

Philippine participation in ISM: View from the periphery

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Colonial ISM

As instrument of colonial policy

- ▶ Under Spain – for social control
- ▶ Under USA – “benevolent assimilation”
– in preparation for “self-rule” –
creation of “little brown Americans”

Post colonial ISM

▶ For Human
resource devt

for HEInstitutional
development

- TA linked (Australia, Japan, Korea, (Netherlands, New Zealand, Belgium, Germany, India, Israel, Spain)
- Govt-sponsored
- Regional university networks
- HEI initiatives

In today's globalizing environment

- ▶ **Outbound ISM**
 - ODA/TA sponsored
 - Government sponsored
 - Inter-university exchanges
 - Host-university sponsored/assisted
 - Un-sponsored –self-financed
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Outbound ISM

(UNESCO Institute of Statistics)

	2004	2005	2006	2007	2008
No. of outbound students	6,974	7,693	7,916	7,843	8,443
Outbound mobility ratio	0.3	0.3	0.3	0.3	0.3

Top country destinations

(Global Education Digest)

Country	2005	2006	2007	2008
USA	3,668	3,891	3,812	4,174
UK	955	935	824	663
Australia	1,017	1,017	882	1,019
Japan	552	574	575	594
Germany	216	141	145	165
New Zealand	81	–	205	246
Korea, Rep	97	134	193	266
Canada	156	132	239	–
Italy	91	101	139	182
Saudi Arabia	147	145	103	109

Inbound ISM

(Bureau of Immigration)

	2005	2006	2007	2008	2009
No. of foreign students in tertiary (incl non-deg)	6,269	6,555	7,316	9,801	12,174
Inbound student mobility ratio	0.25	0.25	0.28	0.37	0.44

Top countries of origin

(Bureau of Immigration)

Country	2005	2006	2007	2008	2009
Korea, Rep	2,070	2,113	2,279	2,779	3,096
PROC	742	860	1,155	1,807	2,191
Iran	448	553	816	1,379	2,018
Indonesia	461	571	569	590	592
USA	444	440	418	454	534
India	87	102	171	519	671
Sudan	137	153	181	212	275
Myanmar	136	163	178	203	234

Zonal distribution of foreign students AY 2010–2011 (CHEDROs)

Zone	No. of foreign studs	Host HEIs		Total
		Public	Private	
Luzon NCR–MMIa	5,278 2,891	10	62	72
Visayas VII–MCebu	2,324 2,049	4	31	35
Mindanao	52	2	25	27
Total	8,125*	18	118	134
*Includes only higher educ	0.29 of total			7.5% of total

Top host HEIs

HEIs with the biggest # of foreign students

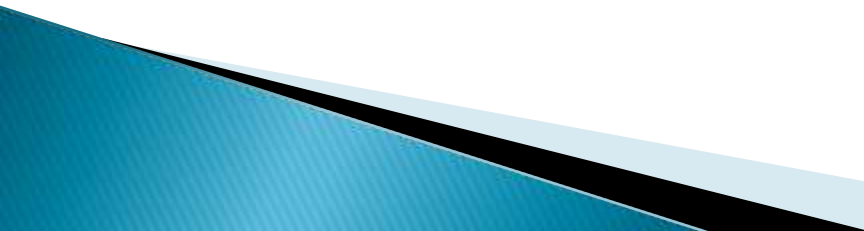
- ▶ Metro Manila

- Far Eastern University
- De La Salle University

- ▶ Metro Cebu

- University of the Visayas

Favored academic programs

- ▶ Health and allied incl Nursing & Medicine
 - ▶ English
 - ▶ Education
 - ▶ IT-related
 - ▶ Engineering
 - ▶ Business Education incl Hotel & Restaurant Management
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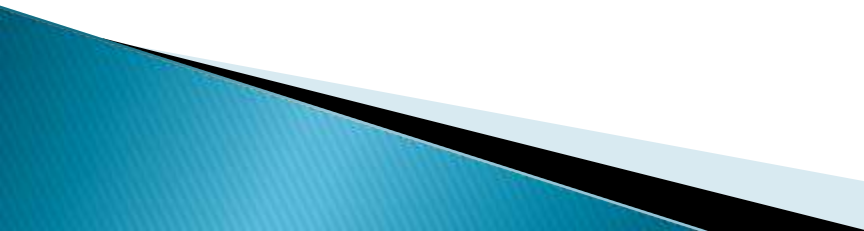
Pull factors

- ▶ Often cited reasons for choosing Phil
 - Use of English as medium of instruction
 - Presence of good institutions offering wide variety of academic programs
 - Relatively low cost of living
 - Reasonable school fees
 - Hospitality and friendliness of people

