumes the being of established nation states, globalization is indeed “agnostic about, or positively hostile to nation states.” Further, internationalization is mostly expressed through “the ‘high’ worlds of diplomacy and culture,” whereas, globalization is manifested “in the ‘low’ worlds of mass consumerism and global capitalism.” Finally, he believes that internationalization inclines to replicate and even legitimize hierarchy and leadership, but globalization can resolve the inequalities between states of the North and the South, and within different segments in one state (pascn.pids.gov.ph.).

Callan (1998) offers that the present descriptions for internationalization will be perpetually vague as different states and higher educational institutions may engage the very concept of internationalization in various methods and for different reasons. He recommended that the way of the discourse of internationalization concerning particular "approaches to and constructions of internationalization in the domains of policy, process, educational value, and social/occupational change." Likewise, Knight (1997) offered four approaches to understanding internationalization, anchored on (a) processes, (b) a typology of activities, (c) the development of competencies, and (d) fostering an international ethos (as cited in scribd.com).

C. Models and Approaches for Higher Education Engagement

There are approaches that available Asian Networks may engage, namely Functional, Organizational, and Political models, otherwise known as FOPA (Knight, 2013a). Each of these approaches is interdependent with one another. In the Functional mode, there are purposes identified such as the configuration of higher education systems, policies, the progress of cross-border programs, initiatives for

setting qualification frameworks, credit transfer mechanisms to effectively facilitate the harmonization and talent mobility in the ASEAN region. The Organizational approach centers on multilevel tiers of interfaces and a diversity of players. Further, government institutions and non-government organizations, higher educational institutions, quality assurance bodies, or other professional stakeholders are cooperating to attain the crucial purpose of regionalizing the higher education sector. While the political approach is intended to implement the program and higher education efforts with the robust engagement of governmental think tanks, and legislators. Executing agreements, declarations, conventions, and treaties are considered important strategies for harmonization and eventually regional integration (Knight, 2012, 2013a, 2014 as cited in www.emeraldinsight.com, 2017).

There are some regional groups or networks observed that soft and hard approaches are frequently associated with participation and governance (Chan, 2015; Hawkins *et.al.*, 2012). A top-down and structural approach is meant by a hard approach used by government and powerful forces in a state consist but not limited to ministerial officials. On the other hand, individuals, groups, and universities could employ regional partnerships or activities using the bottom-up (soft) approach in engagement. Connecting the initiatives from institutions and governments, the crossbred approach calls for a further interesting strategy. This model is said to a certain extent of autonomy for networking among higher educational institutions (Chan, 2015; Hawkins *et.al.*, 2012). Conventionally, the bilateral method is reflected as one of the best acceptable engagement formula in intellectual collaborations between higher educational institutions in Southeast Asian states.

Two universities for instance coming from dissimilar countries inked a joint, or double degrees, and programs on a short-term basis for global competitiveness and amity. In preserving diversity and regional consciousness, the multilateral partnership

approach may be used as it was before in previous Asian international engagements and consortiums which proved to be a more effective and efficient model for regionalization in higher education. Therefore, as often regarded as the starter of harmonization in higher education and consequently integration in the region, international organizations play a crucial role in the new thought of regionalization in higher education (Hou, 2016; Terada, 2003).

D. Factors, Motivations, and Strategies of Advancing Student Mobility

A conceptual framework is needed to analyze the push and pull factors of student mobility to review examine the vibrant engagements of such activity between the sending and receiving countries (de Wit, 2008; Li and Bray, 2007). The “push factors” denote those educational features of the sending states that motivate students to proceed with their intent for education abroad. These factors observed in Asia are poor quality of education, lack of research infrastructures and support, heightened regard to a completed foreign degree, and extreme exclusivity of local higher education (Cummings, 1984; Lee & Tan, 1984). On the other hand, those “pull factors” are the educational features of the receiving states that entice students which are enumerated as quality education, presence of scholarships and advanced research services, and hospitable socio-economic and political atmospheres (Altbach, 1986; Agarwal *et.al.*, 2007). Asian countries usually fell short to generate adequate pull forces to draw international students from various countries partially because of a lack of expanded higher education, reputable institutional image and quality, and enticing living milieu and career options. Fortunately, in many foremost Asian countries, the situation is gradually enhanced.

Observing the European experience, there are four types of student mobility which include the reason that mobile students look for an advanced level of

educational quality in other countries which out of reach at home, basically influenced by post-colonial ties or a political linkage otherwise known as vertical mobility. Another type is studying in the most proximate (neighboring) state called horizontal mobility which is seen as a modality of building mutual relationships in the entirety of the region in preparation for integration. The third type is those short-term which are fairly academic and cultural of diverse countries and institutions. Lastly is the contemporary student mobility which is related to finance which considered by other countries as an income-generating activity (Rivza & Teichler, 2007).

Meanwhile, the most regularly cited drivers in advancing student mobility are improving international competitiveness in the knowledge economy (Knight, 2008). Singapore for instance propelled the Global Schoolhouse project that aims to convert the country into a hub of knowledge and education networks and collaboration with prominent overseas universities like Massachusetts Institute of Technology (Sidhu *et.al.*, 2011). Ng (2011) believed that Singapore's internationalizing higher education is a fundamental strategy in cultivating comparative competitiveness in the Asian region. In this regard, drawing international students from Asian countries is crucial and beneficial to the higher education sector specifically in Singapore.

In facilitating student mobility, two approaches have been utilized by Asian countries, i.e. domestic and international approaches. The domestic approach centers on the reform of the internal regulation and legislation of admitting international students, provision of related services, and learning atmosphere and support to alleviate the perceived challenges faced by inbound students. In 2008, Japan launched the project dubbed as Global 30 to appeal to an estimated number of 300,000 mobile students in 2020. This can be achieved by improving the domestic environment to augment the requirements of international students. Before university enrollment, the government of Japan will provide a one-stop-shop for administrative

and visa requirements and college admission procedures. The availability of substantial grants and scholarship assistance will be assured. Moreover, students are provided with sufficient support to complement their learning, research, and living activities. The government also covers healthcare and medical insurance to increase accommodation or dormitory capacities for international students. Upon completion of their studies, they continue to enjoy supplementary services such as job placement (Rivers, 2010).

Some Asian countries are helping their international students in completing internships like in Korea, and finding possible employment in the case of Singapore. Granting permanent residence or citizenship are deemed to be one of the most operative instrument to maintain skilled and competitive graduates. As a practice, the provisions of student services and the quality of the curricular offerings are planned to meet the particular requirements of the students like English course, foreign faculty, enrichment in teaching and research, and upgraded professional competencies of staff (Rivers, 2010). In summary, the domestic approach targets to fortify the institutions and systems to accommodate incoming students.

These reforms are harmonized with the “push” and “pull” factors framework that receiving states must sustain and develop some gainful fundamentals for international students, which may include or not limited to conducive learning atmospheres, relevant support services, and potential career development opportunities (Chan, 2012). Another method in enabling international mobility of students by which Asian governments are profound is to present reputable foreign universities to the local higher education in the usage of branches/external campuses, dual degrees with domestic institutions, and independent courses. The rationale of having collaboration with these reputable universities is to advance the international image and market presence of importing states within the region. Governments in Malaysia and

Singapore (Southeast), and Korea (East), have aggressively sought to create engagements with leading universities in Europe, USA, and Australia (Knight, 2011).

Case in point is Malaysia with the Kuala Lumpur Education City (KLEC) that is planned to serve as an international educational hub in compliance with the policy of the Malaysian government to transform the country into a regional center of excellence in education. With a comparable combination of international, regional, and local institutions and students, the program intends to offer distinguished products to local and foreign students at reasonable costs and proximate geographical settings (Knight, 2011). More than these local strategies in promoting international student mobility, international networking/linkages, alliances, and collaboration with organizations are also critical. The growing importance of international accreditation organizations like International Network for Quality Assurance Agencies in Higher Education, and the Asia-Pacific Quality Network concentrating on quality assurance further adds value to the comparability and transfer of credits system across boundaries (Chan, 2012).

At the state level, several memoranda of understandings (MOUs) are executed to motivate student mobility, partnerships, and exchanges. In 2010 for instance, the government of Vietnam decided to drive their 500 doctorate students to Taiwan for further studies. This policy arrangement has become a new conduit of advancing student international mobility in the region. Furthermore, the spread of institutional networking initiated by higher educational institutions in Asia like UMAP, the AUN, and the ASAIHL supports the relations of strategic agreements supplemented by more student movement among member-states. As introduced by UMAP, the Membership of the Student Exchange Program includes most Asia-Pacific states with the supportive preparation and implementation of the scheme for credit transfer (Chan, 2012).

E. The Elements of International Students' Mobility

Globalization in the higher education sector has developed substantively over the past forty years. This is very glaring on the mobility of students across boundaries and regions. There were at least 3.3 million international students enrolled in other countries as per 2008 statistics which substantively increased from the 1970s. The increase hastened with an upsurge of 70%, from 2000 to 2008 attributed to an average yearly increase rate of 9% of which these students are with the growing increase in qualified terms.

Most of the first world countries are greatly attracted in inviting foreign students as a source of income for universities; leniency in the demographic mandatory constraints connected to the home market; and some colonial powers preferred the migration of students from their old colonies as a form of foreign aid, and a way of diffusing cultural, economic and political norms (case in point is that foreign education promotes democracy in the home countries of the students if educated in democratic countries) (Spilimbergo, 2009); and it is highly contributed to the migration of skilled and highly skilled workers for their mobility so-called brain drain phenomenon has been part of the worldwide process of globalization (Docquier & Rapoport, 2011). International mobility of students attracts the talents and skills required to propel economic development. International students are prospective to reside and employ themselves in the host country once finished in their education (Rosenzweig, 2008).

F. Domestic and External Factors Affecting International Student Flows

The international student movement is influenced by a variety of internal national factors which contain the push factors, i.e. such as boosting outbound student flows, and pull factors as inbound student flows. Push factors are the limited availability of locations for domestic students in local higher education institutions, and level

examinations, hence qualifying them for university admission, were failed to secure admission to the local publicly subsidized universities. Domestic factors serving as pull factors are those serving to induce foreign students to study in a certain country, or policies encouraging students to prefer studies in a local higher educational institution which could be governmental policies on subsidizing of higher education or student demographics. Similar to domestic factors, the external aspects affecting the international mobility of students, are both the push and pull factors, whereas the enticement of studying in an English-language environment (unesco.org).

G. Migration of Students as Investment

International student mobility which refers to students spending some time abroad during their degree program at a home institute is the most recognized component of Erasmus+, a foremost EU policy and now on its 32nd year of existence. The record shows the substantive increase of student-participants, ranging from 3.2 to 284.1 thousand, expanding from the year 1987 to 2015 (EC 2009, EC 2017a). Accordingly, this trend is expected to build up more in the coming years. The European Commission adopted a vision in 2017 on “Strengthening European Identity through Education and Culture” that aims to establish a European Education Area by 2025, which further intends to encourage mobility for all (EC, 2017b).

The Agenda for Sustainable Development 2030 acknowledges the part of the migration to sustainable development. From the 17 Sustainable Development Goals (SDGs) of the United Nations, 11 contained targets and indicators that are germane to migration or mobility. This Agenda's principle is dubbed as "leave no one behind," which includes but not limited to migrants (www.un.org. 2018). Accordingly, this aims to develop policies that will facilitate the safe, orderly, systematic, well-managed, and

responsible migration and mobility of people. Inclusive in the targets are to address among many others is international student mobility.

Two main motives have been identified to expound the mobility of students between countries and regions. First is the human capital perspective where migration is measured as an investment and the choice to move is taken to take better employment prospects or to increase future expected earnings. Second is that migration can also be regarded as a consumption choice (Rosenzweig, 2006). Further, two models explain the context of the international mobility of students. Accordingly, migration happens due to a shortage of educational infrastructures and facilities in the home country irrespective of the rate of returns (school-constrained model), hence students mobility aims to obtain human capital and go back to the home country to earn the benefits of better education investment. Migration using a student visa could be a way to enter and stay in a foreign state to escape from the low proceeds in education in the home country. The pursuit of higher pay is the main determinant (migration model). These models are opposing in terms of their predictions and implications. The school-constrained model increases the return from education in the home country and leads more students to study abroad while the migration model inclines to reduce the flows of students. Likewise, if the quality and the number of educational institutions increase, the number of students who want to pursue an education in foreign countries will be decreased in the school-constrained model, but the depletion of students in the migration model will rise (Rosenzweig, 2008).

Migrations of students from the perspective of "brain gain" and demonstrate that "brain drain" cannot be only due to individuals from developing countries' incentives to acquire human capital but also by incentives in the rich countries to improve their education policy (Haupt *et.al.*, 2010). To entice foreign students to continue and stay, host countries need to enhance the quality of their educational

structures and modes of delivery to receive advantageous take-outs from the increase of human capital. In turn, this substantively improves the competencies, skills, and knowledge of all returning students to their home countries, hence produces a brain gain. Meanwhile, Dreher and Poutvaara (2005) found in their study that the international mobility of students proved to have a positive correlation between flows of students and international migration. There are possible crowding-out impacts for native students due to the presence of foreign students. Other studies shown the relatively high motivations and determinants of students in mobility and also improved the perspectives and performances of that internal mobile, particularly those students between regions within a country. And Borjas (2004) in his study, concluded that distance constantly shows a constraining implication, that foreign students of a nationality, in the destination country, and the movements of students with the common nationality are positively correlated.

Another study was conducted and shows that education is measured as an investment in future income and work (Becker, 1964) as opined by their student-participants. The level of quality in higher education may influence their estimated returns (Card & Krueger, 1992).

H. Modes of Delivery

There are some major delivery modes, such as online, off-shore, twinning arrangements, and the setting up of full-operational overseas extension campuses. Malaysia as a case in point, for the last two decades leniently paved for the establishment of branches of the British and Australian universities and the regulated proliferation of offshore institutions involved in a partnership with profit-oriented local education providers (unesco.org).

I. The Consequences of International Mobility

One main trend that has started is the commencement of market-oriented approach regulations and funding of higher education. For this reason, the prelude of the GATS structure on education is contributory to liberalizing student flows in and out of countries. Education is perceived by governments and by universities as a prospective income-generating machinery, at times in an exchange of other respects. The "education market" of which imaging a country as an education tourism hub and the financial aids that foreign students may bring with them for their board and lodging, and recreational expenses. This market-oriented phenomenon involves increasingly inter-institution rivalry for the promising foreign student market. This paved the way for the compelling need to give more weight in establishing a common system for assessing the equivalency of educational qualifications, a practice that has been slow in coming in the East Asian region. Beside the growing interest in international student mobility is the escalating debate on "educational quality." The second implication to note is the increasing bilateral and even multilateral agreements at the government or university level as avenues of advancing international student mobility, the Philippines, Republic of Korea, Indonesia, and China to mention a few (unesco.org), and Vietnam as the latest.

J. The Benefits and Risks of International Mobility

The growth of migration along with the globalization process is the factor of the increasing youth mobility particularly in countries of slower economic circumstances. It was found that a significant number of students chose to acquire or complete their education outside their home countries. Accordingly, international immersion is vital in improving the wide latitude of competencies, and benefits concerning domestic and international market competitiveness. Nevertheless, economically frailer states tend

to experience the so-called "brain drain" implication, where after completing the degree abroad, students tend to stay there for work may cause serious impact on the forthcoming intellectual welfare of their home countries.

Various literatures provided that connection of students' movement and the development of their competencies were scientifically inquired by Kumpikaitė and Duoba (2011, 2013), Kumpikaitė and Mihi-Ramirez (2013), Konevas and Duoba (2007), Kumpikaitė and Alas (2009), Čiarnienė and Kumpikaitė (2011), Čiarnienė *et.al.* (2010), Mihi-Ramirez and Kumpikaitė (2013a,b), Bracht and Engel (2006), Arasaratnam and Doerfel (2005), and Freiburger and Steinmayr (2012). These studies have shown that almost all former mobile students are assessed to be better than non-mobile students to the extent of their international competencies. These competencies are, but not limited to knowledge of other countries, foreign language proficiency, and understanding of cultures and societies. It was found that former international or mobile students are, to some extent, indeed superior upon return from the study in terms of other academically and professionally applicable competencies.

Moreover, Kumpikaitė and Duoba (2012) believe that a pull of the unknown factor and the variance in some facets between countries help to expand the perspectives of the students. Their mobility allows the presence of social and cultural contacts, where having foreign teachers and staff, cooperation with other students with different nationalities supports the international atmosphere conduciveness to the learning of higher educational institutions in a multicultural environment. Hence, considering the advantages of a corporate atmosphere, these factors prove that students with mobility experience could demonstrate to be better developed human resources compared to those with non-mobility at all.

K. Initiatives toward the ASEAN Integration

Throughout the years, ASEAN has developed and made several initiatives in the name of integration. As a showcase of its call for promoting regional unity and identity, the ASEAN Community was launched on December 31, 2015. The goal of the ASEAN Community is to collate the successes of ASEAN and stimulate cooperation that can respond to the evolving challenges of globalization. The process started at the 9th ASEAN Summit held in Bali, Indonesia last 2003 wherein ASEAN leaders agreed to create an ASEAN Community that consists of three pillars, namely the ASEAN Political-Security Community (APSC), the ASEAN Economic Community (AEC) and the ASEAN Socio-Cultural Community (ASCC). In 2009, during the 14th ASEAN Summit in Thailand, the ASEAN leaders approved the Cha-am Hua Hin Declaration on the Roadmap for an ASEAN Community (2009-2015) which comprised of the declaration itself, the three pillars' blueprints to achieve these goals in 2015, and the initiative for ASEAN Integration (IAI) Strategic Framework and IAI Work Plan 2 (2009-2015) which would then lead to the establishment of the ASEAN Community (Lehmacher, 2016).

To achieve these goals, there is a necessity for all ASEAN bodies to work together in supporting and facilitating regional initiatives in the various sectors. During the 5th ASEAN Summit in 1995 held in Bangkok, Thailand, immigration was identified as an area where cooperation could be further strengthened to support ASEAN economic cooperation and integration processes. The ASEAN leaders introduced the convening of the ASEAN Heads of Immigration to focus on the simplification of immigration procedures and processes to further strengthen economic cooperation between member states. As such, the ASEAN Directors-General of Immigration and Consular Matters (DGICM) was established in 1996 to serve as a platform for

immigration and consular concerns and discussions between ASEAN Member States (Association of Southeast Asian Nations, 2012).

L. Regionalization and Higher Education

In previous years, regionalization is observed as a movement in all parts of the world. It is conventionally "viewed within the dual frames of proximity and patterns of exchange and dimensions that in turn have been conceptualized and actualized along with prevailing norms of time and space" (Neubauer, 2012). As a process of assimilating shared advantages and regional policies as synchronized with global practices, regionalization is most of the time seen as either a subcategory of globalization or merely an ancillary to globalization (Beerkens, 2004; Dale & Robertson, 2002). A subcategory at a certain level focuses the integration into a global milieu with economic liberalism and free trade as manifestations. On the other hand, as a substitute, it inclines to oppose global forces and protect the unique regional cultural identity. Summing it up, regionalization concept as a form of internationalization goals at incorporating global inclinations and international norms into regional milieu (Hawkins *et.al.*, 2012; Knight, 2013b; SATO, 2014).

As internationalization is linked with higher education, governments consider it as a major strategy in human resources development and attraction of global competence. The transformation in higher education is the growth of regional distinctiveness and cultural cognizance collaborations, engagement, and coalitions in higher education frameworks brought by internationalization. It is argued that higher education is indeed vital in advancing harmonization and integration in the ASEAN region. As presented in different dimensions, values and actors concerned in the course of higher education regionalization (Sirat *et.al.*, 2014, p. 1), "it facilitates the process of promoting, building and strengthening deep collaboration among higher

education players within the region” (Knight, 2012). Regionalization in higher education as described by Knight (2012) is the synchronization of higher education systems, collaboration in projects, and activities among participants, and expecting that the ultimate aim of regional integration can be attained. The escalating development in student mobility in the region can show the positive sign of this phenomenon (Deardorff *et.al.*, 2012).

In previous years in Asia, higher education has been transformed to be accessible to all that upturns public apprehension over the global preparedness of national higher education systems in the region. To improve the HEIs, education regionalization activities have progressively amplified in Asia starting in 2000 (Jayasuriya, 2009; Knight, 2014; Kuroda, 2014) and was further classified the enhancement of higher education regionalization in two stages, the first stage is that neighboring countries were clustered owed to intra-regional interactions, economics, education and trade and security (1950-1980), and the second period from 1980 onward is considered significantly and evidently cultivating as the “Rising Asia” propelled in economic progress and scientific development (Neubauer, 2012).

The Association of Southeast Asian Institutions of Higher Learning founded in 1965 aimed to raise the development of the higher education institutions, develop a sense of regional identity and interdependence, and connect with each other’s regional and international organizations concerned with research and teaching (Chan, 2015). ASEAN was established in 1967 with two major objectives, i.e. accelerate economic growth, social progress, and cultural development; and to build a prosperous and peaceful community of Southeast Asian nations through joint endeavors (ASEAN, 2016, p. 1). While there are differentiated and overlapping regions with "multi-layered, multi-actors, and multi-faceted," regional collaborations in higher education rests attached from the larger geopolitical context" (Nelson, 2013). The APEC, APQN,

UMAP, and ASEAN+3 arose attributable to this novel defined concept hence creating three existing regional forms of higher education in Asia including Southeast Asia, East Asia, and a combined Greatest East Asian region.

A successful regionalization in higher education can only thrive on a necessary extent of economic and social development, geographical proximity, cultural commonality, and sustained political will of all partners (Marginson *et.al.*, 2011. Regionalization in Asia has been moved by national governments and people in general” (Sugimura, 2012). In its place, Yavaprabhas (2014) argued, on the other hand, that “harmonization,” would be healthier than “regionalization” of higher education to prevent undesirable setbacks, such as standardization, homogeneity, uniformity, and others.

The internationalization in higher education is an answer to the challenges brought by globalization. The international mobility of students is changing the global higher education landscape, with increasing mobile students going abroad for further studies every year. Over the last 30 years, the number of students who went outside their country of citizenship for education has risen dramatically, from 0.8 million worldwide in 1975 to 4.5 million in the year 2012 – a more than fivefold increase. The EU's Erasmus, Erasmus Mundus, and Erasmus+ programs contributed decisively to the Europeanization of higher education. The EU's system is a very good reference with which ASEAN can learn from. The significance of regional than global student mobility is growing, as per the OECD Education at a Glance 2014. The movement is manifested in the growing internationalization of HEI enrolment in OECD states likewise high intra-regional mobility of students. The patterns of such mobility are fluid with the new ends emerging. "Student flows in European countries and Eastern Asia and Oceania tend to reflect the evolution of geopolitical areas, such as closer ties between Asia-Pacific countries and further cooperation among European countries

beyond the European Union," says the report (www.universityworldnews.com as cited by Balbutin, 2015). Balbutin (2015) added that international students' mobility inside and beyond the boundaries of the region will strengthen personal development, increase academic opportunities, enhance career prospects, improve confidence, maturity, linguistic competence, and academic ability and enhance cross-cultural/intercultural competence.

The Master Plan on ASEAN Connectivity (MPAC) targets to improve the region's institution and people-to-people relations, which is crucial in achieving the ASEAN Community's dream of seamless movement of people, goods, and services (Teodoro, 2015). The ASEAN International Mobility of Students Program is a collaborative program in the region that delivers multilateral schemes to advance and improve student mobility. The state-governments provide scholarship programs for their students in selected HEIs to study in a counterpart HEIs in other countries (www.ched.gov.ph., 2015). This is parallel with the Bologna Accord (1999) for European higher education to consent the diversity of their national systems and universities while improving transparency among higher educational systems, as well as implements tools to facilitate recognition of academic qualifications, degrees and mobility and exchanges between institutions (Loades, 2005).

In the SEAMEO RIHED Report M-I-T Project Review (2010), the ASEAN International Student Mobility (AIMS) Program was initiated to encourage and facilitate regional higher education mobility in Southeast Asia, where a student spends a period of their studies other than one's home country. The Program was launched in support of the objectives of the Framework for Regional Integration in Higher Education in Southeast Asia: The Road towards a Common Space. Student mobility was recognized as a strategic tool to be established as part of the framework. The pilot project in 2009 to actively commence the regional higher education mobility through

regional cooperation and respond potential hindrances in student mobility activities. The Malaysia-Indonesia-Thailand (M-I-T) Student Mobility Program Pilot Project was tossed through the participation of three countries. It was established as a pioneer of expanding student mobility program to the ASEAN region (www.rihed.seameo.org). ASEAN International Mobility of Students (AIMS) has been at the center of the Southeast Asian Ministers of Education Organization (SEAMEO) Regional Centre for Higher Education and Development (RIHED) educational programs as indicated in the 4th Five-Year Development Plan to nurture globalized human resources. For the SEAMEO-RIHED, international student mobility has always been considered as the key strategic rudiment of collaboration leading to the development of a harmonized higher education milieu among countries in the Southeast Asian region (oia.tu.ac.th).

From 2010, AIMS is an exchange program by SEAMEO-RIHED participated by representatives from the ASEAN Member States with a balanced number of sending and receiving students. In this program, state-governments are responsible for subsidizing the programs provided, selection of participating HEIs, and the disciplines to be offered. The benefits of developing from this kind of cooperation are therefore limited to the individual institutions participating in such cooperation (Hou, *et.al.*, 2017). The M-I-T Student Mobility Program overwhelmed this limitation by turning to ASEAN Member States' governments and higher educational institutions to develop a genuine regional program.

Presently, there are seven countries with more than 60 universities that have participated in this program with more than ten field offerings with a total of 500 courses. There was a continuing increase in partaking student numbers since the exchange program was started. The AIMS directed elite students, that the selection criteria included studying at least one year at home university, GPA score, English proficiency, and learning motivation. As implemented, students would take eight to ten

credits within one to three semesters and such credits are awarded at the host university to be transferred into their home universities (Hou, *et.al.*, 2017). The Program contributes to the development of citizens and promotes regional collaboration and integration, particularly to becoming an ASEAN Community (www.ched.gov.ph).

At the early developmental phase, UMAP was just playing as a platform of information-sharing and exchange in higher education concerns. It aimed at the establishment of a credit transfer system to facilitate student mobility with ease in the region. UMAP did not start student mobility programs until 2007. Institutional members could nominate a maximum of two students per year to take part in the exchange program. However, it is estimated that only 50 out of 500 institutions actively took part in the semester exchange programs over the years. In 2011, UMAP initiated a new sort of program called "Super Short-Term Program" (SSTP). It would last between one and eight weeks long in summer or winter breaks. A wide range of disciplines was offered by participating institutions, such as cultural studies, language courses, arts, business, and entrepreneurship. Most importantly, UMAP awarded each selected participant a scholarship of USD800 (Hou *et.al.*, 2017).

As observed by Hou *et.al.* (2017), the majority of the states are not actively involved in UMAP activities, except Taiwan, Thailand, Malaysia, Japan, and the Philippines. It is worthy to note that Taiwan and Japanese governments extended a special scholarship program for selected students. The Philippine government organized a thematic exchange program in 2016 dubbed as "UMAP Discovery Camp" in collaboration with four HEIs. Country-members, particularly South Korea, Hong Kong, and Macau, HEIs were the country representatives as well as served as National Secretariat. The participation of higher education institutions is voluntarily and the funding support from governments is limited. Criteria of selection of students were

provided by each HEI instead of the UMAP itself though it encouraged motivated students to apply for the mobility programs. As per record in 2011 until 2015, the number of participating students in the UMAP semester was around 380 of which credits gained at the host HEI and were transferred and accumulated on home university/college through UMAP's Credit Transfer Scheme (UCTS).

The mobility of people has an advantageous impact on academic, cultural development, social, political, and economic development of the sending and receiving countries. The accumulated knowledge and skills of graduates with gained cross-cultural experience complement the labor mobility in Southeast Asia, hence enhancing the ASEAN labor force to meet both personal and countries' requirements for human resources. The student mobility initiative provides an avenue for students to travel and study in other countries. Advancement of this program can gear towards the effective exchange of human resources in the ASEAN region, where states make use of qualified graduates from other countries. Furthermore, the benefits caused by higher education harmonization programs are hoped to provide the development of a multi-cultural space where people respect differences in culture, religion, and language while conscious of the collective values and unity of the ASEAN Member States (Hawkins, 2012). This supports the progress of the ASEAN nature and character, in terms of complementing the culture of others. Student mobility will is a driving force in the development of the ASEAN community, hence contributing to regional development. In Southeast Asia, previous initiatives to stimulate student mobility were more focused on bilateral collaborations between and among higher educational institutions in the region.

M. Higher Education Regionalism

Regionalism provides a framework for analyzing policymaking and policy implementation in higher education, clarifying, and capturing within-group challenges. In international relations applying functional theory strengthened the idea of mutual trust-building among states within the regional organization. Functionalism theory provides that in the culmination, peace preserved by developing international trust and reciprocity revolving in agreed common objectives and interests of member-states. It also notes that regionalism has asymmetric capabilities to influence policy and decision-making procedures in the mobility of products, services, and people, hence assumes that norms, rules, and ideas, besides interests, are also influential in the shaping of international mobility policies. The process of regionalism as a form of commitment and framework could be "deep" or "shallow" whereas membership status could be "broad" or "narrow," and importantly, the antithetical connection between the size of a multilateral institution and the deepness of its commitments (Nair, 2009).

