



Republic of the Philippines
OFFICE OF THE PRESIDENT
COMMISSION ON HIGHER EDUCATION



CHED Memorandum Order (CMO)
No. 55 s.2016

SUBJECT: POLICY FRAMEWORK AND STRATEGIES ON THE INTERNATIONALIZATION OF PHILIPPINE HIGHER EDUCATION

In accordance with the 1987 Philippine Constitution and Republic Act No. 7722, otherwise known as the "Higher Education Action of 1994," and taking into account the Philippine Government commitments to bilateral, multilateral, regional and international agreements in higher education, including its trade as services, hereunder are the policies, strategies and guiding principles on the internationalization of Philippine Higher Education.

ARTICLE I
BACKGROUND AND CONTEXT

1. International initiatives in higher education have been driven in the past mainly by academic, social, cultural, and political factors.¹ Internationalization of higher education as traditionally practiced involving cooperation among universities to advance knowledge frontiers and promote social and cultural diversity was referred to as International Education. As a concept, it was confined to a series of "fragmented" and rather "unrelated" international activities in higher education: study abroad, foreign student advising, student and staff exchange, development education, and area studies.
2. With the advent of globalization and rapid changes in information and communications technology—the concept of internationalization is distinguished from International Education by the comprehensiveness of the framework and the inclusion of different forms, providers and products of cross-border education apart from internationalization initiatives at home that entails incorporation of international dimensions in the curriculum and the learning process.
3. Internationalization has increasingly become a key feature of higher education in the global era, in light of the freer flow of students and workers within and across regional economies and the necessity of international linkages in the generation of productive knowledge, innovation and technology. In particular, the integration of ASEAN Member States enlarges the economic space for its members by expanding markets for goods and services. The opportunities and challenges opened by this integration are the backdrop of the Philippines' comprehensive and far-reaching policy reforms that include the internationalization of higher education.
4. Against the backdrop of the ASEAN Economic Community, the country's national plans, the imperatives of labor and student mobility as well as more vigorous academic exchanges, internationalization is integral to the Commission on Higher Education's reform. The following internationalization strategies have been identified:
 - a) Enhanced implementation of the quality assurance framework and the quality, effectiveness and efficiency of Philippine higher education institutions (HEIs);

¹ Knight and de Wit, 1999; Scott, 1998.

- b) Systematic facilitation of country-wide and regional mobility and market-access of students, faculty and staff; and
- c) Strengthening of appropriate international linkages of HEIs for a sustainable Philippine international higher education sector.

ARTICLE II OBJECTIVES OF THE CMO

1. The objectives of this CMO are to:
 - a) articulate the Philippine higher education internationalization policy to provide a national perspective and context for various initiatives related to the subject of internationalization;
 - b) guide the Philippine higher education sector's internationalization efforts bearing in mind Philippine national interest, security and identity while also contributing to the improvement of the country's competitiveness;
 - c) define the strategies that underpin the various modes of internationalization;
 - d) set the principles to guide Philippine HEIs in pursuing internationalization programs;
 - e) encourage Philippine HEIs to adopt a programmatic approach to internationalization; and
 - f) serve as basis for improving programs, policies and standards on internationalization activities, cognizant of the need for appropriate government regulation for a cohesive internationalization thrust and in affirmation of the Philippines' efforts in upholding its global higher education reputation.
2. The above objectives complement CMOs that provide policies, strategies and procedures on transnational education, open and distance e-Learning Programs, student mobility and exchange, and other forms of internationalization schemes.

ARTICLE III KEY CONCEPTS AND TERMINOLOGY

Section 1. The Concept of Internationalization

1. In its broadest sense, internationalization of higher education involves the integration of international/intercultural dimensions to HEIs' purpose, functions, and/or delivery²; it involves a process of interchange of higher education between nations, between national systems of higher education, and between institutions of higher education.³ It is the expansion of higher learning *within and beyond* national borders and centers of scholarly studies. Internationalization of higher education is a much broader concept than cross-border education.
2. There are two pillars in the internationalization of higher education: internationalization at "home" or home-based internationalization (within national borders) and cross-border internationalization. The two pillars are closely linked and are interdependent.

Section 2. Home-based Internationalization

1. Home-based or campus-based internationalization takes place through collaborative activities and events, networking, partnerships and other forms of linkages with foreign HEIs, often enabled by information technology, without the learner or the education service provider moving out of their respective national territories.

² Knight, 2003.

³ Knight and de Wit, 1997.



2. Activities under the category of home-based internationalization include:
 - a) On curriculum and programs: Providing international content and dimensions in the curriculum, learning/teaching programs, as well as in the learning materials;
 - b) On the teaching/learning process: Involvement of returned study-abroad students, use of international scholars and teachers, integration of international and intercultural materials, and virtual student mobility (distance learning);
 - c) On extra-curricular activities: Establishment of student clubs and organizations linked with those in other countries, holding of intercultural campus events, as well as establishing connections with cultural and ethnic groups;
 - d) On liaising with local cultural/ethnic groups: engagement with local cultural and ethnic groups through internships, placement, and applied researches; also, the involvement of members of local cultural and ethnic groups in teaching/learning, research, and other extracurricular activities; and
 - e) On research and scholarly activity: establishment of area and theme centers and joint research projects with international content, holding of international conferences, seminars and workshops, and establishment of linkages with international research partners.

Section 3. Cross-border Education

1. Cross-border education can involve mobility of students, faculty and researchers; programs, and institutions. Based on the UNESCO 2005 Guidelines, activities under cross-border education include:
 - a) **Student/faculty/researcher mobility:** this includes (a) movement of students to study in a foreign country; (b) faculty exchanges between institutions located in different countries; (c) research fellowships/collaboration involving visits of scholars to country(ies) of collaborating institutions; (d) foreign language study; (e) building international perspectives through conferences and networks involving travel of learners, faculty, or researchers.
 - b) **Program mobility:** this includes (a) twinning programs; (b) academic franchising; (c) program articulation programs; (d) joint /double awards;
 - c) **Institutional mobility:** this consists of commercial presence of foreign universities in another country in the form of (a) branch campuses; (b) offshore institutions; and (c) international institutions.