Policy pronouncements on ISM

- ▶ National vision (1996) – the country as a “Center of education and training in the Asia–Pacific Region” thru:
 - Devt/promotion of academic exchanges, scholarship grants, intl conventions...
 - Optimization of foreign assistance in critical areas – agritech, environment, maritime
 - Encouraging /allowing foreign students to study in the country
 - Promoting Phil educ system abroad

But –regulated inward ISM

- ▶ Allows conversion of tourist & other visa category to student visa, but --
 - ▶ Only accredited HEI can accept foreign students (381 – incl 57 public – or 21% of total # of HEIs)
 - ▶ Regulated enrolment in courses where there is shortage of facilities like medicine & dentistry
 - ▶ length of stay limited to length of study
 - ▶ Monthly & by term monitoring by BI
 - ▶ Cap on foreign enrolment – 1 / 3 of HEI enrolment
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Other barriers to ISM

Inbound –

- Unclear guidelines for equivalency & recognition of 11th–12th yr basic educ earned abroad
- Some mandatory subjects in local curricula not relevant to foreign student needs – Phil history, Rizal, Religious studies (pro-Christianity), Physical education


Other barriers to ISM

▶ Inbound

- Policy of not allowing foreign grads to take professional licensure exam & practice profession
- Cumbersome visa processing

Barriers to ISM

Outbound

- Lack of two years of basic educ or pre-university schooling
 - Financial constraint – both Govt & students
 - Underlying anxiety that study abroad is stepping stone to emigration
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Other modes of cross border education

Also present in country are:

- ▶ Cross border supply (Mode 1) – via e-learning or distance learning programs
- ▶ Commercial presence (Mode 3) – thru offshore campus delivery of courses / programs

Other modes of cross border education

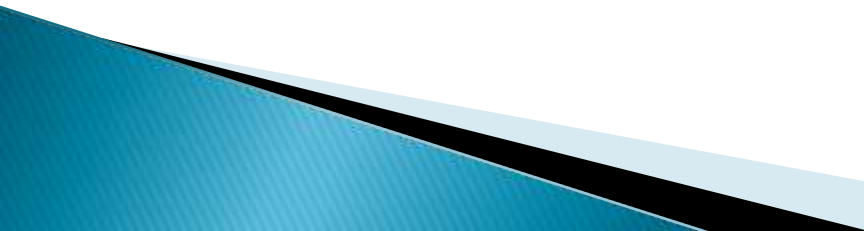
But regulatory framework for commercial presence is even less friendly – regulations re

- ▶ establishment –foreign equity ceiling of 40%,
- ▶ mandatory authority to operate; accreditation,
- ▶ professional regulation, etc

Current inclinations towards ISM & cross border education

- ▶ Do we want to upgrade level of participation? *Yes, but with reservation*
 - Yes, to selective outward ISM
 - Yes, to more inbound ISM (up to 30% of local enrolment)
 - With caution, to other modes – not yet to full open door to commercial presence – might “exacerbate existing inequities, weaknesses & inefficiencies”

Philippine HE system

- ▶ Characterized by
 - Unplanned expansion – proliferation of institutions and programs
 - Need to upgrade quality
 - Lack of system for ensuring relevance of programs to national devt needs or responsiveness to industry requirements
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Proliferation of HEIs


Institutional Type / AY 2009/10

Total HEIs (excluding SUCs campuses)		1,792
Total HEIs (including SUCs campuses)		2,180
Public		219
State Universities and Colleges (SUCs)	110	
SUCs Campuses	388	
Local Universities and Colleges (LUCs)	93	
Others (include OGS, CSI, Special HEI)	16	
Private		1,573
Sectarian	322	
Non-Sectarian	1,251	

Proliferation of programs

AY	No. of Programs	Increase
2001-02	18,495	
2002-03	20,090	8%
2003-04	20,876	4%
2004-05	21,395	2%
2005-06	21,914	2%
2006-07	24,612	12%
2007-08	28,305	15%
2008-09	29,285	3%
2009-10	31,257	7%
Average		7%

Need to improve quality

- ▶ Performance in licensure examinations
 - ▶ Inadequate faculty qualifications
 - ▶ Small # & % of Accredited programs
 - ▶ Inadequate facilities
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Declining global competitiveness

World ranking of Philippine HEIs

▶ *Based on Quacquarelli Symonds (QS)
World University Rankings, 2010*


4 in the top 500 in 2006

3 in the top 500 in 2010

APEC Engineers Registry

40 Filipino Engineers

Prerequisites to more active participation

- ▶ Rationalized HE system
 - ▶ Internationally comparable basic & higher education programs and institutions
 - ▶ Strong quality assurance systems
 - ▶ Mechanisms to direct ISM & cross border provision towards disciplines and geographic areas where they are needed
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Prerequisites to more active participation

- ▶ Adequate regulation/mechanisms to ensure that country's needs are given priority over the global market –
 - access & equity,
 - manpower needs for devt