Perceived "impact of regionalism on higher education" emphasizes the shifting notion and growing reputation of a region that is moving higher education. This leads to the trend assessment of which higher education is perceived to be more reactive to the escalating influence of regionalism. The regionalization of higher education preludes the process of purposely establishing links and engagements between higher education players and structures in the region. Regionalism provides more of a pre-emptive character and "medium" to higher education (Chou, 2017; Knight, 2012).

It is said that higher education serving as an instrument for regional integration requires a further tactical approach in this sector to realize the objectives of integration in the region (Collins, *et.al.*, 2016). Given the importance of the knowledge economy, higher education is perceived as a tool for the overall goal of regional economic integration. The question of "agency" is again central to the discussion as the higher

education sector itself may have partial influence over what role it performs to enhance regional integration. Higher education can be perceived as a means to an end where the end is political and/or economic integration. The observed cooperation between regions in higher education presents an alternative course of analysis that requires interfaces between concerned regions, like in Asia and Europe, and other similar instances among regions (Collins, *et.al.*, 2016).

N. International Integration of Higher Education in Southeast Asia

With the various initiatives for integrating the higher education systems in the region, international student mobility has been considered as the most important and broadly discussed subject. The Association of Southeast Asian Nations (ASEAN), and the ASEAN University Network (AUN) both created the Credit Transfer System to increase mobility among higher education institutions in Southeast Asia. Other efforts in line with the regionalization include University Mobility in Asia and the Pacific (UMAP), ASEAN-EU University Network Program (AUNP), and specific collaborations between ASEAN and the Arab Gulf Cooperation Council (GCC). However, amidst these determined efforts from participating universities and states' governments, student mobility and exchange endure many problems to the attempt in integrating the region through the higher education systems (Le *et.al.*, 2017).

The study titled "Student Mobility in the Regional Integration of Higher Education in the ASEAN" noted the present initiatives by ASEAN member states to improve the international mobility and student exchange among participating higher educational institutions, and has identified the challenges encountered by these institutions and countries in achieving regional integration. Using qualitative approach and data sources which include documentary analysis, series of interviews, and focus group discussions, the study found that (a) at the national level, states' governments

are dedicated to facilitating the student mobility, (b) participating higher education institutions in the region are adopting compatible curricula across universities, (c) road-trip programs to ensure the interaction of students in the region, and (d) joint courses of relative culture in promoting diversity consciousness. Moreover, the challenges in implementing international student mobility in ASEAN were identified, namely (a) English non-proficiency of students, (2) lack of mutual recognition in various degrees, and (3) varying views on the regionally accepted quality framework. These results also show important consequences in harmonizing higher education, that to encourage student mobility in Southeast Asia, state governments and institutions should promptly attain a mutual quality assurance standards for ASEAN, and the use of English language as a medium of instruction holding classes across Southeast Asian region, and launching of dual degree programs to anticipate the rise of students inflow across the region (Le *et.al.*, 2017).

O. The ASEAN towards Education Development

In ensuring that internationalization in higher education will prosper and expand, a critical understanding of the policy milieu of international higher education (IHE) in the different regions of the globe is required. In the study conducted by the British Council through its National Policies Framework, the different policies of ASEAN states relatable to IHE were reviewed. As the fastest-growing region, the ASEAN region has been seen with a strong commitment to educational development to advance the social and economic integration (asean.org, 2020). It is an opportunity to inquire about the prospective future for IHE in Southeast Asia. It was found in this study that though bilateral agreements/collaboration among ASEAN education ministries on varieties of higher education are commendable, the IHE as part of the strategic planning framework in the majority of ASEAN states are not harmonized to

each other and mostly with contradicting stands which can be attributable from the different factors internally or externally. The ASEAN IHE alignment activities where nine from the ten AMS scored high or very high in student mobility performance, and there were initiatives to simplify visa requirements to facilitate student mobility, still said mobility remained to be tangled in the comprehensive social and political backgrounds of each participating state.

Though ASEAN tries to develop a significant level of inbound transnational education by aiming to increase their HE structures by fostering relationships with foreign HEIs, monitoring the accreditation and quality assurance are needed to be enhanced further. The significant disparity of institutional mobility in ASEAN requires to be revisited. For instance, Malaysia and Singapore are global leaders in terms of the domestic international provision compared to Myanmar, Lao PDR, Vietnam, and Cambodia in their very early stages of development in this area. Support to international students in terms of scholarships is scarce in this region due to lack of funding. Displacement of home students by international students is not a significant issue in ASEAN countries, with the noteworthy exception of Singapore. There is evidence of support policies for equitable access to higher education of underrepresented groups. But the individual support to this sector is not in any way connected to each other's concern on displacement issues. Another problem that surfaced in this study is the "brain drain" issue prevalent in Malaysia, Cambodia, Brunei, Indonesia, and the Philippines. Finally, in most higher education systems and institutions in ASEAN, English remains to be the primary mode of instruction though there are initiatives to adopt bilingual provision (Wright, 2016).

A previous study was completed by Angela Yung Chi Hou, Christopher Hill, Karen Hui-Jung Chen, Sandy Tsai, Vivian Chen (2017) titled "A comparative study of student mobility programs in SEAMEO-RIHED, UMAP, and Campus Asia" which

examined the mobility programs for students with the three initiatives namely, in Southeast Asian Ministers of Education Organization-Regional Institution of Higher Education and Development (SEAMEO-RIHED), University Mobility in Asia and Pacific (UMAP), and Campus Asia. Using the comparative parameters of the role of the government, quality assurance, institutional involvement, and challenges, ASEAN International Mobility for Students (AIMS), Collective Action for Mobility Program of University Student in Asia (CAMPUS Asia) and UMAP student mobility arrangements have a mutual purpose in higher education regionalization though with different regulatory structures and functional, organizational, and political approach models.

Accordingly, AIMS and CAMPUS Asia has both strong network and government-led initiatives that combined the combination of functional, organizational, and political approaches, while UMAP provides university-driven regional mobility programs with a crossbred dynamism. The SEAMEO-RIHED, AIMS, and CAMPUS Asia encounter common problems at regional and national levels, such as dissimilar national regulation, coordination among participants, and implementation of credit transfer schemes. Also, as the impact was measured, these student mobility programs are assessed to be low or with limited impacts on higher education regionalization in the Southeast. In spite of the robust decision-making approach, the increase in funding to HEIs and students are deemed to be necessary for the establishment of a more sustainable and effective network to make a significant contribution to participating countries.

P. Mobility and Immigration as National Concern

These days, more people than ever before live in a country excluding the one in which they were born. The sum of migrants reached of about 258 million in 2017, compared to more or less 173 million in 2000. However, the ratio of international

migrants in the world population is only marginally greater than that recorded over the past decades, corresponding 3.4% in 2017, 2.8% in 2000, and 2.3% in 1980. Meanwhile, many people migrate out of choice, and others for necessity (www.un.org. 2018).

The cross-border movement of people is perceived to be a double-edged sword by most countries. The economic benefits that are associated with such movements in the form of tourism, trade, and investment of foreign capital are very enticing for countries who need the revenue and economic opportunities. However, they are also concerned about the cross-border flow of foreigners both for security reasons and for the fear that these visitors might become undesirable aliens and illegal immigrants (Czaika, 2017).

The government has the necessary legitimate authority to provide political stability, social infrastructure, security, and the legal and economic framework to smoothen the progress and development of tourism. Thus, the state has an influential role in managing and promoting tourism through the use of visa policies and border control management (Bangwayo-Skeete, 2016).

Q. ASEAN and the Philippines on International Mobility of Students

The creation of international organizations, collaborations of universities, and curricular internationalization (Huang, 2007) could reinforce the course of addressing the gaps in globalization. Networks, linkages, and cooperation of international organizations may still be a slice of the process in maintaining activities that would accommodate the requirements of the population in assorted communities, particularly in the Southeast Asia region. Part of the educational policies of higher educational institutions in the Philippines is to address the demands of the ASEAN Economic Community to withstand better opportunities for collaborations. As ASEAN continues

to exhaust undertakings to stimulate mobility and mutual recognition of professional qualifications, competencies, and skills in the region (Moussa & Somjai, 2015), the consistent development of local and international industry linkages show the strong opportunities to obtain the universal knowledge, live the core values and implement the valuable skills of the developed countries in the delivery of academic inside the universities and college through adjusting to the outcomes-based education gearing ASEAN integration (Laguador, Villas & Delagado, 2014).

The ASEAN Integration efforts as seen in the agreed mechanisms, mobilize the free flow of goods, services, investments, and capital which signifies the gradual establishment of a single market in the region. For this reason, higher educational institutions in the country along with neighboring countries in the region must ensure that curricular programs are synchronized with the ASEAN Qualification Framework requirements to allow their students and graduates to compete equally with other professionals and skilled workers from other ASEAN countries in the labor market.

The internationalization of higher education produces a compelling necessity for international external quality accreditation and evaluation and growing weight for cross-national recognition of qualifications (Harvey, 2004). It gears in ensuring that graduates are capable to assume leadership duties in international background armed with the required competencies and qualifications to participate in the competitive activities in the region. Universities and colleges through their products, the graduates take a vital role in national development. Consequently, stabilizing the balance of supply and demand of graduates who will partake the labor force in various trades and sectors in the ASEAN Economic Community is a very imperative issue in the formulation and implementation of national and international policies and arrangements. Therefore, the internationalization of higher education is a pivotal approach to activate professionals in the higher educational institutions to respond

proactively to the new challenges and likewise produce skillful human resources for participating states (Moussa & Somjai, 2015). The call for globally competitive graduates could only be attained by adopting international standards to the mandated functions of the universities and colleges.

These various sources discussed the origins and history of internationalization of higher education, and how international mobility of students is indisputably considered as the oldest form of internationalization of higher education from the perspective of Europe, and as a method of regional integration as far as Asian regions are concerned. The proliferation of higher educational institutions in the Philippines and Southeast Asia, the mobility of students and academics between different countries becomes an accepted and encouraged conduit for internationalization.

R. The Philippine Higher Education

The higher education sector in the Philippines is seen with substantive development in the last decade. There were 3,590,000 students in 2016 alone enrolled in the HEIs both public and private with an observable 40% increase starting the academic year 2006-2007 compared with the 12% decrease in the preceding year. This can be attributed to the launching of the K to 12 Basic Education Program in 2010 which aims to mandate two additional years in the prevailing 10 years of basic education. As a result, enrollment in the higher education sector dropped between 2016 and 2018. There was a minimal increase of higher education institutions from 1,710 (2006) to 1,934 (2017) from which number, the majority are private higher educational institutions with 1,706 or 88%, and as per record has admitted an estimated 2.22 million or 54% of all students population. The other 228 public institutions received the remaining students of 1.88 million or 46% (ched.gov.ph, 2017).

From these are 112 state universities and colleges (SUCs) excluding the University of the Philippines and Mindanao State University. These SUCS are organized or created by their respective charters through laws and are regulated by the government and subsidized by public funds. In this number, it excludes the 454 SUCs' extension/branches/satellite campuses in the country, the 102 local universities and colleges (LUCs) duly created and subsidized by local government units, and other 14 state-owned and funded higher educational institutions, vocational education centers, and specialist institutions operated or supervised directly or indirectly by the Commission on Higher Education. Figure 1 illustrates the equity shares of various types of higher education institutions in the Philippines.

Figure 1. Equity Shares of Public and Private HEIs

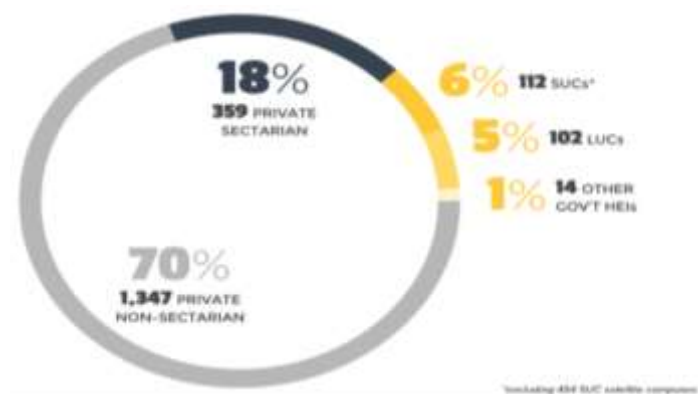
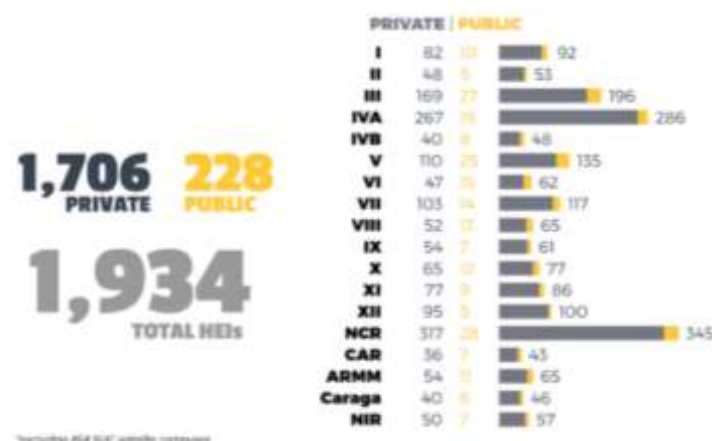


Figure 2 provides the comparative presentation of the regional distribution of public and private higher educational institutions.

Figure 2. Regional Distribution of HEIs



Highest enrolments are recorded in baccalaureate degrees with 1,782,000 enrolments in private higher education institutions and 1,199,000 in state universities and colleges as shown in Figure 3.

Figure 3. Types of HEIs and Enrollment by Levels

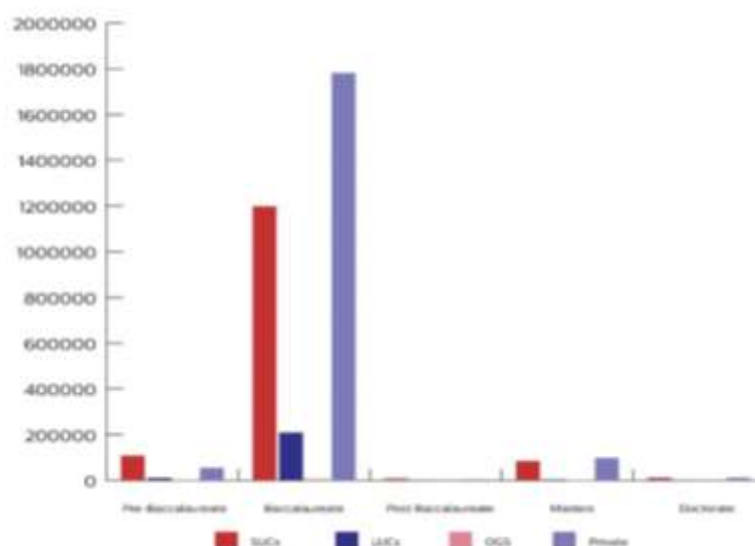
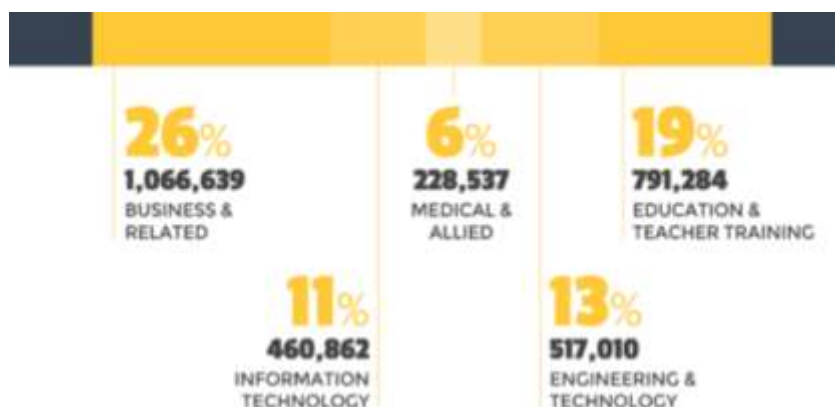


Figure 4 shows the highest enrollment trend in public and private higher education institutions.

Figure 4. Disciplines with Highest Enrollment



Figures 1-4 Sources: State of the Philippine Higher Education (Presented by CHED Chairperson)

The most popular discipline of study is Business and related courses (26%), Education and Teacher Training (19%), Engineering and Technology (13%), and Information Technology (11%). While the Commission on Higher Education has identified Education and Teacher Training, Engineering and Technology, Information

Technology, and Medical and Allied courses (6%), Agriculture, Forestry, Fisheries, and Veterinary Medicine (3.5%), Maritime Studies (3.3%), Architecture and Town Planning (1.1%), Natural Science (1%), and Mathematics (0.4%) as the priority disciplines (www.qaa.ac.uk, 20018).

S. Commission on Higher Education as Philippines' Regulatory Agency

Pursuant to RA 8292 or the Higher Education Modernization Act (HEMA), the Commission on Higher Education (CHED) was created. It is mandated by its Charter to serve as the overseer of the higher education sector in the Philippines. This agency operates under the Office of the President and primarily responsible for the formulation and recommendation of thrust priorities, development plans, and programs, and activities to upkeep the higher education development. In doing so, it is duty-bound to promote relevant, quality, accessible higher education, and guaranteeing the advancement of knowledge and research undertakings. Both private HEIs and SUCS including OGS are governed and supervised by the Commission. Its functions are to set the minimum guidelines standards for academic programs, institutions of higher learning, monitor and evaluate HEIs' compliance to these standards, rationalize the higher education sector which includes the amalgamation of existing institutions and the establishment of new HEIs, support the development of a center of development and excellence in banner programs, and the conduct of relevant research activities, linkages, and collaborations (ched.gov.ph).

T. Philippine Government Spending in Higher Education

The CHED budget as per Republic Act 11465 the General Appropriation Act (GAA) of 2020 was decreased by P3.77 billion, from the P50.5B in 2018, P50.4B in 2019 to P46.73B this 2020. Almost a third of this decrease in the CHED budget can

be attributed to the universal access and financial assistance programs that provide free tertiary (college) education enacted 2 years ago (dbm.gov.ph). The Department of Budget and Management (DBM) justified the reduction in the budget allocation for CHED programs due to the absorptive capacity of the state universities and colleges (SUCs) and private higher education institutions. The DBM intends to “rationalize” the implementation of the Free Tuition Act specifically the Tertiary Education Subsidy (TES) that supplements additional P11B allocation in the 2019 budget alone. The TES component allows students to enroll in both SUCs and private institutions and will receive allowances and other related subsidies. Tuition fees of students in private HEIs can be subsidized in full or a portion through an educational voucher scheme. The Philippine government has decreased the budget for several programs as seen redundant with the free tuition measure (philstar.com. 2020).

In general, the education sector got P654.77 billion, a combined budget allocation with the Department of Education of P521.35 billion, and the State Universities and Colleges with P73.72 billion (Rey, 2020). However, the combined higher education budget allocation is only 2.9% of the P4.1-trillion national budget for the Fiscal Year 2020 falling short the international benchmark of World Bank for tertiary education budget of 15% of the total education budget.

This is contrary to the global trend of tertiary education which among others gives premium on spending for transnational education. In the OECD Report on Tertiary Education, over 4 million higher education students are studying in other countries. The international students increased from around 800,000 (1975) to 4.5 million in 2012 (OECD, 2015a). These students in the OECD network which includes the Philippines became bigger by 5% from 2013 to 2014 (OECD, 2016). An estimated 53% of these mobile students were from the Asian regions. With the substantive

decrease in budget, the internationalization efforts in higher education are expected to disadvantageously impact the sector.

U. Research Gaps

Despite the constant growth of the student mobility participants from the Philippines to the participating countries, the region's equity to the global mobility of students with observed slow over the last decade and losing attraction among international students. This study as a case study highlights gaps in the existing policies, procedures, and practices and challenges associated with the Philippines' compliance with the international mobility of students programs of ASEAN as an approach to regional integration.

To date, no research has explored this nature of study that will substantively fill-up the gap of how the student mobility programs of state universities and colleges in the Philippines satisfy the expectations of their international students and what useful interventions, recommendations, and insights may be required to fulfill them.

V. Synthesis

As the purpose of this endeavor is complemented by these selected readings, the end goal of this study is to determine the status, challenges, and prospects of Philippine international student mobility programs in response to the ASEAN objectives towards internationalization in higher education. The outcome of the study as supported by the said pieces of literature and studies are very significant not just for the benefits of the inbound and outbound students but, more importantly, for the compliance of the country to the ASEAN regional integration of which the role of higher education in supporting this goal is indispensable.

Chapter III

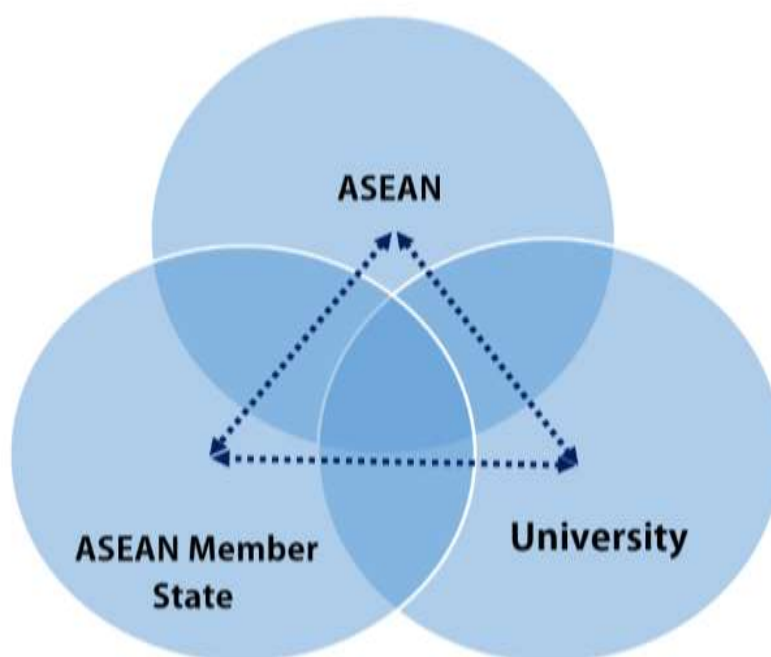
METHODOLOGY

This chapter discusses the framework of the study that was used in the conduct of this inquiry. This also comprises the procedure and organization of the study.

A. Framework of the Study

1. Theoretical Framework. There is no shortage of theoretical or practical insights as to the essentiality of international mobility of students especially to the success regionalism and integration in Southeast Asia. The theoretical basis in the context of this study can be illustrated as follows:

Figure 5. Triple Helix Model (Dooley and Kirk, 2007)



This is following the **triple-helix model** originally developed by Dooley and Kirk (2007) to describe the university-industry cooperation. Modeled from this structure predicts cooperation between ASEAN, AMS, and universities. In this triple model, the ASEAN serves as the motivator role encouraging AMS to cooperate through the mobility of students to ensure participation of their respective higher educational institutions by providing benefits to the development of collaboration. On the other

hand, the AMS plays as the policy framework that enables the student exchanges and mobility between universities in the region. As a participant in the international mobility of students, it regulates SUC programs in the implementation process which in turn will affect the compliance, in this case of the Philippines to ASEAN objective for regional integration. The university, the SUCs in the Philippines implements the partnerships/cooperation with other HEIs in the ASEAN region based on their capabilities by employing the preferential frameworks of participating in higher educational institutions from other AMS. If AMS through its higher education institutions effectively continue the student mobility cooperation involving mutual trust and addressed some gaps in the student mobility, further collaborative opportunities will become successful and as the ability of a host AMS through its HEIs to accommodate international students is a major factor in steering the global flow of mobile students (Choudaha, 2012), the impact to the ASEAN goal of regional integration will substantively increase.

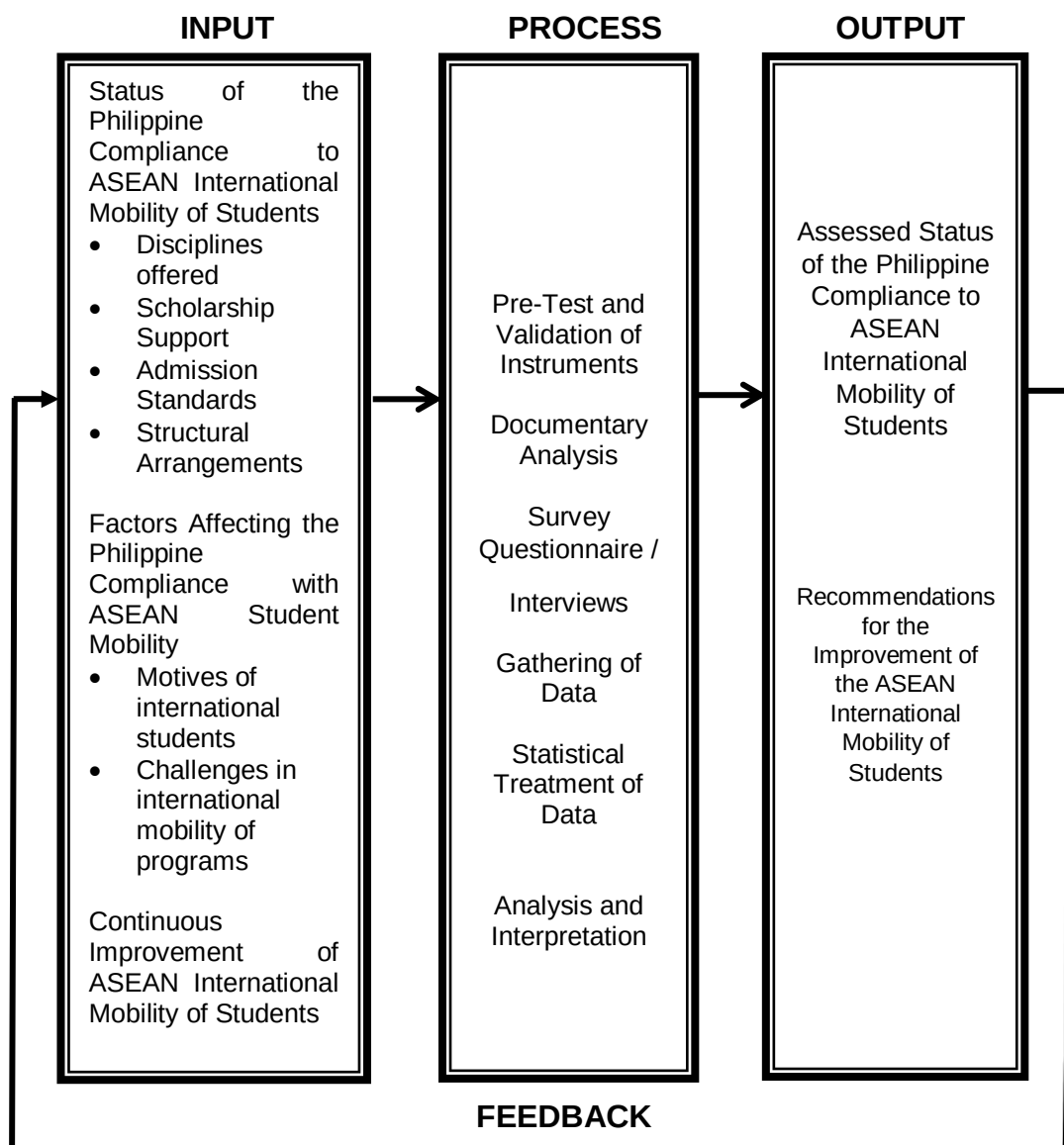
This model can be related to the cooperation theory which serves as the "yardstick" of ASEAN cooperation in several concerns, particularly in security. This theory suggests an explanation on certain cooperation of ASEAN member states in maximizing their respective national interest regardless of the absence of an international institution to enforce or guarantee adherence to their engagements of cooperation (Axelrod, 1984). In the furtherance of national interests, be higher education for human resource development, countries depend on "the means they can generate and the arrangements they can make for themselves" (Waltz, 1979).

2. Research Framework. Figure 6 shows the research paradigm which illustrates the faculty research productivity of the University of Rizal System. Presented are lines and arrows connecting the three frames. This paradigm is anchored on Coombs Systems

Approach. The IPO Model is a functional graph that identifies the inputs, outputs, and processing tasks required to transform inputs into outputs.

The paradigm of this study is relevant and appropriate in the sense that it conceptualized the whole idea that the study intends to determine. Moreover, the figure is systematically presented to provide complete thoughts. The feedback is the continuous evaluation of the study or the output, considering all the processes and the input.

Figure 6. Research Paradigm



The first frame represents the status of the international mobility of students in Southeast Asia. The second frame is the process which shows the procedure and progress of the documentary analysis, instruments (survey-questionnaire and the interview guide), validation of the instruments, data-gathering process, tallying, and computation of data, followed by the analysis of the gathered data. The documentary analysis was conducted to have a closer look and scrutiny on the pertinent documents on the subject of this study to gain understanding, knowledge, and important data that were used in the interpretation of the results. Survey-questionnaire and interviews were conducted to gather additional information and data needed for the interpretation and in-depth analysis. The third frame is the output which is then the assessed status of the Philippine compliance to the international students' mobility policy of ASEAN and the offered recommendations for the improvement of the said program. The arrow shows the continuous cycle and the relationships in the system that includes feedback to better interpret the results and data gathered. The continuous cycle helps to identify opportunities for work process enhancements and improvements. The reference idea of what is substantially contained in the last frame is the international mobility of students in Southeast Asia utilizing the recommendations for its improvement based on the results of this study.

3. Conceptual Framework

The conceptual diagram states how the concepts are put into operation in the international student mobility in the Southeast Asian region.

The Association of Southeast Asian Nations (ASEAN) Socio-Cultural Community Blueprint (ASEAN, 2016a) in the framework of enthusiasm and engagement that will benefit all under the precepts sustainability, inclusivity, and resiliency adopts regional integration efforts which is a global and communal context

for collaborative education at the standpoint of the people, higher educational institutions, and ASEAN Member States (AMS). The ASEAN leads them to be further inclined with openness, adaptiveness, creativity, and innovation in pursuit of competitiveness and quality in the higher education sector (Macaranas, 2017).

Figure 7. Conceptual Model



Education is one of four parts included in the Master Plan for ASEAN Connectivity (MPAC) 2025 (ASEAN, 2016b) where the ASEAN will be the vanguard of transformation. Being the critical soft connectivity (WEF, 2014), education can best attend as an underpinning for a more profound and more extensive integration in the region. The participating students need to apply for international mobility program (like AIMS Program) that both host and home higher educational institutions agreed to qualifications, criteria, procedure and funding schemes in conformity with the conditions set by the host and home AMS, through the Commission on Higher Education (CHED) in the instance of the Philippines as case in point the provisions of CMO No. 11 series of 2014 (ASEAN International Mobility for Students Programs), and CMO No. 55 series of 2016 (Internationalization of Philippine Higher Education).

Table 1.
Definition of Concepts

Concept	Definition
ASEAN International Mobility for Students (AIMS) Program	A flagship program of the Southeast Asian Ministers of Education Organization (SEAMEO) Regional Institute of Higher Education and Development (RIHED) which aims to create vibrant mobility for citizens of all SEAMEO member states (CMO 11 s. 2014).
Master Plan for ASEAN Connectivity (MPAC) 2025	This Work Plan which magnifies education cooperation in the region towards the growth of further coordinated, organized, and comprehensible global education goals in higher education (share-asean.eu, 2017).
ASEAN Member State	This refers to a member of the Association of Southeast Asian Nations (ASEAN) consisting of ten (10) countries in which a participating student (inbound and outbound) undertaking a mobility program comes from or goes to (CMO 11 s. 2014).
ASEAN Socio-Cultural Community	An established blueprint for ASEAN Connectivity 2025 which is a people-oriented and people-centered platform for the better participation of students all over the Southeast Asia region to become more aware and likewise involved in building and promoting the ASEAN Community (share-asean.eu, 2017).
Higher Educational Institution	This refers to either Home or Host University/College/Educational Institution in the Home and Host Country respectively in which a participating student is enrolled a main academic program (CMO 11 s. 2014).
Internationalization of Higher Education	The process of integrating international, intercultural, and global dimensions into the goals, functions (teaching, learning, research, and service), and delivery of higher education. This involves the interchange of higher education between nations, with partnerships between nations, between national systems of higher education, and between institutions of higher educations (CMO 11 s. 2014).
Mobility Program	This is a collaborative program that provides a multilateral platform in the promotion of student mobility in the region. The state-members deliver scholarships to their respective students from home universities to study at a host country of their choice (rihed.seameo.org. 2012).
International (mobile) Student	This refers to a student who will or presently undertakes all or part of his/her higher education experience in a country other than the home country. It also describes a person, for the purpose of education or learning, who travels across a national boundary (CMO 55 s. 2016). Those “who have crossed a national or territorial border for the purposes of education and are now enrolled outside their country of origin” (UNESCO Institute of Statistics).

B. Research Design

1. Research Method. This study used the qualitative method of research with a case study to describe systematically the status, prospects, and challenges of the international mobility of students in Southeast Asia focusing on the compliance of the Philippines with the ASEAN policies. It is believed by the researcher that this method is the most related and appropriate for the present study.

The data have been collected from primary and secondary sources. Aside from the documentary analysis of data from research journals, international and local books, statistical reports and databases by ASEAN and AMS, online journals, newspaper publications, and official websites, statistical tools were also utilized in building quantitative analysis based on the results of the administered surveys to students and implementer-respondents.

2. Site Selection

The site where this study conducted was in the Philippines, as one of the active founding members of the Association of Southeast Asian Nations (ASEAN). The Republic of the Philippines is considered as an archipelagic state in the Southeast Asian region with an estimated of more or less 7,500 islands and covers an area of 300,000 sq. km. With a population of over 110 million, it is the thirteenth most populated country in the world (wordometer.info. 2020).

The Philippines as one of the most vibrant economies in the Southeast Asia is observed in the recent years of enlarged urbanization and of the increased middle class with a mostly young population. The economic dynamism is based on strong consumer demand determined by the labor market and strong remittances from overseas workers. It maintained the average annual growth of 6.4% from 2010 to 2019

that it nearly placed the country to an upper-middle-income country with a range of US\$3,956–\$12,235 per capita income. With the (supposedly) continuous economic progress, inclusive growth is manifested the reduction of the poverty rates from 23.3% in 2015 to 16.6% in 2018 which is expected to be hindered by negative consequences of COVID-19 in the Philippines (worlbank.org., 2020) and with rest of other countries in the region.

Figure 4. Map of Southeast Asia, the Philippines in Focus



Source: aseanup.com

The reason for this site selection is the practicality, feasibility, and proximity/accessibility of conducting this research in these difficult times. The purpose was to gather and analyze sufficient data through documentary analysis, survey, and interviews through available online platforms that would result in the formulation of reliable findings.

With *the* unprecedented global crisis due to the COVID-19 pandemic, research-related activities continued given the mobility challenges such as availability of the respondents and offices/agencies brought about by lockdowns and quarantine measures imposed by the Philippine government, the digital and internet connectivity contributed much in resolving the engagement issues of the researcher. As travel and social restrictions sanctioned in response to the pandemic have taken a toll on other research natures globally, this academic endeavor will not be part of the so-called “cancel culture” in the field of research.

3. Inclusion / Exclusion Criteria

In this study, there are specific groups of respondents that need to be carefully selected for this study. The inclusion criteria were designed objectively on the set attributes that are relevant to their participation by eliminating the perceived difficult variables. On the other hand, the exclusion criteria are those determining factors that render certain population disqualified in the study. These inclusion and exclusion criteria are deemed appropriate in evaluating the findings of the study and will make the research results valid.

Table 2 presents the inclusion and exclusion criteria.

Table 2.
Inclusion and Exclusion Criteria

Respondents	Inclusion Criteria	Exclusion Criteria
Students (Survey)		
Outbound	a student from any state university or college in the Philippines; speaking any language/dialect but understands English; presently enrolled or recently completed any international mobility program within the Academic Years 2017-2018 to 2019-2020; host HEI situated in any ASEAN country	age limit; suspended/expelled or removed from the program for a cause (academic delinquency, crime); from a local created university/college (LUC), private HEIs, Technological-Vocational institution (TechVoc); not committed to participate in the survey
Implementers (Interview)		
SUCs	University/College President or Vice President for Academic Affairs/Director of International Affairs Office / Admission with direct knowledge/management/supervision of international students for the last three (3) years	minimum number of years in the service or position/designation; not committed to participate in the interview

4. Assumption. It is assumed that despite collaborative efforts from higher educational institutions of ASEAN Member States (AMS), Philippine compliance with ASEAN student mobility policy challenges persist in the integration efforts for higher education systems in the Southeast Asian region. As the Philippine student mobility policy improves, the advantageous it is for the ASEAN integration in general, and regional higher education in particular.

C. Research Procedures

1. Data Sources and Collection. The researcher conducted a desk review of information concerning the background, history, and progress of Philippine international students' mobility, and how the country complied with the ASEAN objective for regional integration in higher education. The sources of the data were mainly gathered from the CHED, SUCs, research journals, international and local books, statistical reports and databases by ASEAN and AMS, online journals and

newspaper publications, educational streaming channels and official websites, and other related pieces of literature and studies in the context of the study.

The secondary sources of data came from the key respondents from the survey responses of the ASEAN international students (outbound), and the interviews of representatives of SUCs.

2. Population and Sampling. There are two groups of respondents. They are composed of Philippine students of international mobility program as the first group of respondents, and the key officials/implementers from SUCs as the second group. The standard target group of respondents for the survey are those outbound students from public higher educational institutions in the Philippines herein referred to as state universities and colleges (SUCS) or those Filipino scholars/students who are presently enrolled or recently completed their education in another participating ASEAN countries.

The respondents were specifically selected because of their participation, involvement, and knowledge of the areas concerning the international mobility of students in Southeast Asia. Their qualifications were identified in the inclusion and exclusion criteria section of this study. Inbound (foreign) students were not covered by this research due to their unavailability to participate attributable to their mandatory return to their home countries before the nationwide lockdown and accessibility are constrained by the data privacy law.

Since this study is not inferential or meant to represent a given population, the purposive sampling method was used in collecting views from the said groups of respondents. A purposive sample is a form of non-probability sampling that is selected based on the characteristics of a population and the purposes of the study. Purposive sampling is also known as judgmental, selective, or subjective sampling.

The answers of the respondents presented a general view of their prevailing perceptions toward the policies, activities, issues, and concerns in the international mobility of students in Southeast Asia that may influence the policy formulation and implementation of the Philippines in compliance with the ASEAN's regional integration efforts focusing on the mobility in higher education. Table 3 shows the population of the respondents.

Table 3.
Respondents of the Study

Respondents	(N)	(%)
Students (Survey)	77	91.67
Implementers (Interview)	7	8.33
Total	84	100

N = Number of respondents % = Percentage

There were 77 or 91.67% students surveyed and 7 or 8.33% implementers interviewed for the objectives of this study. With the limitation brought by COVID-19 pandemic, only these respondents from concerned SUCs as listed in Table 4 participated. Figure 6 shows the profile of the student-respondents.

Figure 5. Profile of Student - Respondents



The figure depicts the characteristics of the respondents. From the 77 Filipino student-respondents of SUCs, most had their studies in Vietnam (45.45%) and Indonesia (19.48%) and dominated by young respondents aging 25 years old and below (80.52%), and the majority took internship programs specifically on Agriculture and Fisheries since most of these SUCs were chartered as regional and agricultural HEIs with other programs.

3. Instruments. The main data-gathering instruments for this study include statistical data comparison through graphs, charts, and analysis of key respondent surveys and interviews covered which represent quantitative and qualitative aspects of the study.

The survey-questionnaire for the student-respondents dealt with the assessment of the Philippine compliance to the ASEAN mobility of student programs. The said questionnaire used was prepared by the researcher in consultation with his adviser. The main purpose of this instrument is to obtain relevant information in the most reliable and valid means. The instrument went through the process of face and content validation by the expert practitioners for improvements. Pretesting was also conducted on a sample of subjects to identify problematic components and lessen the burden to the respondents and ensure that these instruments work well for the study. Validation and pilot testing are both important in assessing the viability of gathering sufficient data thereby enabling sufficient responses to the problem statement and sub-queries of this study. The questionnaire, as designed, consisted of a series of relevant questions relating to the purpose of this study. Each questionnaire has five parts consists of a profile of the respondents (part 1), determinants (part 2), status (part 3), challenges (part 4), and continuous improvement (part 5) of the international mobility programs for students. The questionnaire was administered online and has provided the respondents with sufficient time to think and write their responses.

The researcher also used a semi-structured interview guide to determine restrictions in the manner the implementer-respondents will answer the questions as they may opt to forego and not answer some of these questions. The method is used to answer open-ended questions and consider the time and availability of the respondents. The interview data were indexed and coded using the framework analysis to link frequent themes to the focus and objectives of this study.

4. Data Analysis. The data obtained by the researcher from primary sources helped him to build up the sought status and challenges of the Philippine compliance with the ASEAN student international mobility policy using documentary and content analysis in exploring the given textual data. The status, potential gaps, and problems encountered in the operational procedures of the program as perceived by the respondents were also surveyed as secondary sources of data. These methods were expected to assist the researcher in analyzing and verifying the problem statements and answer the research questions.

This study used a sequential explanatory mixed-method design. The quantitative data gathered were analyzed and explained further through the collection of qualitative data. Initially, data from government agencies in the Philippines collected has described the situation of the Philippine compliance to ASEAN student mobility policy.

In the analysis and interpretation of data, the following statistical formulas were utilized in this study:

The profile of the respondents was tabulated and used percentage distribution, and the motives of the respondents in participating in the international mobility programs by **frequency and percentage distribution**.

In describing the status, the factors that affect Philippine compliance with ASEAN student mobility policy, and problems met by the students, the researcher used **documentary analysis**.

The status and the problems encountered in Philippine compliance with ASEAN student mobility policy in terms of disciplines offered, scholarship supports, admission standards, and structural arrangements, **weighted mean** and **ranking system** with the following formula were applied:

$$\text{Weighted Mean (WM)} = \frac{\sum wf}{\sum f}$$

Where: $\sum wf$ - sum of the weighted frequency
 $\sum f$ - total frequency

The **Likert scale** was used where the responses were arbitrarily scaled as follows:

a. Status of Philippine compliance to ASEAN Mobility Policy

Scale		Range Interval	Verbal Interpretation
5	-	4.20 – 5.00	Strongly Agree (SA)
4	-	3.40 – 4.19	Agree (A)
3	-	2.60 – 3.39	Moderately Agree (MA)
2	-	1.80 – 2.59	Disagree (D)
1	-	1.00 – 1.79	Strongly Disagree (SD)

b. Problems Encountered by the Students in the Mobility

Scale		Range Interval	Verbal Interpretation
5	-	4.20 – 5.00	Always Encountered (EE)
4	-	3.40 – 4.19	Frequently Encountered (VE)
3	-	2.60 – 3.39	Moderately Encountered (ME)
2	-	1.80 – 2.59	Rarely Encountered (SE)
1	-	1.00 – 1.79	Not at all (NA)

To obtain the suggestions of the respondents to improve the Philippine student mobility, **frequency**, and **percentage distribution** were also applied.

The formula is:

$$\text{Percentage (P/\%)} = \frac{f}{N}$$

Where: P or % - percentage
 f - frequency
 N - number of respondents

Afterward, the statistical data were considered in the formulation of the questions needed for the qualitative aspect of this study that requires data gathering through key respondent interviews. The interviews conducted in a semi-structured process to obtain open-ended questions and free-flow discussions after the set of questions. The key respondent interviews were coded and analyzed using the framework analysis to come up with patterns and commonalities. The data then were organized according to major themes and sub-themes in relation to the objectives of the study. The answers/responses and statistical data were not modified or grammatically corrected to ensure authenticity and veracity.

The framework analysis method was employed as a variation of content analysis which is often termed thematic analysis or qualitative content analysis. These approaches identify commonalities and differences in qualitative data before focusing on relationships between different parts of the data, thereby seeking to draw descriptive and/or explanatory conclusions clustered around themes. This method offers a case and theme-based approach wherein data are categorized through the hierarchy of themes and sub-themes (Gale *et.al.*, 2013). The framework method reduces data by summarizing and synthesizing. However, it retains links to the original data and uses the summary to link to the original data. Framework analysis also makes use of mapping and interpretation of data through case-based typologies and creates a matrix to link the cases and themes together. From this matrix, the framework analysis develops interpretations and explanations (Gale, 2013; Moerman, n.d.). This

method offers a pragmatic, flexible, and rigorous approach to data analysis (Gale, 2013; Parkinson, 2015). This mode of analysis seeks to interpret data extracted from key respondent interviews.

5. Procedure. This study was conducted according to the standard protocol. Relevant statistical data gathered from the Commission on Higher Education (CHED) and state universities and colleges (SUCs) were collated accordingly. Statistical data from these government and international agencies. The surveys of Filipino students who are currently enrolled or completed international programs. Interviews with key officials or implementers of selected SUCs were conducted by the researcher using available means, accessibility, and in conditions of strict confidentiality and anonymity. The set of questions was formulated based on the research questions and was later enriched as per the quantitative data.

Amidst the Coronavirus disease 2019 (COVID-19) pandemic and the government declared Enhanced Community Quarantine (ECQ) during the conduct of this study, the survey questionnaire was administered to the student respondents through Google form using the provided link: <https://docs.google.com/forms/d/e/1FAIpQLSejIWViZ1YVS9iz-3Bo4i70Sb6jmfKiMVY5wqEHbUDeX5dG1A/viewform>.

Interviews with the expert-respondents were done via Skype and Zoom applications since physical meet-ups were not feasible, whichever preferred and convenient to them. Others opted to answer in writing instead of remote or personal interviews due to various reasons using this Google form link: https://docs.google.com/forms/d/e/1FAIpQLSftNddf4g8i6bfHJsnfNkVXV2kNr0A0il_3DfAV8C4crQpkHQ/viewform?usp=pp_url. The answers given by the respondents were analyzed and elaborated meticulously in this paper. The interview process was

done in a semi-structured interview format. This is needed to collate and compare the information gathered from key respondent interviews regarding the subject matter.

6. Organization of the Study. The organizational structure of this paper is divided into six (6) parts. The first part describes the significance of the study where the background, problem statement, sub-queries, objectives of the study, and scope and limitations were discussed. The second section is a review of the related literature part. This chapter describes and relates the related literature on the international mobility of students in Southeast Asia and the surrounding themes like the historical trends in the region, and the state of Philippine compliance to ASEAN student mobility policy implementation. The third chapter consists of the methodology. This section describes the data collection and data analysis process. This part also includes the framework of the study from where the paper was based. The fourth chapter is the findings of the study section wherein the interpretation and results of the data were discussed, which includes the statistical data extracted from number key respondent interviews. The fifth chapter is the conclusion wherein the results from the findings of the study were analyzed to answer the objectives of the study. Lastly, the sixth chapter is the set of recommendations of the study where the researcher recommends subsequent studies and potential policy measures that will help the country in complying with the ASEAN student mobility policy.

7. Ethical Considerations. Appropriate channels and protocols were observed in the conduct of the study. The researcher sent letters to the concerned offices of CHED, and SUCs, SEAMEO RIHED, and ASEAN University Network to secure permission and approval to conduct the study. Permission to administer the survey to identified students was sent via electronic mail with the downloadable links (Google drive) for

the questionnaire instrument. Anticipating approval, the schedule for administering the questionnaire was prepared. In the course of this study, all participants were treated with respect and sensitivity. The participants were informed of the purpose of this study. Activities or procedures that are related to this study were discussed and their formal informed consent were sought. The confidentiality of some responses is maintained as requested by the interviewees. The participants were informed that their participation is voluntary; that they are free to decide not to answer any question/s they find offensive or too personal. They were also informed of their rights as participants, the anticipated risks or benefits of their participation, and potential conflicts of interest. All these shall be contained in the informed consent form (Appendix A) to be accomplished by the respondents and confirmed by the researcher.

Chapter IV

FINDINGS OF THE STUDY

This chapter deals with the presentation of findings, analysis, and interpretation of data gathered.

A. Status of Philippine compliance with ASEAN Student Mobility Policy

The previous and present national administrations consider internationalization as an instrument of assuring quality in higher education. The development of competent human resources, innovations, and the use of technology are crucial in sustaining economic development. The Commission on Higher Education as the mandated government regulatory agency is responsible to support efforts in improving the higher education sector and has adopted an internationalization strategy aimed to achieve the national development goals embodied in the Philippine Development Plan (PDP).

The internationalization strategy of CHED commenced in 2016 covering relevant policies and guidelines for the institutionalization of internationalization strategies in terms of student mobility and academic affairs, and the regulation of the inbound and outbound transnational education, either ASEAN programs or institutional mobility initiatives. Serving as groundwork strategy in support of the Philippines' obligation to the Master Plan for ASEAN Connectivity 2025 and the advocacy of a Higher Education Common Space in the Southeast Asian region, CHED aims to facilitate both academic and mobility through study programs, mutual recognition of qualifications and credit transfer system (CMO No. 55, 2016).

Table 4.
SUCS with ASEAN Inbound and Outbound Students

SUCs with Inbound Students		SUCs with Outbound Students
1	Aklan State University	Batangas State University
2	Aurora State College of Technology	Benguet State University
3	Bataan Peninsula State University	Bukidnon State University
4	Benguet State University	Cagayan State University
5	Bicol University	Cebu Normal University
6	Camiguin Polytechnic State College	Cebu Technological University
7	Capiz State University	Central Bicol State University of Agriculture
8	Caraga State University	Central Mindanao University
9	Carlos Hilado Memorial State College	Don Mariano Marcos State University
10	Catanduanes State University	Palawan State University
11	Cavite State University	Pangasinan State University
12	Cebu Technological University	University of the Philippines Cebu
13	Central Bicol State University of Agriculture	University of Science & Tech. of Southern Phils.
14	Central Luzon State University	University of Northern Philippines
15	Central Mindanao University	Visayas State University
16	Don Mariano Marcos Memorial State University	Western Mindanao State University
17	Eastern Visayas State University	West Visayas State University
18	Ifugao State University	
19	Ilocos Sur Polytechnic State College	
20	Iloilo Science and Technology University	
21	Isabela State University	
22	Laguna State Polytechnic University	
23	Mariano Marcos State University	
24	Marinduque State College	
25	Mindanao State University	
26	MSU-Iligan Institute of Technology	
27	Palawan State University	
28	Pampanga State Agricultural University	
29	Pangasinan State University	
30	Partido State University	
31	Philippine Normal University	
32	President Ramon Magsaysay State University	
33	Samar State University	
34	Southern Leyte State University	
35	Southern Luzon State University	
36	Tarlac Agricultural University	
37	Technological University of the Philippines	
38	University of Eastern Philippines	
39	University of Northern Philippines	
40	University of Science & Tech. of Southern Phils.	
41	University of Southeastern Philippines	
42	University of Southern Mindanao	
43	University of the Philippines	
44	University of the Philippines Los Baños	
45	University of the Philippines Baguio	
46	University of the Philippines Cebu	
47	University of the Philippines Diliman	
48	University of the Philippines Manila	
49	University of the Philippines Mindanao	
50	University of the Philippines Visayas	
51	University of the Philippines Open University	
52	University of Rizal System	
53	University of the East Visayas State University	
54	West Visayas State University	

*Source: CHED International Affairs Staff (IAS)
dated July 8, 2020*

Table 4 presents that out of 114 state universities and colleges (SUCs) in the Philippines, there are 54 or 47.36% with inbound students, and only 17 or 14.91% with outbound students. This means that there is only an average of 31.13% participation of state universities and colleges in the international mobility programs with ASEAN and other states outside the region. However, no specific details as to the contact details were provided due to the provisions of data privacy law. This data was confirmed by the CHED implementer and that *“its participation in the ASEAN International Mobility Student (AIMS) Program, the Commission issued the necessary guidelines for participating HEIs. This group of higher education institutions (HEIs) have actively participated in the activities of the program, as well as the Commission’s own internationalization initiatives. We see great potential on this model of collaboration wherein the government provides support for select HEIs with the capacity and capability to participate in international exchanges” (L5: Appendix K, Addendum).*

This can be attributed to the programs being *“Not popular, only a limited number are engaged” (L9: Appendix K)* among Filipino students as revealed by one of the SUC implementer-respondents. Another SUC interviewee shared the frustration that this is a missed opportunity for the country since *“(the) Philippines was once upon a time the center of education in the region and trained so many foreign counterparts. Thus, this country gained a reputation for being a fertile ground for education and skills development (L19).* Meanwhile, the CHED implementer stressed that *“For higher education harmonization to happen and be successful, mechanisms dedicated towards the establishment of an area of knowledge are necessary to be put in place. These mechanisms will not only create the higher education common space, but also help build trust within the region’s higher education landscape and contribute to ASEAN Community-building. Among these mechanisms is mobility and credit transfer,*

and given their prominence and impact in regional integration, they remain to be one of the top priorities in higher education in ASEAN” (L4: Appendix K, Addendum).

These findings imply that the balance between the supply and demand of graduates remain to be an imperative concern of any country as it concerns with a labor force in various trades and sector in the ASEAN (Moussa & Somjai, 2015), and on the part of the Philippines poses risks of the possibility of brain drain as a result of globalization (Docquier & Rapoport, 2011). If this unbalance distribution of inbound and inbound mobility of students continue, Filipino graduates are more vulnerable to be enticed to reside and eventually be employed to the host countries (Rosenzweig, 2008).

Table 5 shows the frequency and rank of the status of international mobility of students of the Philippines in terms of discipline offered.

Table 5. Status of International Mobility of Students
in Terms of Discipline Offered

Areas	$\bar{x}$	r	VI
A. Discipline Offered			
1. The study program is a good foundation for competitive employment.	4.75	2	Strongly Agree
2. The study program is a good basis for personal development.	4.75	2	Strongly Agree
3. The program is relevant to the preferred specialization/requirement/job description.	4.75	2	Strongly Agree
4. The host higher educational institution has the certainty of the quality of the field/program.	4.38	6	Agree
5. There is an internationalized curricular offering/s that can build global competencies.	4.25	7	Agree
6. The offered discipline includes regional and global trends and issues.	4.50	5	Strongly Agree
7. The discipline support students' international language skills and has expanded language opportunity for learners.	4.63	4	Strongly Agree
8. The number of available fields of study covers a wide range.	4.13	8	Agree
Average Mean	4.52		Strongly Agree
$\bar{x}$ = mean r = ranking VI = Verbal Interpretation			

As the table reveals, most of the respondents believed that the disciplines or programs offered for the international mobility will command for competitive

employment, improving personality development and relevant to their specialization/interest, all in ranked 2. However, the students observed that the number of fields of study is very limited as it falls in the last or 8th rank.

These results collaborated with the findings in motives of the students in studying abroad, i.e. personal reasons and improving one's portfolio as these remained to be the most potent motives that drive Filipino students to study in other countries (Baruch *et.al.*, 2007) which is historically rooted from the Spanish era in the Philippines where the middle-class have the capacity and access to study abroad (Agoncillo, 1969), hence preferred to choose the fitting discipline to achieve such personal motives.

On the other hand, the perception of the SUC implementers pointed out that there are *“varying disciplines offered”* (L22: Appendix K), *“we have all the disciplines needed by the students”* (L25), and *“wide range of programs”* (L27). These prove the common observation of the respondents that the mutual disciplines available in all participating HEIs in ASEAN are wide enough to cater for the needs of both inbound and outbound students. While for CHED implementer believe that *“We have a wide range of disciplines offered in the country, there are also certain fields where we excel such as medical laboratory science, teacher education, gender and development, and disaster risk reduction and management that may attract inbound students”* (L8: Appendix K, Addendum).

This implies that the available mobility programs are not congruent with the expected offerings of the students. Basically, the basis of the implementers in adopting programs to offer are either CHED priorities (in the Higher Education Reform Agenda Strategic Directions which include achieving global excellence and competitiveness, and strengthening student financial assistance programs) (ched.gov.ph. 2017) and institutional mandate and agenda.

Table 6 presents the frequency and rank of the status of international mobility of students of the Philippines in terms of scholarship support.

Table 6. Status of International Mobility of Students in Terms of Scholarship Support

Areas	$\bar{x}$	r	VI
B. Scholarships Support			
1. Tuition, registration, and examination fees are generously covered.	4.13	4.5	Agree
2. Learning materials (books, photocopying, tours) are sufficiently funded.	4.25	2	Agree
3. The accommodation expenses are liberally subsidized (board and lodging, utilities)	4.25	2	Agree
4. Living / daily allowance is sufficiently provided (food, clothing, toiletries, etc.)	4.25	2	Agree
5. Expenses for social and leisure activities are well supported.	4.13	6	Agree
6. Transportation expenditure is duly subsidized (including visa processing, airport taxes, etc.).	4.13	4.5	Agree
7. Health costs (insurance, hospitalization) are inclusively provided.	3.50	7	Agree
8. Sundry expenses (further training, communication, e.g. telephone, internet, etc.) are covered by the scholarship.	3.25	8	Moderately Agree
Average Mean	3.98		Agree
$\bar{x}$ = mean r = ranking VI = Verbal Interpretation			

The table reveals that in terms of scholarship support, the majority of the students agreed that learning materials, accommodation expenses, and daily allowances are sufficiently provided being in the first rank. However, other sundry expenses necessary for their studies are only moderately funded as the last rank. This is contrary to the global trend in tertiary education which includes transnational education programs of being primordially considered in national spending (OECD, 2015a).

These findings are consistent with the perceptions of the SUC implementers as they believed that though *“many international scholarships are available”* (L28: Appendix K), but the funding is *“very limited,”* *“In this case there are shortcomings in terms of the agency or government support for scholarships,”* and that financial support is *“depending on the memorandum of agreement or understanding, students*

may be given a scholarship by the sending institution or even by the host institution” (L29, L32, L33). Several SUC implementers also contend that sufficient assistance from State is already given to the students through the free education law contending “Our tertiary students now are all scholars of the Republic” (L31).

The CHED implementer mentioned that *“While we don’t have an existing government-managed scholarship scheme for inbound students, there are existing programs for Filipino students. Universities also have their own programs both for outbound and inbound students” (L9: Appendix K, Addendum).*

Table 7 presents the frequency and rank of the status of international mobility of students of the Philippines in terms of admission standards.

In terms of admission standards, the students as gleaned from Table 7 perceived that standards and quality, coordination, retention, and language proficiency are reasonably managed. But the congruence of the academic calendar of sending to the receiving country is less considered in the implementation of mobility programs.

These findings may be one of the reasons why there are more outbound (Filipino) students than inbound (foreign) students based on the inventory report of CHED International Affairs Office (2020). As Filipino in time memorial can easily adjust and adapt to abrupt changes in other countries, this may not be the case of foreign students whose cultural orientation (or structural difference) can affect their state of apprehension (Baruch, Budwar, & Khari, 2007).

Table 7. Status of International Mobility of Students
in Terms of Admission Standards

Areas	$\bar{x}$	r	VI
C. Admission Standards			
1. Harmonized standards and mechanisms for quality assurance of education.	4.38	3	Agree
2. The credit transfer system is operational in the host institution/country.	3.75	7	Agree
3. The academic calendar in the host country is aligned with the home country.	3.63	8	Agree
4. Subjects available/offerings have essentially matched the subjects at the home university that can be credited.	4.25	6	Agree
5. There is clear and responsive coordination (and coordinator) on the mobility program between the home and host institution/country.	4.38	3	Agree
6. There is a flexible criterion for students' recruitment.	4.38	3	Agree
7. The standards for students' retention are reasonable and acceptable.	4.38	3	Agree
8. Language proficiency for active participation is properly ensured.	4.38	3	Agree
Average Mean	4.19		Agree
$\bar{x}$ = mean r = ranking VI = Verbal Interpretation			

The SUC implementer-interviewees conformed these results, saying that the admission standards are “adequate,” “competitive,” “manageable,” “compliant to international level” (L34-L38: Appendix K) but may at times be “relaxed” due to various reasons (L39). However, as to the academic calendar, most SUCs already shifted their academic calendar to comply with the requirements of regional integration in higher education as part of the SUC leveling and budgeting. These were affirmed by the CHED implementer, to wit “We have reasonable admission standards and universities—especially those engaging actively in internationalization—know the value of merit-based admissions. We’re also encouraging the Philippine higher education sector to be more inclusive in line with our efforts to provide equitable access not just to higher education, but also to international opportunities” (L10: Appendix K, Addendum).

Table 8 portrays the frequency and rank of the status of international mobility of students of the Philippines in terms of the structural arrangement.

Table 8. Status of International Mobility of Students
in Structural Arrangements

Areas	$\bar{x}$	r	VI
D. Structural Arrangements			
1. The distance from accommodation to the higher education institution is proximate/near.	4.00	6.5	Agree
2. The provided accommodation has satisfactorily complied with standards and preferences (clean and safe).	4.63	1.5	Strongly Agree
3. There is sufficient guidance and complete information from home institution.	4.00	6.5	Agree
4. Sufficient guidance and complete information in host institution are provided.	4.25	4	Agree
5. Application is made and facilitated through home institution/country.	4.13	5	Agree
6. Application is made and facilitated through host institution/country.	4.38	3	Agree
7. The online platform is user-friendly to process requests, secure information and/or facilitate reportorial submission.	3.75	8	Agree
8. The program coordinator monitor the progress of the student and keep him/her abreast of any important matters concerning the study.	4.63	1.5	Strongly Agree
Average Mean	4.22		Agree
$\bar{x}$ = mean r = ranking VI = Verbal Interpretation			

As to the status of the structural arrangement, the respondents strongly agreed that the presence of an in-charge/coordinator and accommodation facilities are properly considered in the program being in the first rank. Though the sufficient guidance of said coordinator and the distance of the accommodation are said to be less responsive to their needs. And it was identified that using an online platform to assist the students in facilitating reports and guidance on their progress is seen to fell short of the expectation.

The SUCs implementers shared the same sentiment that *“dormitories for foreign students might be a problem”* (L42: Appendix K) which has been a long-time problem among their international students, particularly in the Philippines and even to ASEAN host countries. Likewise, the online platform facilitation was observed to be part of those described as *“leniency in the structural arrangement”* (L45). Meanwhile, CHED implementer believed the otherwise mentioning *“The Commission has an office*

dedicated to International Affairs which has been engaged in promoting internationalization opportunities in the country. We also strongly encourage universities wanting to internationalize (which includes sending outbound and receiving inbound students) to have the necessary facilities, equipment, and support systems such as having a sound internationalization strategy plan, an international relations office with a dedicated focal official, an international student center, and more based on the provisions of the Policy Framework on the Internationalization of Philippine Higher Education (CMO 55 s 2016)” (L11: Appendix K, Addendum).

The results are very glaring in the study of Chi Hou *et.al.* (2017), that the role of the government and institutional involvement in facilitating an effective student mobility arrangements, such as hard and soft infrastructures can realize the functional, organizational, and political purposes of these regional mobility programs.

Table 9 shows the composite table of the average frequency and rank of the status of international mobility of students of the Philippines.

Table 9. Composite Table of the Status of International Mobility of Students

Areas	$\bar{x}$	r	VI
A. Discipline Offered	4.52	1	Strongly Agree
B. Scholarships Support	3.98	4	Agree
C. Admission Standards	4.19	3	Agree
D. Structural Arrangements	4.22	2	Agree
Average Mean	4.23		Agree
$\bar{x}$ = mean r = ranking VI = Verbal Interpretation			

The above table depicts that the respondents strongly agreed that discipline with the mean of 4.52 (1st rank) is the most managed component of the international mobility programs of the Philippines, followed by structural arrangement and admission standards with the means of 4.22 and 4.19 or in 2nd and 3rd rank

respectively. On the other hand, scholarship support with the mean of 3.98 or rank 4 was seemed to be minimal and lacking.

The findings are a validation of the views of SUC implementers that *"varying disciplines are offered," "we have all the disciplines needed by the students ranging from scientific to technological fields," and "it has a wide range in various disciplines"* covered by the mobility programs (L22, L25, L27: Appendix K). At the same time, they confirmed views of the student-respondents that there is lacking of scholarship support. Where the implementers admitted that such support is *"limited," "not much,"* and *"there are shortcomings"* (L29, L30, L32). They can best describe the status of the international mobility programs since they are more exposed to the international, national, and institutional requirements in contributing to national and regional development. The scholarship support from the Philippine counterpart is dependent on the available funds of the SUC or CHED and the provisions of Memorandum of Agreements (MOAs) with partner ASEAN member states and/or higher education institutions. CHED implementer focused more on the disciplines or competencies to be acquired by international students from these mobility programs, believing that *"The Philippine Qualifications Framework (PQF) sets levels of qualifications and outcomes for the development, recognition, and award of qualifications. The standards used in this system are standards of knowledge, skills, and values. The Philippine Report detailing our education and training system which was referenced against the ASEAN Qualifications Reference Framework (AQRF) was endorsed by the AQRF Committee. This means, for one, that our citizens' skills and qualifications given certain levels can be treated as comparable based on the standards of other ASEAN Member States (AMS) because the AQRF's function is precisely to enable qualifications to be compared across the region"* (L6: Appendix K, Addendum).

The results infer to the operationalization of the Master Plan on ASEAN

Connectivity which serves as the key in attaining seamless movement of people, goods, and services that support the different international mobility programs in the region by providing numerous platforms to improve the higher education systems specifically the tools in increasing the disciplines (Loades, 2005) being recognized along with other initiatives. Though in a study, it was found that lack of mutual recognition in various disciplines remains to be a challenge in its implementation (Le *et.al.*, 2017).

B. Factors Affecting the Philippine Compliance with ASEAN Student Mobility Policy

1. Macro-Environmental Factors

Philippine Development Plan (PDP)

The Philippine Development Plan (PDP 2017-22) is a medium-term plan prepared to accomplish the long term vision for the Philippines dubbed as “AmBisyon Natin 2040” (AmBisyon). This plan was approved for adoption in 2016 by the incumbent Philippines president. The AmBisyon envisions the Philippines in 2040 as a prosperous, mainly middle-class society, with equal opportunities for all, eradicated poverty, and a big wheel in the global knowledge economy. The medium-term development plan for 2017-2022 categorizes nine priority areas with the highest primacies that deemed to contribute to realizing the long-term vision of AmBisyon 2040, which includes education service among others.

The progression in the Gross Domestic Product (GDP) is one of those identified targets in PDP. It is projected to increase by 7 to 8% in the medium term. With the target of 21.6% to 14% decrease in the general poverty rate in the country, the national development by 2022 can be said to be more inclusive. As per record, the unemployment rate of the labor sector is measured 5.5% and declining of which the

youth unemployment rate between the ages of 15 to 24 was observed of having decreased from 16.6% (2010) to 11.6% (2016). The development plan aims to ease the unemployment rate to 3% to 5% and the youth unemployment to 8% by the year 2022. As the expanding middle-income class and a fast statistics of the young sector, fast urbanization and a resilient and rising service sector, the country is one of the most vibrant economies in the Southeast Asian region (worldbank.org., 2020), aspiring to be a country of upper-middle-income in 2022. The PDP appreciates the investment in the education sector and will serve as a driver in strengthening the human development outcomes, perform well in the highly competitive global knowledge economy and realize the AmBisyon with the provision or reform/enhancement of priority areas in education, specifically accessibility to higher education, higher education programs and curricula integration to the 21st-century competencies, quality assurance mechanisms and implementation of the Philippine Qualifications Framework, and local and global inter-university research collaboration (pdp.neda.org.ph., 2017).

International Commitments in Education

World Trade Organization and General Agreement on Tariffs and Trade. From the creation of the World Trade Organization (WTO) in 1995, there were negotiation fora for trade in goods and services at the global level. These trade negotiation processes are fundamentally political, where the most developed states dictate the outcomes of the negotiations to their favor. For this reason, ASEAN initiated to establish regional organizations concentrating on economic cooperation to sustain their economic competitiveness and intensify their negotiating power in the shifting economic milieu (Austria, 2012). It is notable that in most of these regional organizations, the trade liberalization of services is part of the negotiated terms in

General Agreement on Trade in Services (GATS) which includes higher education (World Trade Organization, 2001).

Pursuant to the GATS provisions, there will be are four modes of services supply, namely, cross-border supply, consumption abroad, commercial presence, and movement of natural persons (World Trade Organization, 2005) which directly cover the access of students and individuals to higher educational services via on-line and distance platforms (cross-border supply), enroll in higher educational institutions in other states (consumption abroad), and placement of foreign universities' branches/campuses (commercial presence) in their respective home countries. Similarly, individuals are allowed to render teaching services or conducting research activities in foreign states (movement of natural persons).

The Philippines is a member of WTO since January 1, 1995 and a member of the GATT as of December 27, 1979 (www.wto.org. 2019).

Association of Southeast Asian Nations. In order to achieve regional peace, security, and prosperity, and establish a network of trade, monetary and investment relationships, ASEAN countries entered into significant agreements such as the Agreement on the Common Effective Preferential Tariff Scheme for the ASEAN Free Trade Area (1992), Treaty on the Southeast Asia Nuclear Weapon-Free Zone Adoption of ASEAN Framework Agreement on Trade in Services in Bangkok (1995), the Bali Concord II considered as a catalyst for the establishment of a single market and abolition of tariff and non-tariff barriers in the region, on top of the advocacy of democratic peace-making practice. The ASEAN Economic Community (AEC) aims to establish a single market, production base, equitable economic development, a more competitive economic region, and an integrative global economy. This considers liberalization and enablement of trade in goods, services, investment, and the

protection of investments, reduction in the development gaps, and the free flow of skilled labor force and free movement of capital. Globalization and its obvious challenges, gradual recovery from the Asian financial crisis, and the economic rise of China and India further stressed ASEAN's need to engage in profound integration in 2003 with the formation of the ASEAN Economic Community (AEC) (Chia, 2013).

There are building blocks for ASEAN Economic Integration which includes the ASEAN Free Trade Area (AFTA), ASEAN Investment Area (AIA), and ASEAN Framework for Services (AFAS), and Initiatives for ASEAN Integration (IAI) which aim to establish cooperation frameworks to enhance the regional competitiveness and lessen the observable development gaps among member-states. Being launched in 2000, IAI focuses efforts on accelerating the integration processes and reducing the development of grey areas in ASEAN specifically in CLMV countries (Cambodia, Laos PDR, Myanmar, and Vietnam) by identifying priority areas which include education and training, among others (ASEAN Secretariat 2009b).

Higher education will serve for regional economic integration being a goal and complementary as well. As a goal, there is a need to ensure the elimination of trade obstructions and accelerate the capacity of trade in higher education major and related services. In the attainment of this, ASEAN member-countries are compelled to fine-tune the policies and regulations in allowing higher education providers from other member-states to be equitably competitive in the domestic markets (Kuroda, Yuki, & Kyuwon, 2010). As a supportive component, the higher education sector is expected to play the part in developing human capital, improving the economic competitiveness, and harmonizing the higher education frameworks in member-states. These roles will eventually enhance regional economic development and reduce the development gap among member countries (ASEAN Secretariat, 2008b).

“Higher education—and specifically academic mobility—has always been a

prominent feature of major policy documents in ASEAN. It's in the 2015 Kuala Lumpur Declaration on Higher Education, the ASEAN Work Plan on Education 2016 to 2020, Master Plan on ASEAN Connectivity (MPAC) 2025, and embodied in the 2025 ASEAN Socio-Cultural Community (ASCC) Blueprint. This gives ministries of higher education in the region a strong drive to pursue academic mobility initiatives at the national and regional levels, especially considering how it contributes to regional integration" (CHED-IAS, cited in L14: Appendix K, Addendum).

Master Plan for ASEAN Connectivity 2025. The ASEAN initiative for connectivity covers the physical, institutional, and people-to-people engagements which are the fundamental drivers in attaining the political-security, socio-cultural and economic pillars of a cohesive ASEAN Community through regional integration. From the approval of the Master Plan on ASEAN Connectivity 2010 (asean.org. 2017), observable development has been achieved. There are 39 initiatives in MPAC 2010 that were accomplished, 18 of which are the initiatives related to physical, 15 to institutional, and 6 to people-to-people connectivity. Though much left to be completed like the vision of an ASEAN seamlessly connected. Specific areas to be resolved include are the services sectors that fall short from the set target like the connectivity of goods sectors due to the strict investment barriers, on top of different difficulties including skilled labor mobility which is to be covered by the Master Plan on ASEAN Connectivity 2025. It is highly significant to consider in the evolving trends that will affect the agenda for ASEAN Connectivity 2025 which includes the movement of more than 90 million within ASEAN cities by 2030 (asean.org.ph., 2017).

The CHED-IAS believed that *"Significant progress has been made recently through the MPAC 2025. Under MPAC's priority area on people-to-people connectivity is Initiative 15: Support Higher Education Exchange across ASEAN Member States.*

Some of the components of this initiative are the Assessment Report on Intra-ASEAN Student Mobility, Assessment on ASEAN Student Visa, and ASEAN Single-branded Scholarships. All of these are still in progress and we're very much looking forward to the steps we will have to take once significant progress has been made on each component" (L15: Appendix K, Addendum). Accordingly, this affect the various ASEAN policies on international mobility of students particularly the Philippines, stressing that the *"Overarching policies encouraging people-to-people connectivity (which includes higher education exchanges) get echoed in declarations and translated/operationalized in work plans. Once they have been broken down into more specific action lines it is easier for ministries of higher education to act on them and to implement initiatives that respond to select priority areas, such as promoting mobility"* (L16: Appendix K, Addendum).

Supporting this strategy is the Philippines's commitment to the Master Plan for ASEAN Connectivity 2025, and to the development of a higher education common space in Southeast Asia, both aiming at facilitating academic and labor mobility, through student exchange programs and credit transfer systems, and mutual qualification agreements.

***Democratization"* in the Philippines and in ASEAN Countries**

In the work of Case (2002), he emphasized that the version of democracy in Southeast Asia is concentrated with the elites rather than the masses, as he discussed the typology of different regimes in the region. Accordingly, Indonesia suffers pseudo-democracy, Malaysia, and Singapore as semi-democracies, and the weaknesses of the restored democracies in Thailand and the Philippines. He consistently stated that the type of democracy in these countries is dependent on the role of the "social forces" as the inter-elite relations determine the course of events not only in Indonesia but in

the rest of the other perceived democracies in the region where political institutions remain to be as the elite phenomenon.

Interestingly, Lunn and Thompson (2007) in a research paper espoused that the extent of democracy of Southeast Asian states like Malaysia, the Philippines, Thailand, and Indonesia was somewhere between weak and non-existent for Burma or Vietnam. Democracy is perceived to be "on hold" across the region. Accordingly, the political typology of Southeast Asian countries is more likely a 'hybrid'. This means that degrees at different points in time have combined "authoritarian and democratic elements" after World War II (Jayasuriya, 2007). Unfortunately, though Southeast Asian states possess all the appearances of democracy – legislatures, courts, mass media, and the press but still fall short of institutional substance and remain as imitated democracies (Jones, 2010).

The Philippines' "hybrid" democracy can be considered as an empirical one. The rule of the people, in a practical sense, is the rule of the elites. This discards the normative assertions like "voice of the people" and instead democracy in practice is the "rule of the chosen few" with the consent or acquiescence of the many. Thus, it is the body of the very few that takes all important decisions and plays its part in the political process and economic advantages of the country. Education has been a very important basic need for Filipinos as manifested in the literacy rate of over 96.3% (countrymeters.info. 2020). Though there are various reputable educational institutions in the Philippines with a variety of courses, still the level of democracy ascertains the accessibility to quality higher education and even the opportunities to study in foreign countries. There is also a great possibility for developing countries (like the Philippines) to attract their elites in studying abroad, and as a consequence results to brain drain which is irreversible in a long time (Hunger, 2002).

2. Cultural and Intrinsic Factors

Studying in other countries is related to diaspora and migration of scholars and professionals is a natural phenomenon already existing way back 500 to 600 B.C. when intellectuals migrated to Athens where subsequent countries were similar migrations also took place (Fry 1984).

Historically, taking higher education abroad and brain drain have been considered as interwoven to each other. From the time of the *ilustrados* and those who belonged to the upper middle class left the country to study in a number of years in other countries. Occasionally returning home introducing new ideas, but more often continuing their stay to escape being apprehended by the Spanish colonial government in the Philippines (Agoncillo, 1969). In the 1960s, there was a social group of middle-class doctors, nurses, civil servants, and other professionals who decided to immigrate to the United States after the former American President John F. Kennedy made the US immigration laws to be more opened and relaxed for Filipinos. It was recorded that almost a million Filipinos migrated in the middle of 1980 (Anderson, 2010).

The motivation in taking higher education in other developed countries is rooted in two main motives. First is the distinct quality of higher quality of education in reputable universities and how it effectively influences the competitiveness of one's portfolio. Second is the developed standard of living in these foreign countries. Though there are still numerous reasons that influence Filipino students in studying abroad, hence the decision to stay or leave the Philippines is still dependent on them. The extent of accommodation of a host country to the cultural orientation of the students has so much to do with the severity or leniency of the impact to their adjustments and anxieties (like homesickness). The slow or poor labor market in the home country

usually makes the student more likely to stay for a long period in the receiving/host country instead of returning to the home country (Baruch, Budwar, & Khatri, 2007).

Table 10 presents the frequency of the motives of the students in studying abroad.

Table 10.
Motives of Students in Studying Abroad

Motives	<i>f</i>	%	<i>r</i>
1. Imbued by personal reasons.	30	48.39	1
2. The degree/education obtained will improve portfolio/curriculum vitae.	15	24.19	2
3. Acquire social and cultural experiences from the host country.	2	3.23	6.5
4. Better international career opportunities (abroad).	12	19.35	3
5. Increase job prospects (home country).	10	16.13	4
6. Learn a new language, or improve language skills.	1	1.61	8
7. Expand connections/networks by meeting more people of different nationalities.	2	3.23	6.5
8. Take advantage of the offered scholarship or grant.	5	8.06	5
<i>f = frequency</i>	<i>% = percentage</i>	<i>r = ranking</i>	

Table 10 reveals the primary motives of student-respondents in pursuing studies in other countries. Personal reasons (48.39%) ranked first followed by improving portfolio (24.19%); better career opportunities abroad (19.35%); and in the Philippines (16.13%); taking advantage of the scholarship opportunity (8.06%); and establishing connections and gaining social-cultural experiences in the same rank (3.23%). Learning a new language (1.61%) is the least reason for engaging international mobility.

The three major reasons for student-respondents are highly personal for self-improvement. This is supported by one of the major factors in the mobility of students. According to Baruch *et.al.*, (2007), the competitiveness of one's portfolio is the strongest motive that influences Filipino students in studying abroad.

Table 11.
Problems Encountered in the Philippine Student Mobility

Problems	$\bar{x}$	r	VI
1. Insufficient skills of the student in foreign language.	4.38	5.5	Always Encountered
2. Discomfort with accommodation (including food) in the host country.	3.75	15.5	Frequently Encountered
3. Separation anxiety/ from partner, child(ren), and friends.	3.63	17	Frequently Encountered
4. Loss of social benefits (insurance, financial or not)	4.25	9.5	Always Encountered
5. Loss of opportunities to earn wages due to the program.	4.38	5.5	Always Encountered
6. Unexpected additional expenses in the pursuit of the study.	4.38	5.5	Always Encountered
7. Low benefit scholarship coverage of the program.	4.38	5.5	Always Encountered
8. Loneliness, uncomfortable or nervousness with other people.	4.38	5.5	Always Encountered
9. Problems with recognition of credits achieved from home country.	4.00	13.5	Frequently Encountered
10. Problems with access regulations to the preferred host country (visa, residence permit, etc.).	4.63	1.5	Always Encountered
11. Limited admittance to the preferred institution and/or study program in foreign country.	4.00	13.5	Frequently Encountered
12. Incompatibility of the structure of the program to my field of study/interest.	4.25	9.5	Always Encountered
13. Emotional problem or stressful experience in the program.	4.13	11.5	Frequently Encountered
14. Health problems (e.g. allergy) or existing disability served as obstacle in the study.	4.13	11.5	Frequently Encountered
15. Disconnected with religious support or spiritual needs.	4.38	5.5	Always Encountered
16. Academic delinquencies or low grades.	3.75	15.5	Frequently Encountered
17. Disorientated or slow to adjust with the local culture (culture shock).	4.63	1.5	Always Encountered
18. Incompatibility with the academic norms or practices.	2.88	18	Moderately Encountered
Average Mean	4.13		Frequently Encountered
<i>f = frequency % = percentage r = ranking</i>			

It can be gleaned from Table 11 that the always encountered problems by the Filipino students are the low benefit scholarship coverage, access regulations (visas, permits, etc.), and the culture shock in the host countries. Though other challenges are also valid, these stated problems are the major ones according to the respondents.

But the SUC implementers draw other problems that might greatly affect the compliance of the Philippines to ASEAN policies on student mobility. Other than the given insufficient financial support or subsidy as described in their statements such as

“financial support in the institutional level,” “financial support,” “availability of local funds to support scholarship programs,” “financial aspect,” “funding”(L47, L72b, L73, L76, L83 respectively: Appendix K), these observations were also revealed, that programs are “not popular, only a limited number is engaged (L9), “leniency in structural arrangement” (L45), “language (diversity)” (L72a), “digital divide and social divide in the region” (L74), “conflict of laws” (L75) laws are the perceived hindrances. The CHED implementer on the other hand mentioned the “Lack of a centralized mobility database, multiple mobility platforms with overlapping mandates and varying credit transfer schemes, and sustainability of resources may pose challenges in building a harmonized higher education pace in the region. Nevertheless, these are already being addressed through the many initiatives on-going in ASEAN, which enjoy strong support from higher education stakeholders” (L19: Appendix K, Addendum), and the “the need to expand the number of available scholarship opportunities for academic mobility in the country both for inbound and outbound students. Visa and immigration issues also affect whether a foreign student will choose the Philippines as their study destination. We continuously work with the Bureau of Immigration and Department of Foreign Affairs to address concerns that are relevant to their respective mandates” (L12).

In the Philippines, funding support in mobility programs is highly dependent on the terms of the MOA/MOU mutually agreed by ASEAN Member states via HEIs (CMO No. 55, 2016). Similarly, the scholarship support as revealed to be the utmost experienced concern of the outbound (Filipino) students can be attributable to the report of the Department of Budget Management that one-third of its budget for projects including international mobility programs was cut-off due to the realignment to the free tertiary education as governed by RA 10931 (Universal Access to Quality Tertiary Education Act) (dbm.org.ph, 2019) as to increase allocation to several higher

education programs may be considered as redundancy with the free higher education measure (philstar.co., 2020).

C. The Reforms in the Philippine Student Mobility International Programs

1. Transnational Education in the Philippines. There were already early undertakings in the Philippines for TNE. Mainly, several units of the University of the Philippines have received special funding from foreign higher educational institutions through bilateral development assistance programs (Sicat, 2019). These programs were intended to advance and enhance various fields and specializations considered significant and deficient in the Philippines such as agriculture, engineering, public administration, economics, business, and statistics. The most active American universities among many others that assisted the University of the Philippines were the University of Michigan, the University of Wisconsin, and Stanford University. In case of private HEIs, the most prominent a cooperative arrangement was the establishment of the Asian Institute of Management (AIM) by the Ateneo De Manila University, Dela Salle, and the University of the Philippines College of Business Administration in cooperation with the Harvard University as supported by private American foundations.

Meanwhile, the Commission on Higher Education in the last two decades has retorted the requirements of the country in developing its human resources capital and supporting a knowledge economy to cope-up with challenges brought by globalization by promulgating series of interventions through policies and guidelines on transnational education and international collaborations. These include the "Policy Framework and Strategies on the Internationalization of Philippine Higher Education" (CMO No. 55, 2016), and the "Policies, Standards and Guidelines for Transnational Education Programs" (CMO No. 22, 2016). Several of these CHED documents

provided the identified key policy determinants for the internationalization initiatives for higher education which are decisively set in support of the national development plans and the ASEAN Economic Community.

In general, these set out principles and directives in CMO 22 (2016) serve as guidance of the HEIs in the country as they embrace internationalization initiatives. It includes comprehensive aspects such as academic and student mobility (inbound and outbound), transnational programs, and institutional mobility partnerships. The Commission focuses more on transnational education (TNE) policies, standards and guidelines highlighting the mandatory requirements for foreign higher education institutions which are as follow:

- a. possesses a level of accreditation or proof of certification by the home country's regulatory agency for higher education
- b. receives recognition of the qualifications for TNE delivery and legal status from its own country and/or other countries where it operated its business
- c. holds academic distinction in the academic communities
- d. possess impressive qualifications and/or experience of faculty members in terms of teaching and research
- e. receives academic support from the offshore HEI partner
- f. provides quality and accessible student support services (ICT infrastructure and facilities, learning management system, computing, virtual learning environment, and library holdings)
- g. assures quality instruction and provision of open education resources
- h. promulgates procedures and standards to guarantee TNE institutional and national quality assurance
- i. delivers student support services for international students like information on mandatory legal requirements and assistance to accommodation

arrangements compliant with the set requirements of the Bureau of Immigration.

Similar requirements are set for Philippine HEIs including SUCs in offering outbound transnational education. They must be recognized as Center of Excellence (COE) or Center for Development (COD) for the courses/discipline intended to be offered in another country or at least with Level III accreditation received from the appropriate accrediting bodies [Philippine Accrediting Association of Schools, Colleges, and Universities (PAASCU) for private Catholic institutions, Philippine Association of Colleges and Universities Commission on Accreditation (PACUCOA) for private non-sectarian institutions, Association of Christian Schools, Colleges and Universities Accrediting Association Inc. (ACSCU-AAI) for Protestant institutions, Accrediting Agency of Chartered Colleges and Universities in the Philippines (AACCUP) for state universities and colleges (SUCs) and local universities and colleges (LUCs)] (CMO No. 1, 2005). For both inbound and outbound studies, the participating HEIs must secure permission from CHED before operation and implementation. In the case of foreign HEIs, the application must be filed with their local partner HEIs through the CHED regional office where the local HEI is under jurisdiction. The Policies, Standards, and Guidelines (PSGs) of a particular program or discipline provide the list of the documentary requirements. Upon signing of Memorandum of Agreement (MOA), the authority to operate will be granted for the period of two years for undergraduate programs and one year for graduate programs. The CHED will implement an assessment to validate the authority to operate and as a basis, if the programs will still be eligible to continue or extension.

2. Law Governing the Philippine Transnational Education. Since CHED regulates transnational education through the issuance of Program, Standards, and Guidelines

(PSGs), this is very static and dependent on the leadership of the Commission. There is no specific statute passed by the legislature that governs the operation and administration of TNE in the country. It can be remembered that in 2016, a bill (proposed law) was filed in Congress pursuing a legal framework in facilitating the operation of transnational education institutions and the admission of foreign students in the Philippines (congress.gov.ph., 2017).

On August 28, 2019, Republic Act 11448 or the Transnational Higher Education Act was signed into law. This brought the means for foreign higher educational institutions to offer educational services in engagements with state universities and colleges in the Philippines. As defined in the said law, transnational education refers to all types and modes of delivery of higher education study programs, educational services, or sets of courses of study involving the participation of foreign educational institutions with higher local HEIs. The law provides that, "The local branch shall be managed and administered jointly by the parties, subject to the provisions of the Constitution on control and administration of educational institutions. The local partner shall be accountable for ensuring the quality of the programs offered." This initiative of the present Philippine government is in response to the pressing demands of globalization which compels a borderless education. The law listed some distinct arrangements that are currently being used in other countries that can be emulated as benchmarks such as academic franchising, academic program offerings, articulation, specification of auxiliary services, awarding of services, branch campuses, distance education, double degree offerings, joint degree offerings (officialgazette.gov.ph, 2019).

The said law views TNE collaborations with reputable HEIs as a medium to draw the attention of potential international students in areas that are deemed crucial for the social and economic development of the Philippines. Transnational education

has always been perceived in the Philippines causes an outflow of currency and even brain drain. With the admission of outbound students with the expansion of TNE creates job opportunities for both academic and support staff. This RA 11448 will be providing requirements for partnership schemes and external campuses/branches stemming from the provisions of CHED's PSGs. Specifically, it is noteworthy to mention that educational institutions are mandated to be owned by Filipino citizens, or by at least 60% Filipino citizens in a juridical entity, and the prohibition of non-Filipino exclusivity or non-Filipino citizens comprise more than a third of all the enrolments are inclusive in the provisions. On the other hand, foreign higher education institutions for temporary foreign residents may be owned by foreign citizens and can consist of 100% foreign faculty and students or at least 50% of the enrolled students and 25% employed faculty members. The law also provides the establishment of TNE in economic zones or hubs. And lastly, being in the top 500 best universities' rankings in reputable international organizations will be incentivized of curricular autonomy from CHED. It also proposes that a dedicated TNE division should be created under CHED. Pending the implementing rules and regulations (IRR) of this law, *"There is no ASEAN mobility policy that demands the compliance of Philippine universities when it comes to academic exchanges, but the Commission issued CMO 55 s 2016 which also contains our overarching policy and strategies on international mobility. We have also drafted guidelines on higher education mobility, which is yet to be issued. Lack of sufficient resources and infrastructure is a serious barrier for some HEIs so we do our best to expand the reach of our capacity-building initiatives"* (L18: Appendix K, Addendum).

Presently, in the context of this study, different state universities and colleges (SUCs) are implementing institutional mobility with HEIs in Southeast Asia, jointly funded (whole or partial) by CHED and the ASEAN member-states' participating

universities or personal counterparts of the students running from 2016 to 2020 and has aimed to provide capacity and funding support to international students to niche bachelor degrees, special courses, and fellowships. The SUCs' engagement with these foreigners requires to be compliant to CHED's educational standards and that will preserve the reputation of the Philippines as a provider of quality higher education (lawphil.net., 2019) and the observance of the laws, rules, and regulations of partner countries.

Table 12 presents the suggestions to improve the international mobility of students.

Table 12.
Suggested Improvements in the Philippine Student Mobility

Suggestions	<i>f</i>	<i>%</i>	<i>r</i>
1. Include language lesson	6	10.53	4
2. Increase financial support	23	40.35	1
3. Make cultural fellowship part of the program	9	15.79	3
4. Longer period of the program	4	7.02	5
5. Improve government assistance/facilitation	15	26.32	2
<i>f = frequency</i>	<i>% = percentage</i>	<i>r = ranking</i>	

Table 12 portrays that the respondents' most recommended improvements of the international mobility programs of the Philippines is to consider the increase of financial support with 40.35% (1st rank), followed by improve government assistance/facilitation with 26.32% (2nd rank), cultural fellowship as component with 15.79% (3rd rank), language lesson with 10.53% (4th rank), and longer period of the program with 7.02% (5th rank).

Conversely based on the validation interviews with SUC implementers, other than the increase of scholarship funding (L98, L101, L103a: Appendix K), *“there is a need to invest to internationalization”* (L102, L108), *“more government support”*

(L106), *“more publicity”* (L103b), include *“cultural sensitivity”* (L87), *“report the undertakings,” “sharing of experiences and learned skills and competencies,” “(re) echo to others what they have earned”* (L89, L92, L95), or render services (as *“make them tutors or research assistant”*) (L90) upon return to home country/SUC. Given the present situations carried by the COVID-19 pandemic, it is also suggested to *“sustain academic in other remote modalities”* of learning (L86). The CHED implementer offered the following recommendations: a) *for ASEAN “region be able to successfully create and sustain a robust higher education common space, strong focus and support must be accorded to the creation of mechanisms dedicated towards the establishment of an area of knowledge. These mechanisms—which include quality assurance, academic mobility and credit transfer, research, and qualifications frameworks—will not only create the higher education common space, but also help build trust within the region’s higher education landscape and contribute to ASEAN Community-building”* (L23: Appendix K, Agendum; b) *for the Philippine government, a “More opportunities and strong support (financial, administrative, technical) systems must be in place so we can contribute to intra-ASEAN mobility. Concerned government agencies should also work together in addressing barriers experienced by students when it comes to visa and immigration, without compromising national security”* (L24); c) *for SUCs, “that students/faculty/ administrators/researchers who participate in an exchange conduct echoing and cascading activities which serves as an opportunity for them to apply what they learned in the exchange and share them with their peers. This will enable them to give back to their home institution and contribute to the development of their community”* (L22).

Wright (2016) in his paper identified that support to international students in terms of scholarships is very limited in the region due to lack of appropriate funding. Lack of pro-active planning in the internationalization of higher education despite the

growth in its reputation makes the higher education reactionary to the development of mobility programs in the region (Chou, 2017; Knight, 2012). Government and HEIs commitment can be assessed in this line, if it is deep" or "shallow" (Nair, 2009).

Chapter V

SUMMARY AND CONCLUSION

This chapter deals with the summary of findings and conclusions to concretize the results of the study.

A. Summary

One of the main objectives of the Philippine international mobility of students is to support the national development goals of the country and ASEAN regional integration. Internationalization of higher education is a developmental strategy to improve the quality of education, develop the competitiveness of the human resources capital, and stimulate innovation and transformation toward sustainable economic development. The state universities and colleges (SUCs) under the supervision and regulation of the Commission on Higher Education (CHED) are responsible contribute the internationalization strategy of higher education directed towards compliance to ASEAN commitments.

Based on the conceptual framework of this study, the methodology was developed to identify the necessary data to answer the research questions, data collection method, respondents, and procedure of data analysis. The questions of this study were answered by the collected data from different sources using documentary analysis and the perceptions of the outbound Filipino students and implementers of mobility programs from state universities and colleges (SUCs) in the Philippines using a set of instruments validated by experts, such as the survey-questionnaire and interview guide questions respectively. Amidst the lockdowns and quarantines due to COVID-19 pandemic, the data collection was administered through an online survey, and the semi-structured interview via Zoom and Google Meet platforms.

From the analysis of the data gathered, it was surmised that despite the presence of numerous international mobility programs in various disciplines in state

universities and colleges (SUCs), the transnational education of the country specifically the outbound remains to be very limited in terms of support mainly from the government. With mostly young participants in the mobility, the constant Filipino culture to aspire for higher education and self-development as the main driver, and the support of the government through budget and national policies like the passage of RA 10931 (Universal Access to Quality Tertiary Education Act) and RA 11448 (Transnational Higher Education Act) respectively, the potential increase in numbers of international students to and beyond ASEAN countries is very promising.

The data demonstrated that a number of SUCs included internationalization in their institutional policies, plans, and projects in order to comply with the requirements of mandatory SUC leveling, quality assurance assessments and consequently responding to the ASEAN regional integration. It is however evident that there are still limitations to the Philippine government and its public HEIs (SUCs) efforts in implementing mobility programs such as insufficient financial support, unpopular programs, leniency in structural arrangement (visas, permits), lack of a centralized mobility database, multiple mobility platforms with overlapping mandates and varying credit transfer schemes, and sustainability of resources, language diversity, digital divide and social divides in the region, visas and conflict of immigration laws.

As the Commission on Higher Education (CHED) is primarily mandated by law to formulate policies and plans and initiating projects to support the internationalization of higher education and augment regional integration, the state universities and colleges (SUCs) must fulfill its role in policy implementation to contribute to the efforts and processes of other Philippine government agencies facilitating the integration processes. In doing so, the identified weaknesses must be relentlessly addressed through budget allocation, harmonization of regional policies,

standards and processes, and enhancement of the components and modalities of mobility programs as mutually recommended by the respondents.

B. Conclusion

Based on the results of the study, the following conclusions are drawn:

1. In general, the participation and compliance of the Philippines to the goals of ASEAN Economic Integration, Master Plan for ASEAN Connectivity 2025 and other regional connectivity commitments through the mobility of students have a positive effect in the human development index, as this scheme will entail closer international cooperation between and among higher education institutions of participating member-states. Not only it is projected to create highly competitive and skilled individuals, but also as a potential mode of services such as cross-border supply, consumption abroad, and commercial presence that support economic competitiveness and development.
2. It is also concluded that the Philippine compliance to ASEAN mobility objectives has more to gain and will benefit further its citizens, both in inbound and outbound activities. Student mobility draws temporary visitors from around the region and help patronize tourism and contribute to the trade and investment in any host country. Further, the international mobility of students is an instrument of cultural exchange that helps to understand, appreciate, and protect the cultural diversities in the ASEAN member-states. The implementation of the mobility programs will entail more opportunities for collaborations, training, human resource development, and joint projects between CHED, SUCs, and their respective counterparts in other ASEAN countries.
3. This research has determined the main challenges that hinder the compliance of the Philippines to ASEAN mobility objectives. The most significant one is the

lack of sufficient funding support to the internationalization of higher education and mobility of students. Other challenges that the higher education sector faces is the infrastructure needed to upkeep both inbound and outbound mobility of students, conflicting rules and regulations in visas and permits, immigration laws on students, the insufficient budget to fund the full-scale implementation process and human resources to monitor and supervise mobility programs of higher education institutions, particularly the SUCs.

4. Also, the different charters, priorities, and agenda of state universities and colleges hamper the facilitation of a harmonized efforts of the sector in the internationalization and integration processes. More lenient access of student visa is still a pending action point in the ASEAN level due to several transnational concerns like drugs, illegal immigration, human trafficking, terrorism, and presently the Coronavirus disease 2019 (COVID-19) which prevents the seamless mobility in Southeast Asia indefinitely.
5. According to the findings from the key respondent interviews using the framework analysis method, there are significant meanings in the words "funding," "digital divide," "social divide," and "COVID-19" in determining the viability and relevance of the international mobility of students in the ASEAN region and its implications to the political and socio-economic facets of the Philippines. First, funding is highly dependent on government subsidies drawn mainly from taxes to support mass accessibility to higher education. Funding from the private sector through university-industry partnerships, grants-for-a-cause and resource generation to augment budget for this internationalization efforts are rarely utilized by state universities and colleges. Second, the digital divide is mentioned to be an obstacle in the delivery of higher education services in the Philippines. It is a present gap that exists between persons who

have access to information and communication technology and those who are not capable due to financial or infrastructure reasons. With the existing risks posed by COVID-19, higher education not only in the Philippines but in the rest of Southeast Asia are partially on-hold. Shifting to online modalities brings digital inequality that evidently widens the gap. Third, the social divide refers to the qualitative advantages of the "Third World Elites" (Hunger, 2002) to prospective migration and studies abroad. Studying abroad from the HEIs to the prestigious word-class universities in other countries is a high privilege. Since mobility in public HEIs (SUCs) highly relied on government subsidies, only a few local elites can easily be attracted to study abroad. Moreover, it is also related to the digital split between socio-economic groups in the Philippines as many communities living in urban poor areas and rural settlements are less economically capable to access reliable and efficient internet connections, computers, and gadgets.

6. If the Philippine government keeps the slow phase of economic development and opportunities for competitive employment the possibility of outbound mobility may result in brain drain. The Brain Gain Hypothesis supports this assumption, but that such temporary effects of brain drain are changeable in the long run (Hunger, 2002). According to Lorenzo (2007), brain drain happens when big numbers of experts in their respective disciplines leave their home country for another country for practice or employment. As per the Commission on Filipinos Overseas (2016), an estimated 500,000 Filipino college graduates emigrated from 1988 to 2016. Based on the same report, college graduates are consistently the highest immigrants compared to other levels of educational attainment. Over 27,000 graduates left the country in 2016 alone. This followed by college-level immigrants with approximately 16,000 in the same year.

7. If the Philippines can effectively harmonize regulatory policies and processes with other ASEAN member-states, then it would be more than likely that observed weaknesses of mobility programs can be gradually addressed.
8. Finally, for the Philippine government to comply with the ASEAN regional integration through higher education, authorities of CHED and SUCs must have the relentless duty to oversee that the implementation of policies and agreements pertaining to mobility programs will be strongly in place beyond another set of CHED commissioners and SUC presidents. The Implementing Rules and Regulations (IRR) of RA 11448 to be crafted by inter-agencies must set a constant tone. This law would serve as a platform of the country's commitment to achieving the Master Plan for ASEAN Connectivity 2025 (MPAC 2025) as a gear towards the goals "One Vision, One Identity, One Community."

Chapter VI

RECOMMENDATIONS

The following recommendations aim to enhance the implementation of the international mobility of students in the Philippines by offering additional policy contents and practical suggestions. These recommendations are based on the potential areas of enhancement in the current policies and situations to ensure the feasibility and practicality of the recommendations.

Based on the findings, the recommendations are as follow:

1. The national government through legislation and budget authorization needs to consider investing more in Filipino students to study abroad. Given the safeguards to avoid possible exodus and brain drain, the advantage of focusing on human capital is a potential strategy being channeled into economic development.
2. It has been shown in this study that the paramount challenge in the implementation of international mobility of students is the financial aspect. The lack of sufficient resources and infrastructure, accessibility and capability must be seriously addressed by the national government as identified barriers for student mobility for most HEIs, particularly the SUCs.
3. State universities and colleges in the Philippines need to conduct financial resource management studies and ventures to source out possible funds being directed towards the internationalization of programs including the mobility of students.
4. It is recommended that the Philippine government through CHED and SUCs must first make the necessary policies and adjustments in their own respective contexts before advancing a regional harmonization of higher education to

effectively bring the stance of the sector during consensus-building in the ASEAN level.

5. The Philippines can propose to the ASEAN ministerial level the rationalization of mobility programs by developing distinguishable niches across the region. This would be able to facilitate a systematic manner of permitting international mobile partnerships and exchanges which are discipline-based and on a certain level or degree of accreditation/assessment.
6. The state universities and colleges should begin the national harmonization by delineating the broader objective of internationalization of higher education into institution-specific issues and institution-specific solutions that are equally capable of achieving internationalization needs to diverse populations with different resources.
7. The Commission on Higher Education should establish a centralized mobility database to streamline multiple mobility platforms with overlapping mandates and varying credit transfer schemes and avoid the proliferation of non-substantive agreements (MOUs and MOAs) with the sole objective of generating income from such programs, and strongly initiate building a harmonized higher education pace in the country.
8. With CHED under the interphase of RA 11448 (Transnational Higher Education) could now strongly encourage and implement the internationalization of higher education, all SUCs through the Philippine Association of State Universities and Colleges (PASUC) should actively participate in the crafting of the implementing guidelines of the law. In crafting the guidelines for RA 11448, strongly enjoin the mobility policy compliance of all Philippine universities through academic exchanges and other programs.

9. Most of the key implementer-interviewees shared their concerns with the uncertainties brought about by the COVID-19 situation. They recommended revisiting/revising existing mobility programs that can embrace the new normal environment. Though there are online education courses offered by open universities across the region, future physical mobility of students should introduce a harmonized remote learning component in these programs.
10. For decades, the Philippines has been identified as an English language learning destination, particularly for students from Asian countries who desire schools proximate to their countries. This is a standing opportunity for HEIs, specifically SUCs to relive/active aggressively the inbound component of their mobility programs to attract numbers of foreign students from ASEAN countries and other parts of the globe.
11. It is further suggested that future studies in this nature should consider the possible harmonization of the degree cycles in the region affecting the admission standards across programs and disciplines among participating HEIs. Also, future researches may consider to explore how student mobility can help with cross-cultural sharing and understanding between cultures.
12. It is recommended that future studies of this nature should be supported and organized by the Commission on Higher Education International Affairs Office and data coming from a larger number of SUCs and with the inclusion of Local Universities and Colleges (LUCs) and private Higher Education Institutions. It is noted that during the data-gathering process, the researcher was declined by several SUCs to administer the study to their Filipino and foreign mobility students for several reasons with emphasis on the provisions of the Republic Act 10173 (Data Privacy Act of 2012). The exclusion of foreign students was due to their unavailability since they were all required to return home before the

total lockdown in the Philippines due to COVID-19. Their participation in this study would have been substantial in identifying trends in the profile of foreign students. This would have made better comparative perspectives on how the mobility programs in the ASEAN region would affect the Philippines, vis-à-vis.

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Appendix A

Informed Consent Form

I have read this form about the purpose of the survey and its possible risks and benefits. I have been able to ask questions about the survey and have had my questions answered. I understand that I can refuse to participate in this survey, even after signing this form or withdraw from this survey at any time.

I understand:

- that the purpose of the survey is to describe the Philippine compliance to the ASEAN student mobility policies and programs, the challenges and recommendations for enhancement/improvement
- that my participation has no major risks involved, all information will be treated with strict confidentiality to the extent allowed by law, protect my privacy, keep the records under a code number rather than by name, and no cost, nor payment is solicited by the researcher.

To attest hereof of my agreement to participate in this study, I hereby indicate my signature at the specified space below.

Respondent/Subject
Signature Over Printed Name
Date:

CODE: R/S - _____-20
R/I - _____-20

(N.B. R/S – Respondent/Student; R/E – Respondent Implementer)

[illegible]

CONFIRMATION

I have accurately read out the information sheet to the potential participant, R/S/R/E-Code #-20. I confirm that he/she was given an opportunity to ask questions about the study, and all the questions asked by him/her have been answered correctly and to the best of my ability. I confirm that the individual has not been coerced into giving consent, and the consent has been given freely and voluntarily. A copy of this Informed Consent Form has been provided to the participant.

(SGD) **MEDARDO B. BOMBITA**
Researcher

Appendix B

List of Informants and Experts

SURVEY (Outbound Students)*

1. Don Mariano Marcos Memorial University (DMMSU)	19 students
2. Polytechnic University of the Philippines (PUP)	15 students
3. Aklan State University (ASU)	5 students
4. University of Northern Philippines (UNP)	23 students
5. University of Antique (UA)	15 students

**Personal details were withheld in compliance with RA 10173 (Data Privacy Law)*

INTERVIEW (SUC Implementers)

1. Dr. Enya Marie Apostol	Mindoro State College of Agriculture and Technology (MinSCAT)
2. Atty. Eric Claudio	Nueva Ecija University of Science and Technology (NEUST)
3. Dr. Bonifacio Gabales	University of Southern Philippines (USEP)
4. Dr. Bobby Gerardo	West Visayas State University (WVSU)
5. Dr. Emmanuel Macaraeg	Bataan Peninsula Is. State University (BPISU)
6. Dr. Felisa Yeban	Philippine Normal University (PNU)
7. Office of the Director	Commission on Higher Education (CHED) International Affairs Staff (IAS)

VALIDATION (Experts)

1. Dr. Alex B. Brillantes, Jr.	University of the Philippines Diliman National College of Public Administration and Governance
2. Fmr. Dir. Napoleon B. Imperial (Ret.)	Commission on Higher Education Office of the Deputy Executive Director

STUDENTS**Appendix C
Survey Instrument****SURVEY QUESTIONNAIRE****“STATUS, PROSPECTS AND CHALLENGES OF INTERNATIONAL
MOBILITY OF STUDENTS IN ASEAN:
THE PHILIPPINE EXPERIENCE”****Part I****PROFILE OF THE RESPONDENT**

Direction: Fill in and/or check the blanks with the desired information.

Name (optional): _____

Nationality: _____

Age Range:

- _____ 25 years and below
_____ 26 – 30 years
_____ 31 – 35 years
_____ 36 years and above

Civil Status:

- _____ Single
_____ Married
_____ Widow / Widower
_____ Separated

Country of Destination: _____

Discipline Offered. If study or program is more than 1 course at the same time, please fill-in for your main course and only 1 of these courses:

- | | |
|------------------|--------------------------|
| _____ Degree | _____ Research |
| _____ Bachelor | _____ Postgraduate |
| _____ Master | _____ Fellowship |
| _____ Doctorate | _____ Exchange/Placement |
| _____ Internship | _____ Language Course |
| | _____ Others |

Name/Specific Study/Program: _____

Duration (in months): _____

Part II**DETERMINANTS OF INTERNATIONAL MOBILITY PROGRAMS**

Direction: Please rank each of the following items in order of the motives of taking the international study/program from 1 to 5, and # 1 being the utmost reason and # 5 being the least.

Motives	Ranking
1. Imbued by personal reasons.	
2. Complement the knowledge about the host country and their culture.	

3. Escape from difficult condition or stressful situation from home country.	
4. The study offered in host country is not available in the home country.	
5. The degree / education obtained will improve portfolio / curriculum vitae.	
6. Obligatory/pre-requisite of the original study program in the home country.	
7. Acquire social and cultural experiences from the host country.	
8. Better international career opportunities (abroad).	
9. Increase job prospects (home country).	
10. Learn a new language, or improve language skills.	
11. Expand connections / networks by meeting more people of different nationalities.	
12. Prove self-reliance and enjoy sense of freedom	
13. Acquire global mind-set and international lens.	
14. Take advantage of the offered scholarship or grant.	
15. See more places and get used to a new environment.	
Others. Please feel free to write other reasons or motives that induced you to take an international mobility program. Likewise, rank them along with the above items at the right column provided, whichever is applicable to you.	

Part III

STATUS OF INTERNATIONAL MOBILITY PROGRAMS

Directions: Please put a check mark (/) in the column that best corresponds to the status of international mobility of students in South East Asia represented by the items provided. Please be guided by the following five-point scale and corresponding verbal interpretations:

Scale	Verbal Interpretation
5	Strongly Agree
4	Agree
3	Moderately Agree
2	Disagree
1	Strongly Disagree

Areas	5	4	3	2	1
A. Discipline Offered					
1. The study program is a good foundation for a competitive employment.					
2. The study program is a good basis for personal development.					
3. The program is relevant to the preferred specialization/requirement/job description.					
4. The host higher educational institution has the certainty of quality of the field/program.					

5. There is an internationalized curricular offering/s that can build global competencies.					
6. The offered discipline includes regional and global trends and issues.					
7. The discipline support students' international language skills and has expanded language opportunity for learners.					
8. The number of available fields of study covers a wide range.					
B. Scholarships Support					
9. Tuition, registration, and examination fees are generously covered.					
10. Learning materials (books, photocopying, tours) are sufficiently funded.					
11. The accommodation expenses are liberally subsidized (board and lodging, utilities)					
12. Living / daily allowance is sufficiently provided (food, clothing, toiletries, etc.)					
13. Expenses for social and leisure activities are well supported.					
14. Transportation expenditure is duly subsidized (including visa processing, airport taxes, etc.).					
15. Health costs (insurance, hospitalization) is inclusively provided.					
16. Sundry expenses (further training, communication, e.g. telephone, internet, etc.) are covered by the scholarship.					
C. Admission Standards					
17. Harmonized standards and mechanisms for quality assurance of education.					
18. The credit transfer system is operational in the host institution/country.					
19. The academic calendar in the host country is aligned with the home country.					
20. Subjects available/offerings are essentially matched the subjects at the home university that can be credited.					
21. There is a clear and responsive coordination (and coordinator) on the mobility program between the home and host institution/country.					
22. There is a flexible criteria for students' recruitment.					
23. The standards for students' retention are reasonable and acceptable.					
24. Language proficiency for active participation is properly ensured.					
D. Structural Arrangements					
25. The distance from accommodation to the higher education institution is proximate/near.					

26. The provided accommodation is satisfactorily complied the standards and preference (clean and safe).					
27. There is sufficient guidance and complete information from home institution.					
28. Sufficient guidance and complete information in host institution are provided.					
29. Application is made and facilitated through home institution/country.					
30. Application is made and facilitated through host institution/country.					
31. The online platform is user-friendly to process requests, secure information and/or facilitate reportorial submission.					
32. The program coordinator monitor the progress of the student and keep him/her abreast of any important matters concerning the study.					

Part IV

CHALLENGES OF INTERNATIONAL MOBILITY PROGRAMS

Directions: Please put a check mark (/) in the column that best corresponds to the problems encountered in the implementation of international mobility of students in South East Asia represented by the items provided. Please be guided by the following five-point scale and corresponding verbal interpretations:

Scale	Verbal Interpretation
5	Always Encountered (EE)
4	Frequently Encountered (VE)
3	Moderately Encountered (ME)
2	Rarely Encountered (SE)
1	Not at all (NA)

Problems	5	4	3	2	1
1. Insufficient skills of the student in foreign language.					
2. Discomfort with accommodation (including food) in the host country.					
3. Separation anxiety/ from partner, child(ren), and friends.					
4. Loss of social benefits (insurance, monetary or non-monetary)					
5. Loss of opportunities to earn wages due to the program.					
6. Unexpected additional expenses in the pursuit of the study.					
7. Low benefit scholarship coverage of the program.					
8. Loneliness, uncomfortable or nervousness with other people.					
9. Problems with recognition of credits achieved from home country.					
10. Problems with access regulations to the preferred host country (visa, residence permit, etc.).					
11. Limited admittance to the preferred institution and/or study program in foreign country.					
12. Incompatibility of the structure of the program to my field of study/interest.					

13. Emotional problem or stressful experience in the program.					
14. Health problems (e.g. allergy) or existing disability served as obstacle in the study.					
15. Disconnected with religious support or spiritual needs.					
16. Academic delinquencies or low grades.					
17. Disorientated or slow to adjust with the local culture (culture shock).					
18. Incompatibility with the academic norms or practices.					

Part V

CONTINUOUS IMPROVEMENT

- Which part/experience of the mobility program did you like the most? Please explain your answer.

- List down your own suggestions to improve the implementation of the international mobility of students programs, in terms of:

- discipline offered:

- scholarship support:

- admission standards:

- structural arrangements:

- If a new program / there is an existing course for another mobility is to be designed/offered, which course need to be revised or improved? Why should it be reviewed/improved?

4. In participating universities in South East Asia, there are present partnerships/arrangements for exchange of students or professors, research collaboration, tour visits of students, etc., which country do you want to have a tie-up with your home institution? (Check only 1 as your preferred country):

☐ Brunei	☐ Myanmar
☐ Cambodia	☐ Philippines
☐ Indonesia	☐ Singapore
☐ Laos	☐ Thailand
☐ Malaysia	☐ Vietnam

5. Suggestions / recommendations for the improvement of the international mobility of students program.

***** THANK YOU VERY MUCH *****

Interview

Note: The following are questions that can be of help during the scheduled interviews with the respondents. This aims to confirm and reinforce the data from the results of qualitative data.

Name (optional): _____
Nationality: _____
Country of Origin: _____
Agency / Organization: _____
Position/ Official Designation: _____

STATUS:

1. Tell me about the international mobility for students as an ASEAN policy? Is it still effective approach of ASEAN to achieve regional integration?
2. What can you say about the Philippine international mobility for students program through the host HEI/SUC?
3. What makes you think that the Philippine educational system will complement/fulfill/satisfy the required competencies or skills by your citizens/students?
4. What are the strengths of the Philippine international student mobility in terms of:
 - a. Disciplines offered
 - b. Scholarship supports
 - c. Admission standards
 - d. Structural arrangements?
5. What are the weaknesses of the Philippine international student mobility in terms of:
 - a. Disciplines offered
 - b. Scholarship supports
 - c. Admission standards
 - d. Structural arrangements?

DETERMINANTS:

1. What are the push factors (reasons) of the continuous compliance of the Philippines and other ASEAN countries with the ASEAN policy on the mobility of students in the region?
2. What have been the recent significant decisions made by the ASEAN and / or ASEAN Member States regarding mobility of students?
3. How do these decisions (#2) affect the various ASEAN policies on international mobility of students?

CHALLENGES/PROBLEMS:

1. What are the major barriers in the achievement of the regional integration through international mobility of students in higher education?
2. What are the limitations of the Philippine international mobility of students that hindered compliance with ASEAN mobility policies and programs in terms of

Disciplines offered, Scholarship supports, Admission standards, and Structural arrangements?

RECOMMENDATIONS:

1. How do you think the scholars or students of international mobility can reciprocate the host HEI/SUC/AMS contribute back to their home country?
2. How do you think the scholars or students of international mobility can contribute back to their home HEI/SUC/AMS?
3. How can ASEAN Member States accelerate the regional integration through higher education?
4. Give suggestions to improve the implementation of the Philippine international mobility of students programs in compliance with the ASEAN objectives.
5. In participating universities in South East Asia, there are present partnerships/arrangements for exchange of students or professors, research collaboration, tour visits of students, etc., which countries do you want to have a tie-up with your home institution/country?

***** THANK YOU VERY MUCH *****

Appendix E

Republic of the Philippines
UNIVERSITY OF THE PHILIPPINES
OPN UNIVERSITY
GANTT CHART OF ACTIVITIES

Thesis Title: **STATUS, PROSPECTS AND CHALLENGES OF INTERNATIONAL MOBILITY OF STUDENTS IN ASEAN: THE PHILIPPINE EXPERIENCE**

Activity	YEAR / QUARTER								Remarks
	2019				2020				
	1 ST Q	2 ND Q	3 RD Q	4 TH Q	1 ST Q	2 ND Q	3 RD Q	4 TH Q	
Request for Composition of Thesis Committee									Completed
Preparation of Thesis Proposal									Completed
Submission to the Committee									Submitted
Validation of Instruments									Completed
Administration of Survey-Questionnaire & Interview									Completed
Consolidation, Analysis and Interpretation of Data									Completed
Submission to the Adviser									Submitted
Colloquial Defense, Revisions									Defended / Passed
Submission of Manuscripts and Publishable Article									Submitted

Prepared by:

MEDARDO B. BOMBITA, DPA
Researcher

Appendix F Budget

Republic of the Philippines			
UNIVERSITY OF THE PHILIPPINES			
OPEN UNIVERSITY			
RESEARCH BUDGET			
Office: <u>Researcher</u>			
PARTICULARS	Details	TOTAL	SOURCE OF FUND
A. Personnel Services			
2 Enumerator/Assistant (2 months)	3,000.00 / month	6,000.00	Personal
1 Encoder (1 month)	3,000.00 / month	3,000.00	Personal
2 Consultants / Experts	4,000.00	8,000.00	Personal
4 Panelists	5,000.00	20,000.00	Personal
Sub-total		37,000.00	
B. Maintenance & Other Operating Expenses			
Traveling Expenses - Local	10,000.00	10,000.00	Personal
Fuel, Oil & Lubricants Expenses	10,000.00	10,000.00	Personal
Photocopying and Binding Services	4,000.00	4,000.00	Personal
Postage & Courier Services	2,500.00	2,500.00	Personal
Sundry / Token	15,000.00	15,000.00	Personal
Telephone Expenses - Mobile	1,700.00	1,700.00	Personal
Internet	2,400.00	2,400.00	Personal
Subtotal		45,600.00	
C. Capital Outlay			
Sub Total	0.00	0.00	
GRAND TOTAL		82,600.00	
	Prepared by:		
	MEDARDO B. BOMBITA		
	Researcher		

Appendix G
Request Letter for Information

Date

Dear _____:

Greetings in the name of peace and good tidings!

The undersigned is an Associate Professor V of the University of Rizal System, and presently pursuing his post-graduate degree (Master in ASEAN Studies) at the University of the Philippines Open University (UPOU). He is currently working with his thesis paper entitled “**STATUS, PROSPECTS AND CHALLENGES OF INTERNATIONAL MOBILITY OF STUDENTS IN ASEAN: THE PHILIPPINE EXPERIENCE**”.

Anent to this, may he respectfully ask your permission to secure information/data from your agency in compliance with Executive Order No. 2, s. 2016 (People's Freedom to Information or FOI) and the Republic Act 10173 (Data Privacy Act of 2012). Specifically, the following are hereby requested:

- a. Data of Inbound Students under International Mobility Program
- b. Data of Outbound Students under International Mobility Program

Rest assured that in the completion of the above study, it would provide relative benefits as a vital source or reference in improving the international mobility of students in the Philippines and hopefully to the rest of the South East Asian region.

Please feel free in providing your comments and suggestions since any information that you will give shall be treated with utmost confidentiality.

Hoping that this request merit your favorable response.

Thank you very much.

Very truly yours,

MEDARDO B. BOMBITA, DPA
Researcher

Noted by:

EMELY D. DICOLEN, PhD
Thesis Adviser
Professor, Faculty of NTTCHP, University of the Philippines Manila (UPM)
University of the Philippines Open University (UPOU)

Appendix H1 Certificate of Validation



Republic of the Philippines
UNIVERSITY OF THE PHILIPPINES
OPEN UNIVERSITY

CERTIFICATE OF VALIDATION

Title: STATUS, PROSPECTS AND CHALLENGES OF INTERNATIONAL
MOBILITY OF STUDENTS IN SOUTHEAST ASIA: THE PHILIPPINE
EXPERIENCE

Researcher: MEDARDO B. BOMBITA, DPA

Program: Master in ASEAN Studies

Method of Validation: Face and Content

Remarks:

The submitted instrument to be used as source of quantitative data for the research as described above has been validated (face and content) by the undersigned. The multi-item survey instrument supplements the qualitative method of research to be used in this study with the measures required to evaluate the subject under investigation.

To ensure the reliability and validity of the instrument, the researcher should generate and judge measurement items using appropriate scales and statistical tools.

NAPOLEON B. IMPERIAL, MA (Lond.)
Validator

About the Validator:

Mr. Napoleon B. Imperial was the former Deputy Executive Director of the Commission on Higher Education (CHED) from January 2011 to 2018. As such, he chaired the Philippines' Technical Working Group on ASEAN International Mobility of Students (AIMS), headed the Philippine Delegations to the Annual AIMS Review Meetings and was a member of AIMS Steering Committee under the Regional Institute for Higher Education (RIHED) that took up various student mobility programs and initiatives in the ASEAN Region. He also oversaw the Philippine Higher Education Career System (Phil-HECS) where Dr. Bombita participated as a Fellow. He was a Senior Executive Fellow under the Australian Endeavors Award in 2014 for attachment to the Center for the Study of Higher Education of the University of Melbourne and to study the management of the R&D System of the University of Wollongong. He previously served as the Chief Economic Development Specialist, Education and Manpower Development Division of the Social Development Staff of the National Economic and Development Authority (NEDA) until his 2011 secondment and eventual transfer to CHED in 2012.

Appendix H2

Certificate of Validation



Republic of the Philippines
UNIVERSITY OF THE PHILIPPINES
OPEN UNIVERSITY

CERTIFICATE OF VALIDATION

Title: STATUS, PROSPECTS AND CHALLENGES OF INTERNATIONAL
MOBILITY OF STUDENTS IN SOUTHEAST ASIA: THE PHILIPPINE
EXPERIENCE

Researcher: MEDARDO B. BOMBITA, DPA

Program: Master in ASEAN Studies

Method of Validation: Face and Content

Remarks:

The submitted instrument to be used as source of quantitative data for the research as described above has been validated (face and content) by the undersigned. The multi-item survey instrument supplements the qualitative method of research to be used in this study with the measures required to evaluate the subject under investigation. At the minimum, the researcher should also employ construct validity with the intended population.

ALEX B. BRILLANTES, JR., PhD
Validator

About the Validator:

Dr. Alex B. Brillantes, Jr. is Professor at the National College of Public Administration and Governance at the University of the Philippines where he also served as its Dean. He obtained his PhD and MA in Political Science from the University of Hawaii as scholar of the East West Center, and MPA and AB Political Science from the University of the Philippines. Brillantes is President of the Asian Association for Public Administration and also President of the Philippine Society for Public Administration.

Brillantes was a Commissioner of the Commission on Higher Education from 2013 to 2017 where he served as Chair of the Boards of Regents of 21 State Universities and Colleges in the Philippines. Brillantes also was Executive Director of the Local Government Academy of the Department of Interior and Local Government from 1992 to 1998.

As a scholar, Professor Brillantes has published articles on public administration and governance and institutions, decentralization, development administration, public sector reform and leadership in several local and international journals. He has written three books, Dictatorship and Martial Law (1986); The Philippine Presidency (1994); and Innovations and Excellence in Local Governance (2003). He has also served as consultant of several international agencies including the Asian Development Bank, the World Bank, United States Agency for International Development, Japan International Cooperation Agency, United Nations Development Program, Australian Agency for International Development and the European Union.

Brillantes was visiting Professor in Kobe University, Meiji University and the Graduate Research Institute for Policy Studies in Japan; Visiting Fellow at Queensland University of Technology in Brisbane, Australia; delivered lectures at the National Institute of Development Administration in Bangkok, Thailand, Tunghai University of Taiwan, the Euromed School in Marseilles, France and the Sungkyunkwan University in Korea.

Appendix I Survey Letter for the Respondent

Date

Dear Respondent:

Greetings!

I am an Associate Professor V of the University of Rizal System, and presently pursuing my post-graduate degree (Master in ASEAN Studies) at the University of the Philippines Open University (UPOU). I am currently working with my thesis paper entitled “**STATUS, PROSPECTS AND CHALLENGES OF INTERNATIONAL MOBILITY OF STUDENTS IN ASEAN: THE PHILIPPINE EXPERIENCE**”. This study aims to determine the status of implementation of the student mobility programs and activities, within and among participating ASEAN Member States. Hopefully, results will serve as basis to label prospects for further development and sustainable collaboration in Southeast Asia.

Since this study will be conducted through mixed research methods – interview and statistical data compilation, your involvement in this research is very crucial as a respondent in the survey. For this reason, may I respectfully request your availability for this purpose in your most convenient time.

Attached herewith is the survey-questionnaire. Rest assured that this study will cause no risks, accidents, and discomfort. You will not be asked for any financial assistance and shall be free of any coercion in participating in this research. You have the reserved right to withdraw the accomplished instrument anytime and in case of a participating minor, mentally handicapped or incapacitated, an informed consent from the legal representative will be obtained.

The results will be kept private and secured to ensure the confidentiality of the participant's data and records. I also wish to inform that you will be furnished with the results upon explicit request.

Should there be concern/clarification, you may reach the researcher at +63 977-813-7737 or email at mbbombita@up.edu.ph

Thank you very much.

Very truly yours,

MEDARDO B. BOMBITA, DPA
Researcher

Noted by:

EMELY D. DICOLEN, PhD

Thesis Adviser

Professor, Faculty of NTTCHP, University of the Philippines Manila (UPM)
University of the Philippines Open University (UPOU)

Appendix J Request Letter for Interview

Date

Dear _____:

Greetings in the name of peace and good tidings!

The researcher is an Associate Professor V of the University of Rizal System, and presently pursuing his post-graduate degree (Master in ASEAN Studies) at the University of the Philippines Open University (UPOU). He is currently working with his thesis paper entitled “**STATUS, PROSPECTS AND CHALLENGES OF INTERNATIONAL MOBILITY OF STUDENTS IN ASEAN: THE PHILIPPINE EXPERIENCE**”. This study aims to determine the status of implementation of the student mobility programs and activities, within and among participating ASEAN Member States. Hopefully, results will serve as basis to label prospects for further development and sustainable collaboration in Southeast Asia.

Since this study will be conducted through mixed research methods – interview and statistical data compilation, your involvement in this research is very crucial as a subject for an in-depth interview. For this reason, may I respectfully request your availability for an online interview on any date with your utmost convenience. Attached herewith are the guide questions for the interview.

Rest assured that this study will cause no risks, accidents, and discomfort. You will not be asked for any financial assistance and shall be free of any coercion in participating in this research. You have a reserved right to withdraw or decline from the interview anytime, and in case of a participating minor, mentally handicapped or incapacitated, an informed consent from the legal representative will be obtained.

The transcription of the interview will be kept private and secured by the researcher to ensure the confidentiality of the participants' data and records. The results of the study can be provided by the participant upon written request.

Should there be concern/clarification regarding the interview, you may reach the researcher at +63 977-813-7737 or email at mbbombita@up.edu.ph

Thank you very much.

Very truly yours,

MEDARDO B. BOMBITA, DPA
Researcher

Noted by:

EMELY D. DICOLEN, PhD
Thesis Adviser
Professor, Faculty of NTTCHP, University of the Philippines Manila (UPM)
University of the Philippines Open University

Appendix K

Interview from Key SUC Implementer-Respondents

1	Theme / Sub-Themes/Question	Interview	Expert/ Interviewee	Organization	Position	Key Points / Phrases
2	Status					
3	1. Tell me about the international mobility for students as an ASEAN policy? Is it still effective approach of ASEAN to achieve regional integration?	Yes. Physical interaction is important in shaping our views on ASEAN as a whole.	No Entry	Mindoro State College of Agriculture and Technology	Former Vice President for Administration	physical interaction
4		Within the current context, many provisions may no longer be applicable. It needs corresponding revision or enhancement.	No Entry	University of Southern Philippines	VP for Academic Affairs	financial investment, reciprocity, equal opportunity
5		Yes. It provides opportunity for human resource exchange	No Entry	Philippine Normal University	Former VP for Administration / Professor	opportunity
6		Yes	Atty. Eric G. Claudio	Nueva Ecija University of Science and Technology	Director of International Affairs	
7		With the current pandemic I think yes but should make use of blended approaches to minimize face to face and getting risk of contacting diseases like COVID 19.	Dr. Bobby Gerardo	West Visayas State University	Former VP for Academic Affairs / Professor	blended approach, minimal face to face, COVID 19
8		Even prior to Regional Integration in Asia, policy on student mobility is in place. Philippines was once upon a time the center of education in the region and trained so many foreign counterparts. For me, ASEAN Regional Integration is just an affirmation of our commitment for regional cooperation.	No Entry	Bataan Peninsula State University	VP for Academic Affairs	regional integration, regional cooperation, commitment
9		Not popular, only a limited number are engaged.	No Entry	Mindoro State College of Agriculture and Technology	Former Vice President for Administration	Not popular
10		It requires a lot of preparation and financial investment since our existing resources and facilities are not really designed for international students. The rule on reciprocity in international exchanges is not easy to achieve if we really target equal opportunity for agreeing institutions.	No Entry	University of Southern Philippines	VP for Academic Affairs	needs revision/improvement
11	2. What can you say about the Philippine international mobility for students program through the host HE/SUC?	Philippine universities are not as ready. I think the why or the philosophy is not clear	No Entry	Philippine Normal University	Former VP for Administration / Professor	philosophy not clear
12		Due to our culture, we are actually a sought for host in the Asean international mobility.	Atty. Eric G. Claudio	Nueva Ecija University of Science and Technology	Director of International Affairs	culture sought
13		It is possible to proceed but with caution. There may be many alternatives to execute it.	Dr. Bobby Gerardo	West Visayas State University	Former VP for Academic Affairs / Professor	with caution and alternatives
14		It's a good initiative or program but need to iron out policies on foreign students. Procedures must be harmonized among the concerned agencies of the government to further promote this program.	No Entry	Bataan Peninsula State University	VP for Academic Affairs	iron out policies
15		It is responsive to events and teachers are resourceful.	No Entry	Mindoro State College of Agriculture and Technology	Former Vice President for Administration	responsive
16	3. What makes you think that the Philippine educational system will complement/fulfill/satisfy the required competencies or skills by your citizens/students?	With limited financial resources, its faculty commitment, positive leadership and good governance that can make the significant change to achieve our institutional goals.	No Entry	University of Southern Philippines	VP for Academic Affairs	limited resources, faculty commitment, positive leadership, good governance
17		I am afraid not for most universities except for a few globally ranked universities	No Entry	Philippine Normal University	Former VP for Administration / Professor	not for most universities, only for few globally ranked universities
18		Our educational system is at far with our international neighbors. Further, it is designed to the needs of the Filipinos vis a vis international needs.	Atty. Eric G. Claudio	Nueva Ecija University of Science and Technology	Director of International Affairs	educational system is far with neighbors
19		Most HEIs are going into internationalization. For sure their curriculum design could already address the required competencies.	Dr. Bobby Gerardo	West Visayas State University	Former VP for Academic Affairs / Professor	curriculum design, competencies
20		As I mentioned, Philippines was once upon a time the center of education in the region and trained so many foreign counterparts. Thus, this country gained reputation of being a fertile ground for education and skills development.	No Entry	Bataan Peninsula State University	VP for Academic Affairs	Philippines as once center of education

21	4. What are the strengths of the Philippine international student mobility in terms of:					
22	a. Disciplines offered	Varying disciplines offered	No Entry	Mindoro State College of Agriculture and Technology	Former Vice President for Administration	various disciplines
23		We have unique programs with strong faculty resources and experts.	No Entry	University of Southern Philippines	VP for Academic Affairs	unique programs, strong faculty/experts
24		tried and tested	No Entry	Philippine Normal University	Former VP for Administration / Professor	tested
25		We have all the disciplines needed by the students ranging from technological to scientific fields.	Atty. Eric G. Claudio	Nueva Ecija University of Science and Technology	Director of International Affairs	all disciplines needed
26		Filipino students possesses the necessary skills, of course on top of the English language capabilities.	Dr. Bobby Gerardo	West Visayas State University	Former VP for Academic Affairs / Professor	Filipino students possess necessary skills, language capabilities
27		It has a wide range of programs in various disciplines.	No Entry	Bataan Peninsula Island State University	VP for Academic Affairs	wide range of programs
28	b. Scholarship supports	Many international scholarships are available	No Entry	Mindoro State College of Agriculture and Technology	Former Vice President for Administration	scholarship are available
29		very limited	No Entry	University of Southern Philippines	VP for Academic Affairs	very limited
30		Not much	No Entry	Philippine Normal University	Former VP for Administration / Professor	not much
31		Our tertiary students now are all scholars of the Republic.	Atty. Eric G. Claudio	Nueva Ecija University of Science and Technology	Director of International Affairs	scholars of the Republic
32		In this case there are short comings in terms of agency or government support for scholarships.	Dr. Bobby Gerardo	West Visayas State University	Former VP for Academic Affairs / Professor	shortcomings in scholarship
33		Depending on the memorandum of agreement or understanding, students may be given scholarship by the sending institution or even by the host institution.	No Entry	Bataan Peninsula Island State University	VP for Academic Affairs	scholarships
34	c. Admission standards	Adequate	No Entry	Mindoro State College of Agriculture and Technology	Former Vice President for Administration	adequate
35		competitive	No Entry	University of Southern Philippines	VP for Academic Affairs	competitive
36		manageable	No Entry	Philippine Normal University	Former VP for Administration / Professor	manageable
37		Competitive admission standards is being offered by our he's.	Atty. Eric G. Claudio	Nueva Ecija University of Science and Technology	Director of International Affairs	competitive admission standards
38		Tue admission standard is already compliant to international level.	Dr. Bobby Gerardo	West Visayas State University	Former VP for Academic Affairs / Professor	standard compliant to international
39		Admission policy is relaxed.	No Entry	Bataan Peninsula Island State University	VP for Academic Affairs	admission is relaxed
40	d. Structural arrangements?	Not sure	No Entry	Mindoro State College of Agriculture and Technology	Former Vice President for Administration	
41		we have dedicated office and personnel for international mobility. CHED support	No Entry	University of Southern Philippines	VP for Academic Affairs	dedicated office, CHED support
42		dormitories for foreign students might be a problem	No Entry	Philippine Normal University	Former VP for Administration / Professor	dormitories as problem
43		Good	Atty. Eric G. Claudio	Nueva Ecija University of Science and Technology	Director of International Affairs	
44		I guess No problem with this.	Dr. Bobby Gerardo	West Visayas State University	Former VP for Academic Affairs / Professor	
45		There is leniency in structural arrangement.	No Entry	Bataan Peninsula Island State University	VP for Academic Affairs	liniency
46	5. What are the weaknesses of the Philippine international student mobility?	Many are not inclined to study abroad because of fear of the unknown	No Entry	Mindoro State College of Agriculture and Technology	Former Vice President for Administration	not inclined to study abroad, fear of the unknown
47		Financial support in the institutional level	No Entry	University of Southern Philippines	VP for Academic Affairs	financial support
48		lack of scholarship and residential spaces	No Entry	Philippine Normal University	Former VP for Administration / Professor	lack of scholarship
49		Immigration laws and other conflicting rules and regulations by our different government agencies.	Atty. Eric G. Claudio	Nueva Ecija University of Science and Technology	Director of International Affairs	immigration lawas, conflicting rules
50		Readiness and financial support are some of the constraints.	Dr. Bobby Gerardo	West Visayas State University	Former VP for Academic Affairs / Professor	readiness, financial support
51		Preparedness and readiness of the schools to accept students as to accommodation and safety.	No Entry	Bataan Peninsula Island State University	VP for Academic Affairs	readiness, preparedness, safety

52	Determinants					
53	1. What are the push factors (reasons) of the continuous compliance of the Philippines and other ASEAN countries with the ASEAN policy on the mobility of students in the region?	Competition	No Entry	Mindoro State College of Agriculture and Technology	Former Vice President for Administration	competition
54		Required targets for internationalization and high demands from foreign institutions	No Entry	University of Southern Philippines	VP for Academic Affairs	internationalization targets, high demand
55		competitiveness ranking	No Entry	Philippine Normal University	Former VP for Administration / Professor	ranking
56		Cultural intertwined.	Atty. Eric G. Claudio	Nueva Ecija University of Science and Technology	Director of International Affairs	cultural
57		Some HEIs don't make it as regular undertakings so most of the time they lost the dynamics of it and missed important communications and collaborative undertakings.	Dr. Bobby Gerardo	West Visayas State University	Former VP for Academic Affairs / Professor	regular undertakings, missed collaborative
58		Collaborative regional development	No Entry	Bataan Peninsula Island State University	VP for Academic Affairs	collaborative
59	2. What have been the recent significant decisions made by the ASEAN and / or ASEAN Member States regarding mobility of students?	Better linkages among ASEAN universities	No Entry	Mindoro State College of Agriculture and Technology	Former Vice President for Administration	linkages
60		the ASEAN integration policy on the education sector.	No Entry	University of Southern Philippines	VP for Academic Affairs	ASEAN integration
61		postponement due to covid	No Entry	Philippine Normal University	Former VP for Administration / Professor	COVID
62		Seameo Sea-tvet and Sea-teacher students exchange.	Atty. Eric G. Claudio	Nueva Ecija University of Science and Technology	Director of International Affairs	SEAMEO-TVET
63		In our case we maintain the partnerships. So we send and accept students regularly. To maintain such means that we strengthen our ties with our partners.	Dr. Bobby Gerardo	West Visayas State University	Former VP for Academic Affairs / Professor	maintain partnerships
64		The ASEAN Qualification Reference Framework is a good attempts to have a common standards among members countries.	No Entry	Bataan Peninsula Island State University	VP for Academic Affairs	ASEAN Qualification Reference
65	3. How do these decisions (#2) affect the various ASEAN policies on international mobility of students?	Need for better coordination of policies	No Entry	Mindoro State College of Agriculture and Technology	Former Vice President for Administration	coordination of policies
66		It made us attune and tailor some of our plans to make sure that our graduates are not left behind by professionals from our ASEAN Counterpart.	No Entry	University of Southern Philippines	VP for Academic Affairs	attune/tailor
67		will adversely impact mobility but "digital mobility" of programs can be one innovative design resulting from covid	No Entry	Philippine Normal University	Former VP for Administration / Professor	digital mobility
68		Asean addresses the concerns of all and coming up with a common rules applicable to all.	Atty. Eric G. Claudio	Nueva Ecija University of Science and Technology	Director of International Affairs	common rules
69		We contribute to fine tuning some policies that's responsive to our needs.	Dr. Bobby Gerardo	West Visayas State University	Former VP for Academic Affairs / Professor	fine tuning, responsive
70		It somehow leveled and standardized the competencies required from an individual at a certain level of education.	No Entry	Bataan Peninsula Island State University	VP for Academic Affairs	leveled, standardized
71	Problems					
72	1. What are the major barriers in the achievement of the regional integration through international mobility of students in higher education?	Language, financial support	No Entry	Mindoro State College of	Former Vice President	language, financial
73		Availability of Local Funds to support scholarship programs and establishment of necessary infrastructure. Sometimes, the bureaucracy affects institutional efficiency on internationalization activities.	No Entry	University of Southern Philippines	VP for Academic Affairs	local funds, infrastructure, bureaucracy, efficiency
74		digital divide and social divide in the region	No Entry	Philippine Normal University	Former VP for Administration / Professor	digital divide, social divide
75		Conflict of laws.	Atty. Eric G. Claudio	Nueva Ecija University of Science and Technology	Director of International Affairs	conflicts of laws
76		Financial aspect. Because this will curtail in sending students abroad or accept foreign students. In our case we just support dorm and tuitions fees.	Dr. Bobby Gerardo	West Visayas State University	Former VP for Academic Affairs / Professor	financial
77		Immigration Law must be reviewed and certain provisions must be amended.	No Entry	Bataan Peninsula Island State University	VP for Academic Affairs	immigration laws
78	2. What are the limitations of the Philippine international mobility of students that hindered compliance with ASEAN mobility policies and programs in terms of Disciplines offered, Scholarship supports, Admission standards, and Structural arrangements?	Not enough publicity about such programs	No Entry	Mindoro State College of Agriculture and Technology	Former Vice President for Administration	publicity
79		Lack of funds, lack of academic support facilities, lack of housing facilities.	No Entry	University of Southern Philippines	VP for Academic Affairs	funds, academic support, facilities
80		lack of extensive menu of programs with regional accreditation system	No Entry	Philippine Normal University	Former VP for Administration / Professor	extensive programs, regional accreditation system
81		We have to align ourselves with the international asean wavelength in order to achieve the desired goal of the above.	Atty. Eric G. Claudio	Nueva Ecija University of Science and Technology	Director of International Affairs	align with ASEAN
82		Active involvement of HEIs is one. Even there is financial constraints but if HEIs are aggressive to it then for sure they could make it happen.	Dr. Bobby Gerardo	West Visayas State University	Former VP for Academic Affairs / Professor	involvement, financial
83		Funding	No Entry	Bataan Peninsula Island State University	VP for Academic Affairs	funding

84	Recommendations					
85	1. How do you think the scholars or students of international mobility can reciprocate the host HE/SUC/AMS contribute back to their home country?	Through implementation of projects related to discipline	No Entry	Mindoro State College of Agriculture and Technology	Former Vice President for Administration	implementation
86		through sustained academic engagement in other remote modalities.	No Entry	University of Southern Philippines	VP for Academic Affairs	academic engagement, remote modalities
87		cultural sensitivity	No Entry	Philippine Normal University	Former VP for Administration / Professor	cultural sensitivity
88		Continue the program with their country and promote the host he/suc/ams in return.	Atty. Eric G. Claudio	Nueva Ecija University of Science and Technology	Director of International Affairs	promote
89		They should report the undertakings and pinpoint good experiences so that the school could make this as basis of future mobility plans.	Dr. Bobby Gerardo	West Visayas State University	Former VP for Academic Affairs / Professor	good experiences, report
90		Make them serve as tutors or research assistant or make them teach their native language to other students of the host institution.	No Entry	Bataan Peninsula Island State University	VP for Academic Affairs	tutors, research assistant
91	2. How do you think the scholars or students of international mobility can contribute back to their home HE/SUC/AMS?	Same as above	No Entry	Mindoro State College of Agriculture and Technology	Former Vice President for Administration	
92		Sharing of experiences and learned skills and competencies.	No Entry	University of Southern Philippines	VP for Academic Affairs	sharing of experiences, skills, competencies
93		regional understanding	No Entry	Philippine Normal University	Former VP for Administration / Professor	regional understanding
94		The knowledge gained from the asean host he/suc/ams will definitely contribute a lot to their country and maybe used as a catalyst for change therein.	Atty. Eric G. Claudio	Nueva Ecija University of Science and Technology	Director of International Affairs	catalyst for change
95		Echo to others what they've learned and also encourage other students to participate.	Dr. Bobby Gerardo	West Visayas State University	Former VP for Academic Affairs / Professor	echo, encourage
96		Make them commit to render services to the government after the completion of the program.	No Entry	Bataan Peninsula Island State University	VP for Academic Affairs	render services
97	3. How can ASEAN Member States accelerate the regional integration through higher education?	Active foreign student exchange programs	No Entry	Mindoro State College of Agriculture and Technology	Former Vice President for Administration	student exchange programs
98		Provisions for funding support and establishment of support facilities, housing, laboratories, and appropriate policies.	No Entry	University of Southern Philippines	VP for Academic Affairs	funding, facilities, housing, laboratories, policies
99		regional accreditation system	No Entry	Philippine Normal University	Former VP for Administration / Professor	accreditation
100		Support the various programs regarding mobility.	Atty. Eric G. Claudio	Nueva Ecija University of Science and Technology	Director of International Affairs	support mobility
101		Remove so much restrictions on travel and provide the necessary financial support for the program.	Dr. Bobby Gerardo	West Visayas State University	Former VP for Academic Affairs / Professor	remove restrictions (travel), financial support
102		Invest more on higher education particularly on internationalization.	No Entry	Bataan Peninsula Island State University	VP for Academic Affairs	invest
103	4. Give suggestions to improve the implementation of the Philippine international mobility of students programs in compliance with the ASEAN objectives.	More publicity ang financial support	No Entry	Mindoro State College of Agriculture and Technology	Former Vice President for Administration	publicity
104		None.	No Entry	University of Southern Philippines	VP for Academic Affairs	
105		scholarships for foreign scholars	No Entry	Philippine Normal University	Former VP for Administration / Professor	scholarships
106		Give more governmental support thereto.	Atty. Eric G. Claudio	Nueva Ecija University of Science and Technology	Director of International Affairs	governmental support
107		I think it is on policy that HEIs could make active participation. CHED should provide better policies for it.	Dr. Bobby Gerardo	West Visayas State University	Former VP for Academic Affairs / Professor	policies
108		Invest more on higher education particularly on internationalization	No Entry	Bataan Peninsula Island State University	VP for Academic Affairs	invest on internationalization
109	5. In participating universities in South East Asia, there are present partnerships/arrangements for exchange of students or professors, research collaboration, tour visits of students, etc., which countries do you want to have a tie-up with your home institution/country?	Singapore	No Entry	Mindoro State College of Agriculture and Technology	Former Vice President for Administration	Singapore
110		revisit/revise existing policies to respond to the new normal conditions. Shorten the long process of review and approval of requests for international collaboration in the CHED central office.	No Entry	University of Southern Philippines	VP for Academic Affairs	revisit, revise, collaboration
111		Singapore, Malaysia, Indonesia, and Thailand	No Entry	Philippine Normal University	Former VP for Administration / Professor	Singapore, Malaysia, Indonesia, and Thailand
112		Singapore, Indonesia, Vietnam, Malaysia and Thailand	Atty. Eric G. Claudio	Nueva Ecija University of Science and Technology	Director of International Affairs	Singapore, Indonesia, Vietnam, Malaysia and Thailand
113		We have many partners already in the ASEAN nad some in the USA. I am thinking of partners in EU like Germany or France.	Dr. Bobby Gerardo	West Visayas State University	Former VP for Academic Affairs / Professor	USA, EU (Germany, France)
114		Singapore	No Entry	Bataan Peninsula Island State University	VP for Academic Affairs	Singapore

Appendix K (Addendum)

Interview from Key CHED Implementer

1	Theme / Sub-Themes/Question	Interview	Key Points / Phrases
2	Interviewee: Director, International Affairs Staff (IAS) of the Commission on Higher Education (CHED)		
3	Status		
4	1. Tell me about the international mobility for students as an ASEAN policy? Is it still effective approach of ASEAN to achieve regional integration?	In his paper entitled "SEAMEO RIHED and Higher Education Harmonisation" former SEAMEO RIHED Director Dr. Supachai Yavaprabhas said that globalization has helped transform higher education and necessitated adaptive responses from national governments. Regional harmonization of higher education policies and practices was highlighted as the primary means to respond to the phenomenon. For higher education harmonization to happen and be successful, mechanisms dedicated towards the establishment of an area of knowledge are necessary to be put in place. These mechanisms will not only create the higher education common space, but also help build trust within the region's higher education landscape and contribute to ASEAN Community-building. Among these mechanisms is mobility and credit transfer, and given their prominence and impact in regional integration, they remain to be one of the top priorities in higher education in ASEAN.	build trust, credit transfer, prominence, impact
5	2. What can you say about the Philippine international mobility for students program through the host HEI/SUC?	In 2014, the country commenced its participation in the ASEAN International Mobility Student (AIMS) Program and line with this, the Commission issued the necessary guidelines for participating HEIs. We assessed many applicant institutions for this program and came up with 12. This group of higher education institutions (HEIs) have actively participated in the activities of the program, as well as the Commission's own internationalization initiatives. We see great potential on this model of collaboration wherein the government provides support for select HEIs with the capacity and capability to participate in international exchanges.	model collaboration
6	3. What makes you think that the Philippine educational system will complement/fulfill/satisfy the required competencies or skills by your citizens/students?	The Philippine Qualifications Framework (PQF) sets levels of qualifications and outcomes for the development, recognition, and award of qualifications. The standards used in this system are standards of knowledge, skills, and values. The Philippine Report detailing our education and training system which was referenced against the ASEAN Qualifications Reference Framework (AQRf) was endorsed by the AQRf Committee. This means, for one, that our citizens' skills and qualifications given certain levels can be treated as comparable based on the standards of other ASEAN Member States (AMS) because the AQRf's function is precisely to enable qualifications to be compared across the region.	PQF, AQRf, recognition, award qualification, knowledge, skills, values
7	4. What are the strengths of the Philippine international student mobility in terms of:		
8	a. Disciplines offered	We have a wide range of disciplines offered in the country, there are also certain fields where we excel such as medical laboratory science, teacher education, gender and development, and disaster risk reduction and management that may attract inbound students.	range of disciplines
9	b. Scholarship supports	While we don't have an existing government-managed scholarship scheme for inbound students, there are existing programs for Filipino students. Universities also have their own programs both for outbound and inbound students.	own programs
10	c. Admission standards	We have reasonable admission standards and universities—especially those engaging actively in internationalization—know the value of merit-based admissions. We're also encouraging the Philippine higher education sector to be more inclusive in line with our efforts to provide equitable access not just to higher education, but also to international opportunities.	value of merit-based admissions

11	d. Structural arrangements?	The Commission has an office dedicated to International Affairs which has been engaged in promoting internationalization opportunities in the country. We also strongly encourage universities wanting to internationalize (which includes sending outbound and receiving inbound students) to have the necessary facilities, equipment, and support systems such as having a sound internationalization strategy plan, an international relations office with a dedicated focal official, an international student center, and more based on the provisions of the Policy Framework on the Internationalization of Philippine Higher Education (CMO 55 s 2016).	sound internationalization strategy, international student center
12	5. What are the weaknesses of the Philippine international student mobility?	We recognize the need to expand the number of available scholarship opportunities for academic mobility in the country both for inbound and outbound students. Visa and immigration issues also affect whether a foreign student will choose the Philippines as their study destination. We continuously work with the Bureau of Immigration and Department of Foreign Affairs to address concerns that are relevant to their respective mandates.	visa, immigration
13	Determinants		
14	1. What are the push factors (reasons) of the continuous compliance of the Philippines and other ASEAN countries with the ASEAN policy on the mobility of students in the region?	Higher education—and specifically academic mobility—has always been a prominent feature of major policy documents in ASEAN. It's in the 2015 Kuala Lumpur Declaration on Higher Education, the ASEAN Work Plan on Education 2016 to 2020, Master Plan on ASEAN Connectivity (MPAC) 2025, and embodied in the 2025 ASEAN Socio-Cultural Community (ASCC) Blueprint. This gives ministries of higher education in the region a strong drive to pursue academic mobility initiatives at the national and regional levels, especially considering how it contributes to regional integration.	MPAC 2025, ASCC
15	2. What have been the recent significant decisions made by the ASEAN and / or ASEAN Member States regarding mobility of students?	Significant progress has been made recently through the MPAC 2025. Under MPAC's priority area on people-to-people connectivity is Initiative 15: Support Higher Education Exchange Across ASEAN Member States. Some of the components of this initiative are the Assessment Report on Intra-ASEAN Student Mobility, Assessment on ASEAN Student Visa, and ASEAN Single-branded Scholarships. All of these are still in progress and we're very much looking forward to the steps we will have to take once significant progress has been made on each component.	MPAC 2025
16	3. How do these decisions (#2) affect the various ASEAN policies on international mobility of students?	Overarching policies encouraging people-to-people connectivity (which includes higher education exchanges) get echoed in declarations and translated/operationalized in work plans. Once they have been broken down into more specific action lines it is easier for ministries of higher education to act on them and to implement initiatives that respond to select priority areas, such as promoting mobility.	overarching policies
17	Problems		
18	1. What are the major barriers in the achievement of the regional integration through international mobility of students in higher education?	There is no ASEAN mobility policy that demands the compliance of Philippine universities when it comes to academic exchanges, but the Commission issued CMO 55 s 2016 which also contains our overarching policy and strategies on international mobility. We have also drafted guidelines on higher education mobility, which is yet to be issued. Lack of sufficient resources and infrastructure is a serious barrier for some HEIs so we do our best to expand the reach of our capacity-building initiatives.	no ASEAN mobility policy, CMO 55 s. 2016
19	2. What are the limitations of the Philippine international mobility of students that hindered compliance with ASEAN mobility policies and programs in terms of Disciplines offered, Scholarship supports, Admission standards, and Structural arrangements?	Lack of a centralized mobility database, multiple mobility platforms with overlapping mandates and varying credit transfer schemes, and sustainability of resources may pose challenges in building a harmonized higher education pace in the region. Nevertheless, these are already being addressed through the many initiatives on-going in ASEAN, which enjoy strong support from higher education stakeholders.	mobility data base, multiple mobility platforms
20	Recommendations		
21	1. How do you think the scholars or students of international mobility can reciprocate the host HEI/SUC/AMS contribute back to their home country?	We recommend that students/faculty/administrators/researchers who participate in an exchange conduct echoing and cascading activities which serves as an opportunity for them to apply what they learned in the exchange and share them with their peers. This will enable them to give back to their home institution and contribute to the development of their community.	cascading activities, echoing
22	2. How do you think the scholars or students of international mobility can contribute back to their home HEI/SUC/AMS?	Is this similar to Question No. 1? We recommend that students/faculty/administrators/researchers who participate in an exchange conduct echoing and cascading activities which serves as an opportunity for them to apply what they learned in the exchange and share them with their peers. This will enable them to give back to their home institution and contribute to the development of their community.	cascading activities, echoing
23	3. How can ASEAN Member States accelerate the regional integration through higher education?	For the region to be able to successfully create and sustain a robust higher education common space, strong focus and support must be accorded to the creation of mechanisms dedicated towards the establishment of an area of knowledge. These mechanisms—which include quality assurance, academic mobility and credit transfer, research, and qualifications frameworks—will not only create the higher education common space, but also help build trust within the region's higher education landscape and contribute to ASEAN Community-building.	common space, quality assurance, academic mobility, credit transfer, research, quality frameworks

24	4. Give suggestions to improve the implementation of the Philippine international mobility of students programs in compliance with the ASEAN objectives.	More opportunities and strong support (financial, administrative, technical) systems must be in place so we can contribute to intra-ASEAN mobility. Concerned government agencies should also work together in addressing barriers experienced by students when it comes to visa and immigration, without compromising national security.	strong support, financial, administrative, technical
25	5. In participating universities in South East Asia, there are present partnerships/arrangements for exchange of students or professors, research collaboration, tour visits of students, etc., which countries do you want to have a tie-up with your home institution/country?	Question more applicable to Philippine universities.	No entry

Appendix L
RA 11448 (Transnational Higher Education Act)

H. No. 8682

Republic of the Philippines
Congress of the Philippines
Metro Manila
Seventeenth Congress
Third Regular Session

Begun and held in Metro Manila, on Monday, the twenty-third
day of July, two thousand eighteen.

[REPUBLIC ACT NO. 11448]

AN ACT EXPANDING ACCESS TO EDUCATIONAL
SERVICES THROUGH THE ESTABLISHMENT AND
ADMINISTRATION OF TRANSNATIONAL HIGHER
EDUCATION, AND APPROPRIATING FUNDS
THEREFOR

*Be it enacted by the Senate and House of Representatives of the
Philippines in Congress assembled:*

SECTION 1. *Short Title.* — This Act shall be known as
the "Transnational Higher Education Act".

SEC. 2. *Declaration of Policy.* — It is hereby declared
the policy of the State to provide quality education which is
relevant to the changing needs of the people and society.
Higher education shall serve as a principal instrument for
generating productive knowledge, innovation and technology

to develop relevant and technical higher order skills needed to compete in the knowledge economy to redound in, and ensure, resource generation.

The State recognizes that rapid developments brought about by globalization, including liberalization of trade in goods and services and expanding use of information and communication technologies, have created a climate for borderless teaching and learning. In this light, the State shall endeavor to modernize the Philippine higher education sector, and bring international quality standards and expertise into the country, with a view to making higher education globally competitive, attracting a flow of talented students, faculty, and staff and improving the country's human resource base.

The State shall actively encourage, promote, and accelerate the establishment of transnational higher education programs, the internationalization of higher education in the country, and the development of the transnational higher education sector. Further, the State shall strengthen educational, cultural, social, economic, and political bonds between Philippine and foreign institutions of higher learning, thereby fostering a vibrant exchange of cultures, conducive to peaceful living within the global community. It shall develop collaborative arrangements between and among Philippine universities and training institutes, on one hand, and foreign universities, on the other, with the aim of building the capacity of all partner institutions to operate, manage, and administer postsecondary and graduate programs and to provide opportunities for students and learners to gain or acquire valuable experiences, skills and knowledge as well as international and foreign diplomas, degrees, and certificates.

SEC. 3. *Definition of Terms.* – As used in this Act:

(a) *Academic franchising* also known as "other instructional side" or "offshore location", refers to a form of transnational higher education (TNHE) whereby a higher education institution (HEI), as a franchiser, from a certain

country grants another institution, as a franchisee, in another country the right to provide the franchiser's programs and qualification requirements in the franchisee's host country, regardless of the students' origin;

(b) *Academic program* refers to a set of courses of study, which when completed, leads to a degree;

(c) *Articulation* refers to an arrangement whereby students for a sub-degree in one country are guaranteed advanced entry into a degree program in another country if they achieve an agreed level of performance in their studies;

(d) *Auxiliary services* refer to services that support the delivery of educational services including promotion procedures and activities, recruitment of students, admission, registration, processing of payments, student orientation, and such other related activities, except teaching and learning activities;

(e) *Awarding institution* refers to an offshore HEI that is in partnership with a local HEI provider of TNHE programs and which awards a diploma or certificate of graduation solely or in addition to the diploma or certificate of graduation awarded by the local partner HEI to students who have completed a degree course or program in the partner local HEI;

(f) *Branch campus* also known as a local branch or a satellite campus, refers to a campus of an HEI of another country established in the Philippines to offer its own educational programs and to impose qualification requirements, regardless of the students' origin;

(g) *Distance education* refers to a mode of educational delivery whereby the teacher and the learner are physically separated from each other, and instruction is delivered through appropriate communication technologies using specially designed materials and methods, and supported by organizational and administrative arrangements and structures;

(h) *Double degree* refers to a partnership arrangement or program which leads to two (2) degrees awarded by two (2) institutions;

(i) *Education services* refer to any study program, course of study or parts thereof that qualifies and enables students to participate meaningfully in social and economic development;

(j) *Foreign higher education institution (FHEI)* refers to a foreign-owned and duly recognized higher education institution abiding by a prescribed system of education duly registered in a country other than the Philippines;

(k) *Higher education* refers to any of the various types of education given in postsecondary institutions of learning, and usually affords, at the end of a course of study, a named degree, diploma, or certificate indicating qualifications or skills proficiencies. For purposes of this Act, higher education includes technical and vocational education and training (TVET) institutions such as teacher training schools, junior colleges, and institutes of technology;

(l) *Higher education institutions (HEIs)* refer to public and private postsecondary education institutions, which include universities and colleges, TVET institutions and specialized institutions that provide undergraduate and graduate degree programs in such fields as law, theology, medicine, business, music, and art, among others;

(m) *International branch campus* refers to an HEI located in another country, a separate country from the country where the institution originated or where the main campus is located. An international branch campus would have some physical presence in the host country; awards at least one (1) degree in the host country that is accredited in the country of the originating institution; and typically have local partner HEIs, as specified in Section 9 of this Act;

(n) *Internationalization of higher education* refers to the process of integrating international, intercultural and global dimensions into the goals, functions (teaching, learning, research and services) and delivery of higher education;

(o) *Joint degree* refers to a partnership arrangement or program which leads to a single degree awarded by two (2) or more institutions. The program is jointly developed, delivered and jointly assessed;

(p) *Offshore* refers to any locality outside of the country where a higher program has its base of operation;

(q) *Onshore* refers to the country where a higher education program has its base of operation;

(r) *Open Distance Learning (ODL)* refers to the merger of two (2) concepts, that of open learning and distance education. It is a system which combines the methodology of distance education with the concepts of open learning and flexible learning. Distance instruction may be delivered by post or mobile phone;

(s) *Providing institution* refers to an HEI which provides TNHE programs in partnership with another HEI located offshore;

(t) *Transnational higher education (TNHE)* includes all types and modes of delivery of higher education study programs, sets of courses of study, or educational services, including distance education and study-abroad programs, which involve education systems of a State different from the State where a TNHE provider operates or programs which may operate independently of any national education system or where the learners are located in a country different from the one where the awarding institution is based;

(u) *Transnational higher education arrangement* refers to an educational, legal, financial, or other system agreed upon formally by partners in order to provide educational services;

(v) *Transnational higher education institutions* refer to higher education institutions, both local (within the country or onshore) and foreign (outside the country or offshore), offering transnational higher education programs;

(w) *Twinning arrangement* refers to an arrangement where students study for a degree in two (2) countries, starting in their own and finishing in another, which typically is the country of a partner institution; and

(x) *Validation* refers to an arrangement whereby the main HEI agrees to award its own degree to students who complete a program from a partner HEI in another country.

SEC. 4. *Strategy for TNHE.* – Consistent with the provisions of this Act, the Commission on Higher Education (CHED) shall formulate a coherent national strategy to encourage and facilitate the establishment of the most effective forms of TNHE programs and institutions in the country.

SEC. 5. *Establishment of TNHE Programs in HEIs.* – TNHE programs shall be established and administered by duly authorized HEIs.

SEC. 6. *Types or Modes of TNHE.* – TNHE programs and arrangements, whether existing, emerging, or anticipated, shall include the following types or modes:

(a) *Academic Franchising*, which is a franchise arrangement whereby an HEI (franchiser) from a certain country grants another institution (franchisee), which is the partner HEI, in another country the right to provide the franchiser's programs and qualifications in the franchisee's host country, regardless of the students' origin;

The local franchisee must be registered with the Securities and Exchange Commission (SEC) and authorized to deliver educational programs or materials;

(b) Articulation, whereby students for a sub-degree in one country are guaranteed advance entry into a degree program in another country if they achieve an agreed level of performance in their studies;

(c) Branch campus, which refers to a campus of an HEI of another country established in the Philippines to offer its own educational programs and qualifications, regardless of the students' origin;

(d) International branch campus, which refer to an HEI located in another country, a separate country from the country where the institution originated or where the main campus is located. An international branch campus would have some physical presence in the host country; awards at least one (1) degree in the host country that is accredited in the country of the originating institution; and typically have local partner HEIs, as specified in Section 9 of this Act;

(e) Joint degree, which refers to a partnership arrangement or program which leads to a single degree awarded by two (2) or more institutions. The program is jointly developed, delivered and jointly assessed;

(f) Double degree, which refers to a partnership arrangement or program which leads to two (2) degrees awarded by two (2) institutions;

(g) Online, blended, and distance learning, which refers to a program delivered across an international border. The delivery medium is typically online, but distance learning can be delivered or conducted by post or mobile phone. The online component of the program can range from zero percent (0%) to one hundred percent (100%). A program, which is partly online and face-to-face, is blended;

(h) Open Distance Learning (ODL), which refers to the merger of two (2) concepts, that of open learning and distance education. It is a system which combines the methodology of

distance education with the concepts of open learning and flexible learning. Distance instruction may be delivered by post or mobile phone;

(i) TNHE Offshore institution, which refers to an autonomous institution established in a host country, which in terms of its organization and education contents, belongs to the education system of another country. An institution is deemed autonomous if it is independent of the ministry, commission or department of education in a host country;

(j) Twinning arrangements, which refer to an arrangement where students study for a degree in two (2) countries, starting in their own and finishing in another, which typically is the country of a partner institution; and

(k) Validation, which refers to an arrangement whereby the main HEI agrees to award its own degree to students who complete a program from a partner HEI in another country.

HEIs intending to enter into partnerships or arrangements with other HEIs may explore or propose to the CHED any other mode or arrangement. The CHED, in consultation with other agencies and HEIs, may add other forms or modes of TNHE as it may deem suitable and in furtherance of the objectives of providing quality TNHE programs in the country. These modes or arrangements must be consistent with the Philippine development plans, and not in contravention of the Constitution, and other laws and policies.

SEC. 7. Commercial Presence of FHEIs in the Philippines. - An FHEI may engage in the business of providing educational services in the Philippines through any of the modes indicated in this Act or through any other arrangement with a Philippine HEI that is consistent with the Philippine Constitution, and other laws and policies, and based on mutually agreed terms.

The FHEIs shall conform to the following minimum standards:

(a) Only FHEIs recognized by their respective governments as quality higher education providers and accredited by a recognized accrediting body in the country of origin or its equivalent, shall be given government authority to offer undergraduate, graduate, and postgraduate degrees;

(b) The FHEIs shall have standards at par with, or higher than, Philippine HEIs in terms of government recognition, faculty strength and curriculum; and

(c) The FHEIs shall have the requisite capabilities and resources for higher education provision, and the ability to provide support services to students.

SEC. 8. Partnerships and Collaborative Arrangements.

– FHEIs may enter into other collaborative arrangements with Philippine HEIs, such as twinning arrangements or joint degrees, whereby study programs, or parts of a course of study, or other educational services of the awarding institutions, are provided by another partner institution.

The parties shall conform to the following minimum standards:

(a) The FHEI shall seek prior authority from the CHED to operate specific educational and auxiliary services and shall comply with the requirements set forth in this law and by CHED policies and regulations. No FHEI shall be allowed to establish its branch or any entity purporting to deliver educational programs without approval of the CHED;

(b) Only Philippine HEIs which are CHED-recognized and duly accredited, shall be authorized to conduct and initiate collaborative or twinning programs with FHEIs. The CHED shall determine the level of accreditation which Philippine HEIs are required to acquire in order to be authorized to enter into collaborative arrangements with FHEIs;

(c) Both partners shall draft a memorandum of agreement (MOA) in terms of the programs, duration, evaluation and termination of the agreement, which MOA

shall be legally binding to both parties. The CHED shall be consulted in the finalization of the MOA and shall ensure that it complies with all the relevant national laws and the CHED's policies. The CHED shall determine the documentary requirements needed to be submitted by the parties. Any document executed or issued outside the Philippines must first be authenticated with the appropriate Philippine Foreign Service post before submission to the CHED;

(d) The academic quality of the higher education programs involved is at least comparable to the established standards of the local programs, or compliant with established international standards. The critical details of the collaborative arrangements and the procedures concerning the quality of education services provided by TNHE arrangements shall be based on specific and systematic criteria;

(e) The programs must have complied with the required level of accreditation and other quality assurance requirements;

(f) The critical details of the collaborative arrangements are transparent or open to scrutiny by the government and the public; and

(g) Public announcements about collaborative arrangement or any TNHE program must have the proper government authorization.

Philippine HEIs and all providers of educational and auxiliary services who are partners of the FHEI must be registered with the SEC in the case of corporation or partnership or with the Department of Trade and Industry (DTI) in the case of sole proprietorship, for the purpose of providing educational and auxiliary services. All existing entities seeking to expand their services to include TNHE operations must amend their articles of incorporation with the SEC, or register their expansion with the DTI.

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, and duly registered with the SEC or the DTI, as the case may be. The FHEI may maintain its name, offer the education programs through the branch, and award the degree or credit. The local branch shall be managed and administered jointly by the parties, subject to the provisions of the Constitution on control and administration of educational institutions. The local partner shall be accountable for assuring the quality of the programs offered.

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 the approval of the SEC by filing its incorporation papers, together with authenticated copies of its foreign charter and bylaws: *Provided, finally*, That the FHEI shall be required to post a bond in an amount to be determined by the SEC, to guarantee the fulfillment of future obligations and liabilities.

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.

SEC. 10. *Philippine HEIs Operating Offshore.* - Philippine HEIs operating offshore shall conform to the following guidelines:

(a) Only Philippine HEIs with programs recognized by the CHED may be given government authority to offer services offshore. Philippine HEIs providing education offshore must preserve the reputation of the Philippines as a provider of quality higher education;

(b) Philippine HEIs operating offshore should abide by the laws, rules, and regulations of the country where it seeks to operate or deliver its educational programs; and

(c) In cases where offshore students are to spend a period of time in the Philippines as part of the course or program requirements, the HEIs shall provide support services as necessary, including information on legal requirements and living arrangements.

SEC. 11. *Programs and Degrees Offered.* – Courses offered by Transnational Higher Education Institutions (TNHEIs) may include undergraduate, graduate, and postgraduate degrees. The CHED, in consultation with stakeholders from the HEIs and appropriate government agencies, may determine the propriety of offering other specialized courses, including Bachelor of Laws and Bachelor of Medicine, by qualified institutions.

Prior to the offering of TNHE courses, all TNHEIs shall submit their curricula to the CHED, which shall review and ensure that such curricula conform to international standards. The curricula of TNHEs which belong to the top five hundred (500) World's Best Universities based on international ranking acknowledged by the CHED are deemed to have met international standards and shall be exempt from complying with CHED standards: *Provided*, That if the TNHEIs fall out of the top five hundred (500) ranking, their subsequent new programs or course offerings shall be reviewed by the CHED to ascertain if these meet international standards.

SEC. 12. *Quality Assurance.* – TNHEIs, which include both the awarding and providing institutions, shall be accountable for quality assurance and control. They shall develop, implement, and review internal quality assurance processes and cooperate with the CHED or other duly recognized local or international audit and accreditation bodies to protect and strengthen the reputation of *bona fide* institutions engaged in TNHE, as well as to protect the students and other stakeholders from low quality services of institutions with questionable reputation or engaged in malpractice and fraud.

To facilitate the entry of high-ranking universities in the country, TNHEIs belonging to the top five hundred (500) HEIs in the world for three (3) consecutive years based on

reputable international ranking acknowledged by the CHED shall be presumed to be compliant with international standards and shall be exempt from the standard quality assurance review by the CHED or other audit and accreditation bodies: *Provided, That* those that fall out of the top five hundred (500) ranking shall be required to undergo quality assurance processes as provided in this section.

The CHED shall issue the necessary guidelines for the implementation of this section.

SEC. 13. *Benchmarks for Ensuring Quality of TNHE.* – In reviewing the performance of TNHEIs, the CHED, or other duly recognized local or international audit and accreditation bodies, may ascribe the respective weights to the following performance indicators:

(a) Curriculum innovation, which pertains to the manner and degree to which the curricula are relevant and adaptable to current and global developments, trends, and values. Curriculum innovation includes the assessment of the conformity of certificates, diplomas and degrees granted by the TNHEIs with internationally accredited programs of reputable international accreditation bodies;

(b) Student diversity, which includes the promotion of a respectful classroom climate under egalitarian norms and principles; encouraging plurality and the contribution of diverse perspectives brought about by differences in race, gender, religion, and culture; use and monitoring of both spoken and written languages in ways that consider implicit assumptions, exclusions, overgeneralizations, stereotypes, and social discrimination;

(c) Research and development, which can be measured in terms of the number and quality of articles and papers published in international journals and other publications used in international fora and conferences;

(d) Graduation and retention rate, which pertains to the number of first year students who graduate within a given time period in light of course requirements and internationally acceptable best practices;

(e) Job placement and career services, which generally refer to the effectiveness of in-house career services that educate, connect, and advise students and new graduates about opportunities for internships, externships, fellowships, postgraduation employment opportunities, and career advancement. Job placement services include the degree to which the TNHEI can structurally align its graduates to programs for economic needs, and the human resource requirements of industry to the general employment demands and the specific industry demands in local and foreign markets;

(f) Facilities and infrastructure, which pertain to the extent to which the school's facilities and infrastructure address the needs of the programs in accordance with set standards, as well as provide for the welfare of students and teachers. The students' experiences on the availability, adequacy, and suitability of facilities and infrastructure shall be assessed through surveys and other appropriate means;

(g) Faculty and faculty diversity, which pertain to the credentials of the faculty in terms of their education, work background and expertise, and involvement in research and other institutions in their field. Greater weight is given to institutions with a higher percentage of full-time faculty holding doctorate or equivalent degrees in their fields. Visiting faculty from other regions, countries, cultures, and backgrounds are encouraged. There should also be a sufficient number of qualified faculty to adhere to internationally accepted best practices for faculty-to-student ratio;

(h) Alumni leadership and performance, which includes entry-level and mid-career-level income of alumni; for public interest positions, the international reputation of the positions which alumni hold; alumni performance and passing rates in licensure examinations, especially those examinations

administered by jurisdictions in major economies outside the Philippines; performance and passing rates in internationally acceptable standardized tests and testing methods by foreign jurisdictions; the extent to which the skill sets of alumni meet legitimate employment demand in domestic and foreign markets; and alumni mobility and transferability of one's skill set across jurisdictions or industries;

(i) Alumni participation, which may be measured in terms of donations, endowment building, network building and network database management, alumni-initiated partnerships and linkages, extent and reach of foreign alumni, and alumni cohesiveness;

(j) International linkages, which refer to institutional relationships made on the basis of formal or informal agreements, which lead to cooperative action resulting in the accomplishment of shared or specific objectives by the parties involved: *Provided*, That the number of signed agreements alone shall not be a sufficient basis for assessing international linkages. The CHED, or other duly recognized local or international audit and accreditation bodies, may identify other bases for assessing performance relevant to international linkages, such as the benefits that accrue or are expected to accrue to TNHEIs as a result of agreements entered into;

(k) Grant and endowment management, which pertains to how effective the TNHEI can build and manage an endowment corpus for purposes of sustaining a system of scholarships and fellowships, such as the sustainability of its endowment, the efficiency of grant compliance measures and grant administration, progressive per capita endowment ratios, and the degree to which the endowment can fund operating expenses otherwise financed by tuition; and

(l) Other criteria analogous to the foregoing.

The following criteria may also be considered: (i) environmental sustainability; (ii) gender and race sensitivity; (iii) social responsibility; (iv) housing facilities, both in-house and affiliated housing; (v) health facilities and

medical services; (vi) retirement facilities; (vii) job generation; and (viii) other quasi-indicators analogous to the foregoing.

SEC. 14. *Creation of a Transnational Higher Education Division.* – There is hereby created a Transnational Higher Education Division (TNHED) under the International Affairs Staff of the CHED to act on all matters related to TNHE institutions and programs established in the country, whether existing or yet to be established. In the performance of its functions, the TNHED shall coordinate with the Technical Committee for Transnational Education and the Technical Panel for ODL of the CHED.

The functions currently being performed by other offices and divisions of the CHED in relation to TNHE, including those undertaken by the Programs Development Division under the Office of Programs and Standards Development, are hereby transferred to the TNHED.

The TNHED shall have the following functions:

- (a) Formulate policies, standards, and guidelines in the operation of TNHE programs;
- (b) Formulate strategies and mechanisms for the implementation of TNHE programs in the country;
- (c) Accept, evaluate and process all applications of Philippine HEIs and FHEIs for authority to operate any of the types/modes of TNHE, including educational and auxiliary services;
- (d) Conduct the review and evaluation of performance of TNHEIs, including visitation and other regulatory activities, for purposes of determining compliance with Philippine laws, rules, policies, and regulations; and
- (e) Perform such other duties necessary to carry out the purposes of this Act.

SEC. 15. *Role of Government Agencies.* – Consistent with the policy and objective of encouraging, promoting, and accelerating the establishment of TNHE institutions and programs in the country, all concerned government agencies and local government units (LGUs) are hereby mandated to establish mechanisms to expedite the processing of the relevant applications, documents, and permits for FHEIs and all other institutions authorized by the CHED to establish and operate education and auxiliary services in the country.

(a) The SEC is hereby mandated to establish a mechanism to facilitate and expedite the processing of the applications for registration to operate TNHE and/or auxiliary services, as well as registration of partnerships, corporations, or other arrangements established under this Act;

(b) The concerned LGUs are hereby directed to establish a mechanism to facilitate and expedite the processing of business permits for TNHE institutions and partnerships;

(c) The Bureau of Immigration (BI) and the Department of Labor and Employment (DOLE) are hereby directed to establish a mechanism to facilitate and expedite the processing of visa and other immigration requirements for foreign faculty, academic personnel, and all staff who work in an institution or study program established through a transnational arrangement; and for students who are enrolled or registered for a course of study or parts of it, in a TNHEI;

(d) The Professional Regulation Commission (PRC) is hereby directed to establish a mechanism to facilitate and expedite the processing of certificate of registration or license and professional identification cards, as required in accordance with Section 7, paragraphs (j) and (l) of Republic Act No. 8981, otherwise known as the "PRC Modernization Act of 2000", and related resolutions and issuances, to be issued to foreign faculty who work in an institution or study program established through a transnational arrangement.

Within six (6) months from the effectivity of the implementing rules and regulations of this Act, the foregoing government agencies shall submit a report to Congress as to the status and progress of the respective mechanisms formulated and established under this section.

SEC. 16. *Tax Exemptions.* - Pursuant to Section 4, Article XIV of the Constitution, all revenues and assets of nonstock, nonprofit TNHEIs which are used actually, directly, and exclusively for educational purposes shall be exempt from taxes and duties.

All grants, bequest, endowments, donations and contributions made to the TNHEI to be used actually, directly and exclusively by the TNHEI shall be exempt from donor's tax and the same shall be allowed as allowable deduction from the gross income of the donor for purposes of computing the taxable income of the donor in accordance with the provisions of the National Internal Revenue Code (NIRC) of 1997, as amended.

Further, in accordance with Section 28, Article VI of the Constitution, all lands, buildings, and improvements, actually, directly, and exclusively used by a TNHEI for educational purposes shall be exempt from taxation.

All nonstock, nonprofit TNHEIs shall also be entitled to all tax incentives granted to such entities in accordance with the provisions of the NIRC of 1997, as amended.

SEC. 17. *Proprietary TNHEIs.* - All TNHEIs which do not satisfy the definition of "nonstock, nonprofit educational institutions" as defined by the NIRC are deemed, for purposes of this Act, to be proprietary educational institutions. All proprietary educational institutions shall be subject to the taxes, exemptions, and other duties and privileges under the NIRC, specifically Section 27, Title II, Chapter IV thereof, and Bureau of Internal Revenue implementing rules and regulations.

To the extent applicable, TNHEIs shall enjoy the same benefits, tax credits and incentives provided for in existing laws including those provided under Executive Order No. 226, otherwise known as the "Omnibus Investments Code of 1987", and Republic Act No. 7844, otherwise known as the "Export Development Act of 1994".

SEC. 18. *Repatriation of Capital and Remittance of Dividends, Profits and Earnings from Foreign Investments.* – Repatriation of capital and remittance of dividends, profits and earnings arising from foreign investments in TNHEIs may be done, using foreign exchange sourced from authorized agent banks (AAB) or AAB subsidiary or affiliate foreign exchange corporations: *Provided, That* such foreign investments have been previously registered with the Bangko Sentral ng Pilipinas (BSP). For this purpose, the BSP rules and regulations governing registration of foreign investments shall be complied with.

SEC. 19. *Labor and Management Relations.* – Labor and management relations in all TNHEIs shall be governed by existing labor laws. Employees and personnel of TNHEIs shall enjoy working conditions not less than those provided under Presidential Decree No. 442, or the "Labor Code of the Philippines", as amended, and other relevant laws, issuances, rules and regulations of the Philippine government and the DOLE.

SEC. 20. *Termination of Partnership or Closure of Program.* – In the event of termination of a partnership, or the phaseout or closure of a program, institutions engaged in TNHE shall ensure that commitments made to enrolled students are met, including offering students suitable alternative pathways for completing the program to which they have been accepted.

The assets of the closed enterprise can be transferred and the funds can be remitted out of the country in accordance with the applicable laws, rules and regulations of the Philippines.

SEC. 21. *Continuing Research.* - The CHED shall conduct continuing research and development on the improvement of TNHE and the internationalization of higher education for the purpose of enhancing knowledge creation and revenue generation.

SEC. 22. *Appropriations.* - The amount necessary to carry out the provisions of this Act shall be charged against the current year's appropriation of the CHED. Thereafter, the amount necessary for the continued implementation of this Act shall be included in the annual General Appropriations Act. The operating requirements of the TNHED under the International Affairs Staff of the CHED shall be included in the budget of the CHED in the annual General Appropriations Act.

SEC. 23. *Implementing Rules and Regulations.* - Within ninety (90) days from the effectivity of this Act, the Chairperson of the CHED, with technical support of the Technical Committee for Transnational Education and the Technical Panel for Distance Education, and in consultation with the Technical Education and Skills Development Authority, PRC, BI, SEC, Board of Investments, and other stakeholders and relevant government agencies, shall issue the implementing rules and regulations of this Act. Such rules and regulations shall take effect fifteen (15) days after its publication in a newspaper of general circulation in the Philippines.

SEC. 24. *Separability Clause.* - If any provision of this Act is declared unconstitutional, the remainder of this Act or any provision not affected shall remain in full force and effect.

SEC. 25. *Repealing Clause.* - All laws, acts, presidential decrees, executive orders, proclamations or administrative regulations which are inconsistent with the provisions of this Act are hereby amended, modified, superseded or repealed accordingly.

SEC. 26. *Effectivity.* – This Act shall take effect fifteen (15) days after its publication in the *Official Gazette* or in a newspaper of general circulation.

Approved,

VICENTE C. SOTTO III	GLORIA MACAPAGAL ARROYO
<i>President of the Senate</i>	<i>Speaker of the House of Representatives</i>

This Act which originated in the House of Representatives was passed by the House of Representatives and the Senate of the Philippines on January 14, 2019 and June 3, 2019, respectively.

MYRA MARIE D. VILLARICA	DANTE ROBERTO P. MALING
<i>Secretary of the Senate</i>	<i>Acting Secretary General House of Representatives</i>

Approved: **AUG 28 2019**

RODRIGO ROA DUTERTE
President of the Philippines

**Appendix M
Curriculum Vitae**

MEDARDO B. BOMBITA, DPA



Tel. Nos. : (02) 8935.8819 (Office)
(02) 8952.7737 (Home)
0977.813.7737 (Mobile)
E-mail : medardo_bombita@yahoo.com
mbbombita@up.edu.ph

EDUCATIONAL BACKGROUND

Post-Graduate: **Master in ASEAN Studies**
University of the Philippines Open University (UPOU)
Los Baños, Laguna (2017-30282)
2017 - 2020

Graduate : **Doctor in Public Administration (DPA)**
Polytechnic University of the Philippines
Sta. Mesa, Manila
December 11, 2009

Master in Public Administration (MPA)
University of Rizal System
Province of Rizal
March 27, 2007

College : **Bachelor in Political Science
with option in Public Administration**
Polytechnic University of the Philippines
May 7, 1999 (Academic Excellence Recipient)

Secondary : **Rizal Polytechnic College**
Morong, Rizal
1995 (Belongs to the top 10 of the Class)

Elementary : **Sampaloc Elementary School**
Sampaloc, Tanay, Rizal
1991 (5th Honor)

WORK PROFILE

Employment Record (Record of Appointments)

- Professor 1 (Pending for Accreditation)
- Associate Professor 5 (July 1, 2019 - Present)
- Associate Professor 3 (January 1, 2017 – June 30, 2019)
- Associate Professor 2 (November 10, 2011 – December 31, 2017)
- Instructor 3 (December 1, 2008 – November 9, 2011)
- Instructor 1 (November 1, 1999 – November 30, 2008)

Other Professional Experiences

- Professorial Lecturer, URS Graduate School
June 19, 2010 - Present
- Associate Professorial Lecturer 4 (Part-time Faculty)
De La Salle - College of Saint Benilde Antipolo
August 31, 2018 – December 31, 2019

Administrative / Academic Management Experiences

Official Capacity:

- Director, Administrative Services
June 20, 2018 – February 17, 2020
- Director, Administrative Services
June 15, 2017 – June 14, 2018
- Director, Administrative Services
May 16, 2017 – May 15, 2018
- Campus Director, URS Binangonan
June 1, 2016 – May 15, 2017
- Campus Director, URS Binangonan
May 16, 2015 – May 15, 2016
- Campus Director, URS Binangonan
May 15, 2014 – May 15, 2015
- Campus Director, URS Angono
April 24, 2013 – April 24, 2014
- Dean of the College of Social Sciences , URS Pililla
April 23, 2012 - April 23, 2013

Officer-in-Charge:

- Office of the University President
October 23 – 24, 2019
- Office of the Vice President for Administration and Finance
October 21 – 31, 2019; July 22 – August 19, 2019;
June 27 – 29, 2018; May 10 – 30, 2018;
November 13 – 15, 2017; July 26 – August 3, 2017;
May 18, 19, 22 - 24, 2017;

Other Previous Designations:

- Secretary of the Graduate School, URS Pililla
April 30, 2012 – April 30, 2013
- Faculty Coordinator of the Graduate School, URS Pililla
July 6, 2011 – April 29, 2012
- Faculty Coordinator of the Graduate School, URS Pililla
August 5, 2010– June 30, 2011
- Program Supervisor for Social Sciences, URS Pililla
August 22, 2005 – December 31, 2006
- ISO Project Manager
March 22, 2016 – March 21, 2017
- Adviser of the University Supreme Student Council
School Year 2005 – 2006
- Adviser of the College Supreme Student Council
School Year 2004 – 2005

PROFESSIONAL GROWTH AND DEVELOPMENT**Board Examination / Licensure**

- License for Professional Teachers (Social Studies)
- Professional Civil Service Eligibility

Scholarship / Fellowships**Fellowship in the Philippine Higher Education
Career System**

Development Academy of the Philippines
August 23, 2016 – January 19, 2017

Fellowship of the Royal Institute of Singapore for Public Administrators

San Beda College Manila
February 27, 2016

Fellowship in Managing e-University for Senior Officials

Multimedia University (Malaysia)
October - November 2013

Relevant Trainings / Seminars / Courses Completed for the last 10 years

Title	Inclusive Date/s	Sponsoring Organization/ Agency
PhilHealth Expanded Primary Care Benefits and Supplemental Benefits	December 2, 2019	PhilHealth
2019 PASUC General Assembly	July 17 – 19, 2019	Philippine Association of State Universities and Colleges (PASUC)
1 st ASEANale (2018)	February 28 – March 2, 2018	University of the Philippines Diliman
ISO Workshop on the Failure Mode and Effect Analysis Criteria (FMEA)	February 27 – 28, 2018	University of Rizal System
3-Day National Consultative Workshop on the Proposed Revised Organizational Structure and Staffing Standards for SUCs	January 31 – February 2, 2018	Philippine Association of State Universities and Colleges (PASUC)
Recent Development in Procurement and Public Administration	May 21 - 24, 2018	JPLC Center for Academic Values
2017 ASEAN Young Quality Assurance Officers Network Forum	December 7, 2017	Commission on Higher Education
ISO 9001:2015 Documents Enhancement Workshops	December 4 – 6, 2017	University of Rizal System
Workshop on Project Procurement Management Plan	November 9-10, 2017	University of Rizal System
Workshop on Designing Plan, Project Monitoring and Evaluation	September 7-9, 2017	University of Rizal System
National Re-Orientation Workshop and Training on NBC No. 461	October 25-26, 2017	Philippine Association of State Universities and Colleges (PASUC)
Philippine Higher Education Career System-Executive Development Program (PHILHECS-EDP)	August 23, 2016 – January 19, 2017	Commission on Higher Education (CHED), Development Academy of the Philippines (DAP), Philippine Association of State Universities and Colleges (PASUC)
Audit Checklist Workshop	June 13, 2017	University of Rizal System
Seminar Cum Workshop on Curriculum and Instruction	May 22-24, 2017	University of Rizal System
ISO 9001:2015 Internal Quality Audit	April 3 - 5, 2017	HAE Consultancy and Training Services
Conversations on Performance Management	March 6, 2017	Civil Service Commission
2016 PASUC Midterm General Assembly	June 27, - 29, 2016	Philippine Association of State Universities and Colleges
Royal Institution of Singapore Special Study Series	February 27, 2016	Royal Institution

2016 Agency In-House Review of Researches	January 29, 2016	University of Rizal System
2015 Agency In-House Review of Researches	July 29 – 30, 2015	University of Rizal System
PSPA International Conference	July 2 - 4, 2015	Philippine Society for Public Administrators
Training Workshop on Accreditors on Outcomes-Based Quality Assurance	October 22 – 24, 2014	Accrediting Agency of Chartered Colleges and Universities in the Philippines
Detailed Procurement Process, Property and Supply Management and Legal Remedies in Audit	December 15 – 17, 2015	JPLC Center for Academic Values
Executive Forum on Procurement and Fiscal Matters	February 17 - 19, 2015	JPLC Center for Academic Values
Consultative Conference with Executives of HEIs in CALABARZON	October 10, 2014	Commission on Higher Education
Procurement of Infrastructure Projects	September 9-10, 2014	University of Rizal System
Training of New AACUP Accreditors	October 24 – 26, 2012	Accrediting Agency of Chartered Colleges and Universities in the Philippines
Pre-Planning Sessions	May 10-11, 2012	University of Rizal System

Relevant Functions and Committee Works

Description of Work	Capacity	Date Issued
Guronasyon 2019 Local Search and Selection Nomination Committee	Member	July 18, 2019
University PRAISE Committee	Member	July 16, 2019
University Inventory Committee	Chairperson	May 24, 2019
University Disposal Committee	Member	March 22, 2019
Strategic Performance Management System Performance Management Team (PMT)	Member (Non-Teaching)	March 4, 2019
SALN Review and Compliance Committee	Co-Chairperson	January 29, 2019
University Disaster Risk Reduction and Management	Member	August 31, 2018
Guronasyon 2018 Local Search and Selection Nomination Committee	Member	August 7, 2018
Data Breach Response Team	Vice Chairman	August 2, 2018
University PRAISE Committee	Member	July 11, 2018
Curriculum Development Committee (HUSUKOM)	Chairperson	April 13, 2018
Technical Working Group (HUSUKOM)	Chairperson	April 13, 2018
Faculty Selection Board	Member	February 26, 2018
SALN Review and Compliance Committee	Co-Chairperson	January 23, 2018

Human Resource Merit Promotion and Selection Board (HRMPSB)	Vice Chairperson	January 19, 2018
Bids and Awards Committee	Provisional Member	January 5, 2018
University Inventory Committee	Chairperson	January 4, 2018
8888 Citizens' Complaint Center	Alternate Focal Person	July 3, 2017
University PRAISE Committee	Member	June 22, 2017
Internal Quality Auditors	Assistant Lead Auditor	April 26, 2017
Guronasyon 2015 Local Search and Selection Nomination Committee	Chairperson	September 9, 2015, August 10, 2015
Bids and Awards Committee	Provisional Member	July 20, 2015 July 20, 2014 April 29, 2014
Formal Investigation Committee (Case)	Chairperson	April 21, 2014
Formal Investigation Committee (Case)	Chairperson	January 24, 2014
PRAISE Manual Technical Working Group (Outstanding Faculty)	Member	January 24, 2014
Sub-Committee on Governance, University Administrative Council	Chairperson	November 6, 2012
Technical Working Group of the University Academic Council (HUSUKOM)	Co-Chairperson	October 22, 2012
Committee on Staff Housing	Chairperson	July 3, 2012
Bids and Awards Committee	Provisional Member	September 3, 2011 November 23, 2010
University Search Committee for the <i>Gawad Natatanging Rizaleno sa Edukasyon</i>	Member	February 11, 2010

Researches and Extension Activities

Researches / Publications / Books
Published Research The Philippine Comprehensive Agrarian Reform Program: It's Perceived Impact to Economic Development of Farmers
Unpublished Research - ASEAN Erasmus Mundus: The International Student Mobility in Southeast Asia - The Pursuit of Non-Academic Revenue Through University-Industry Engagement - Culture and Arts of the Province of Rizal - The Human Rights Awareness: The Advent of Responsible Citizenship
On-going Research Undertakings - The Implications to Higher Education of Filipino Transcultural Ethnic Religious Beliefs in CALABARZON - The Role of University Administrators in Enhancing Faculty Development
Books - Practical Research 2 (Quantitative Research), 2016 - Lipunang Pilipino: Kasaysayan at Pamamahala, 2014 - Practical Research 3 (Qualitative Research), 2020 (For release)

Extension / Community Services
Institutional Alalay Binangonan Recreation and Conference Center (BRCC) Calendar Year 2016 BRCC Compound, Binangonan, Rizal
Freemasonry - Lakbay Alalay 2019 (Roadside Assistance) Maundy Thursday (April 18), and Good Friday (April 19), 2019 Ortigas Ave., Taytay, Rizal “Operation Tuli” (Free Circumcision Services) May 4, 2019 Rizal Masonic Temple, Taytay, Rizal - Brigada Eskwela, Balik Eskwela 2019 June 01, 2019 Gulod Malaya Elementary School, San Mateo, Rizal - Tree Planting Activity of the Most Worshipful Grand Lodge August 26, 2019 Sitio Ysiro, Antipolo City
Rotary Club - Career Guidance Orientation Program November 9, 2019 Casimiro Ynares National High School, Taytay, Rizal - Gift-Giving and Feeding Program in the Rotary Connects with Children July 13, 2019 Senden Home Foundation, Brgy. Pantok, Binangonan, Rizal.

Experience in Quality Assurance

Accreditor / Lead Member / Team Leader of the Accrediting Agency of Chartered Colleges and Universities in the Philippines (AACUP): - Palawan State University (July 27 – August 1, 2015) - Polytechnic University of the Philippines (August 26-29, 2014) - Camarines Norte State College (August 6 – 9, 2013) - Kalinga Apayao State College (December 11 – 13, 2012)
Internal Accreditor of University of Rizal System: - Bachelor of Elementary Education and Bachelor of Secondary Education, University of Rizal System Pililla (August 10, 2015) - BS Civil Engineering, BS Computer Engineering, BS Electrical Engineering, BS Electronics Engineering and BS Mechanical Engineering, University of Rizal System Morong (November 12, 2014) - Master of Education, Master of Business Administration, Master in Public Administration, Bachelor of Secondary Education, University of Rizal System Antipolo (August 19, 2014)
ISO Internal Auditor/ Coach of University of Rizal System: - First Batch: University of Rizal System Tanay, University of Rizal System Morong, University of Rizal System Rodriguez - Second Batch: University of Rizal System Pililla, University of Rizal System Binangonan, University of Rizal System Antipolo

Membership in Professional / Civic Organizations and Honor Societies

Organization	Position
Philippine Society in Public Administration (PSPA)	Member
Accrediting Agency for Chartered Colleges and Universities of the Philippines, Inc. (AACUP)	Accreditor
Eastern Organization of Public Administration (EROPA)	Member
Free and Accepted Masons of the Philippines	Master Mason (Historian)
Royal Institute of Public Administrators (Singapore)	Fellow
Rotary Club, International (Tres Escalon Taytay Chapter)	Rotarian-Member

RECOGNITIONS RECEIVED

Major Commendations for the last 10 years

Title of Award of Distinction	Field of Services (Venue/Date)	Grantee Organization	Level
Paper Presentation			
Certificate of Participation	ASEANale 2018 at Asian Center, UP Diliman, Quezon City, Philippines (February 28-March 2, 2018)	UP Diliman	International
Certificate of Recognition	EROPA Conference held at Seoul, Republic of Korea (September 11-15, 2017)	East Regional Organization of Public Administration	International
Certificate of Appreciation	Royal Institution of Singapore Special Study Series held at San Beda College, Manila (February 27, 2016)	Royal Institution	International
Certificate of Appreciation	2014 Agency In-House Review of Researches (August 8, 2014)	University of Rizal System, Rizal	Local
Certificate of Appreciation	National Conference held at Polytechnic University of the Philippines, Manila (March 1, 2013)	Polytechnic University of the Philippines, Manila	National
Certificate of Recognition	International Research Conference for Globalization Sustainability held at Iloilo City (August 14-16, 2012)	West Visayas State University	International
Certificate of Appreciation	International Forum on Innovative Collaboration Learning held at St. Paul University, Manila (November 28-29, 2012)	St. Paul University, Manila	International
Services Rendered to Professionals (Speaker/Accreditor/Proponent)			
Certificate of Appreciation	As Judge in the Faculty Research Colloquium at Quezon City University, Quezon City (December 3, 2019)	Quezon City University	National

Certificate of Recognition	As Resource Speaker in the 2019 East Asia Summit and East Asian Cooperation International Symposium at Weihai, China (September 17-18, 2019)	Chinese Academy of Social Sciences (CASS) and Economic Research Institute for East Asia (ERIA)	International
Certificate of Recognition	As Proponent of ISO 9001:2015 Certification of the University of Rizal System held at URS Morong, Rizal (February 19, 2019)	University of Rizal System	Local
Certificate of Recognition	As Resource Speaker in the Seminar on Human Resource Management at Pililla, Rizal (October 13, 2018)	University of Rizal System Pililla Graduate School	Local
Certificate of Recognition	As Resource Speaker in the Republic Act 1060: Anti-Graft and Corrupt Practices and Article 217 of the Revised Penal Code at Mandaluyong City (October 4, 2017)	University of Rizal System	Local
Certificate of Appreciation	As an Internal Auditor in University of Rizal System at Tanay, Rizal (August 14-19, 2017)	University of Rizal System	Local
Plaque of Appreciation	As Guest of Honor and Speaker of the 26th Founding Anniversary of URS Pililla Campus at Pililla, Rizal (July 11, 2017)	University of Rizal System	Local
Certificate of Recognition	As Resource Speaker in the Overview on the Implementation of the Grant of Free Tuition Fee 2017 at Morong, Rizal (May 16, 2017)	University of Rizal System	Local
Certificate of Recognition	As Reactor in the 2nd Graduate Research Forum at Morong, Rizal (August 29, 2015)	University of Rizal System Morong Graduate School	Local
Certificate of Appreciation	As Internal Accreditor in the Assessment of Programs in University of Rizal System Pililla, at Pililla, Rizal (August 10, 2015)	University of Rizal System Pililla	Local
Certificate of Appreciation	As Resource Speaker in the Solid Cement Workshop of Supervisors' Employees Union at Antipolo, Rizal (June 3, 2015)	Solid Cement Corporation	Local
Certificate of Recognition	As former Campus Director in URS Angono at Angono, Rizal (November 14, 2014)	University of Rizal System Angono	Local
Certificate of Appreciation	As Facilitator of the University Annual University Environment Week at Tanay, Rizal (November 13 - 21, 2014)	University of Rizal System	Local
Certificate of Recognition	As Reactor in the Graduate Research Forum at Morong, Rizal (August 16, 2014)	University of Rizal System Morong Graduate School	Local
Certificate of Recognition	As former Dean of College of Social Sciences and Humanities in URS Pililla at Pililla, Rizal (April 24, 2013)	University of Rizal System Pililla	Local

Certificate of Recognition	As Reactor in the Stakeholders' Summit at Morong, Rizal (October 18, 2012)	University of Rizal System Morong Graduate School	Local
Services Rendered to Students/Community (Speaker/Facilitator)			
Certificate of Appreciation	As Keynote Speaker in the 1 st International Trade Forum at Binangonan, Rizal (November 29, 2019)	University of Rizal System Binangonan	Local
Certificate of Appreciation	As Resource Speaker in the Career Guidance Advocacy Program at Taytay, Rizal (November 8, 2019)	Rotary Club, Tres Escalon Chapter	Local
Certificate of Appreciation	As Guest Speaker in the Leadership and Team Building at Angono, Rizal (October 11, 2019)	University of Rizal System Angono	Local
Certificate of Recognition	As Resource Speaker in the Annual Student Leaders Summit 2016 at Tanay, Rizal (January 21-22, 2016)	University of Rizal System Tanay	Local
Certificate of Appreciation	As Guest Speaker in the CSS Leadership Summit at Pililla, Rizal (August 14, 2015)	University of Rizal System Angono	Local
Certificate of Appreciation	As Guest Speaker in the Leadership Training Seminar at Taytay, Rizal (November 20, 2014)	University of Rizal System Taytay	Local
Certificate of Appreciation	As Guest Speaker in the Commencement Exercises at St. Martin Montessori School, Inc., Angono, Rizal (April 7, 2014)	St. Martin Montessori School, Inc.	Local
Certificate of Appreciation	As Guest Speaker, Commencement Exercises at St. Martin Montessori School, Angono, Rizal (March 24, 2013)	St. Martin Montessori School, Inc.	Local
Longevity in Service and Career Development			
Certificate of Recognition	Loyalty Award for 20 Years of Service (September 27, 2019)	University of Rizal System	Local
Certificate of Recognition	Loyalty Award for 15 Years of Service (October 17, 2014)	University of Rizal System	Local
Certificate of Recognition	Loyalty Award for 10 Years of Service (September 25, 2009)	University of Rizal System	Local
Certificate of Recognition	Career and Self-Development Incentive Award (September 25, 2009)	University of Rizal System	Local
Other Citations			
Ranked 2nd in the Philippine Higher Education Career System Qualifying Examination (August 15, 2016)		Commission on Higher Education (CHED), Development Academy of the Philippines (DAP), Philippine Association of State Universities and Colleges (PASUC)	National

Ranked 1st in the ISO Internal Quality Audit Examination (April 5, 2017)	HAE Consultancy and Training Services	Local
Ranked 2nd Place in the e-Poster Category for Research and Development, Extension and Production Congress (August 25, 2017)	University of Rizal System	Local
Ranked 3rd Place in the Descriptive Research Category for Research and Development, Extension and Production Congress (August 25, 2017)	University of Rizal System	Local
Excellent Distinction of the Higher Education Innovation and Transformation Plan (January 19, 2017)	CHED, DAP, PASUC	National
Ranked 3 rd Place in the e-Poster Category for Research and Development, Extension and Production Congress (August 28, 2015)	University of Rizal System	Local
Nominated as Distinguished Administrator in the University PRAISE 2015	University of Rizal System	Local
Finalist/Candidate for University President (February 17, 2020)	University of Rizal System	Local

CHARACTER REFERENCES

Institutional

Dr. Namerod F. Mateo

Vice President for Research Development,
Extension and Production
University of Rizal System
Tanay, Rizal
Mobile No.:
Email: nfmateo@yahoo.com

Dr. Flordeliza R. Penaranda

Vice President for Academic Affairs
University of Rizal System
Tanay, Rizal
Mobile No.:
Email: vpaa@urs.edu.ph

Personal

Dr. Ruel M. Mojica

Vice President for Research and Extension
Cavite State University
Indang, Cavite
Phone No.:
Email: ruelmojica@yahoo.com

Dr. Feliece I. Yeban

Professor
Philippine Normal University
Taft Avenue, 1000 Manila
Mobile No.:
Email: yeban.fi@pnu.edu.ph

PERSONAL PROFILE

Sex : Male
Civil Status : Married
Age : 42 years old
Birth date : May 05, 1978
Height : 5' 8"
Weight : 104 kgs.
Spouse : Maureen M. Bombita
Spouse Employment: Lead Negotiator, Solid Cement Corporation
(CEMEX Philippines)
Children : Ma. Elissah Dayne M. Bombita (15)
Mathew Elijah Dwayne M. Bombita (8)
Mailing Address: Brgy. San Jose, Antipolo City, Rizal 1870

I hereby certify to the correctness and accuracy of the foregoing information.

MEDARDO B. BOMBITA
Researcher