Section 4. Terminology

1. The key terms used in this CMO are defined as follows:
 - a) **Internationalization of higher education** is the process of integrating international, intercultural, and global dimensions into the goals, functions (teaching, learning, research, and service), and delivery of higher education; it involves a process of interchange of higher education between nations, with partnerships between nations, between national systems of higher education, and between institutions of higher education.⁴
 - b) **Home-based or campus-based internationalization** includes activities that occur in the home campus without the learner or the education service provider moving out of their respective national territories.
 - c) **Cross border education** refers to “the movement of people, programs, providers, knowledge, ideas, projects and services across national boundaries.”⁵

⁴ Knight and de Wit, 1997

⁵ Knight, 2004



- d) **Transnational education** includes "all types of higher education study programmes, or sets of courses of study, or educational services (including those of distance education) in which the learners are located in a country different from the one where the awarding institution is based." Such programs may belong to the education system of a State different from the State in which it operates, or may operate independently of any national education.⁶
- e) **Academic mobility** is a period of study, teaching and/or research in a country other than a student's or academic staff member's country of residence ('the home country'). This includes internships abroad, service learning, on the job (OJT) trainings, semester abroad, immersions, cultural exchanges, and other similar exchange activities. This period is of limited duration, and it is envisaged that the students or staff members return to their home country upon completion of the designated period. The term 'academic mobility' is not intended to cover migration from one country to another. Academic mobility may be achieved within exchange programs set up for this purpose, or individually. Academic mobility also implies virtual mobility.
- f) **Academic cooperation agreement** refers to a cooperative agreement, either bilateral or multilateral, that signifies a partnership between two or more HEIs for the implementation of collaborative teaching and learning activities, including distance learning; joint research; transfer of technology; delivery of academic services; and the exchange of art and culture or other collaborative academic activities. An academic cooperation agreement can be bilateral or multilateral, and it can be between governments, between HEIs, or between corporations and HEIs.
- g) **Academic franchising** is the process whereby a higher education institution (franchiser) from a certain country grants another institution (franchisee) in another country the right to provide the franchiser's programmes/qualifications in the franchisee's host country, irrespective of the students' provenance (from the first, the second or any other country).
- h) **Program articulation** refers to inter-institutional arrangements whereby two or more institutions agree to define jointly a study programme in terms of study credits and credit transfer, so that students pursuing their studies in one institution have their credits recognized by the other in order to continue their studies (e.g. dual degrees/Joint programs/co-diplomation). These may or may not lead to joint or double degrees.
- i) **Branch campus** is a campus established by a higher education institution from one country in another country (host country) to offer its own educational programmes/qualifications, irrespective of the students' provenance.
- j) **Recognized higher education institutions** refers to higher education institutions sanctioned by competent authorities in participating countries.
- k) **International students** refers to students who undertake all or part of their higher education experience in a country other than their home country or students who travel across a national boundary to a country other than their home country to undertake all or part of their higher education experience.⁷

⁶ UNESCO/Council of Europe Code of Good Practice in the Provision of Transnational Education (Riga, 6 June 2001)

⁷ Project Atlas, n.d.

ARTICLE IV
PRINCIPLES, POLICIES AND STRATEGIES

Section 5. General Principles

1. The Philippines' policy on the internationalization of higher education shall be guided by the principles on foreign policy enshrined in the 1987 Philippine Constitution that upholds the promotion of national interest and the non-diminution of national sovereignty.
2. The Philippines' policy on the internationalization of higher education shall be in conformity with Article XIV Section 4 (2) of the 1987 Constitution, Sec. 123 of the Corporation Code, Foreign Investments Act of 1991 as amended, and other applicable laws, rules and regulations.
3. The recognition and realization of this policy on the internationalization of higher education, particularly on academic and institution mobility, recognition of degrees, quality assurance mechanisms, and comparability of qualifications shall be on a government to government framework and shall adhere to the principle of reciprocity and international comity.
4. The national interest in internationalizing higher education consists of:
 - a) building human capital and innovation capacity towards achieving the country's economic and social development goals, and the development of the Filipino nation as a responsible member of the international community;
 - b) advancing learning and integrity of research, protecting academic freedom, promoting continuing intellectual growth, and developing responsible and effective leadership;
 - c) promoting more equitable access to quality higher education;
 - d) safeguarding the interests and reputation of the Philippine higher educational system— its students, academic staff, institutions and programs; and
 - e) ensuring the political, economic, social, and other strategic aspects of national security are well protected at all times.
5. The Philippines adheres to the principles of ASEAN cooperation and is committed to establish an ASEAN Socio-Cultural Community that is people-centered and socially responsible with the view to achieving enduring solidarity, unity and a common identity with the peoples of ASEAN.
6. The Philippines is further committed to facilitating people mobility in ASEAN through higher education exchanges across member states, as embodied in the Master Plan for ASEAN Connectivity 2025.
7. The Philippines recognizes that globalization and liberalization in goods and services trade have resulted in new transnational arrangements that require reliable and workable frameworks of cooperation at the bilateral, regional and multilateral levels. The Philippines upholds its commitments to these frameworks and shall continue to seek avenues of cooperation, consistent with its national interest, to pursue the goals of higher education.
8. While cross-border education shall be promoted as an important component of internationalization, the national higher education system shall continue to be entrusted with the preservation and promotion of cultural and social norms and values enshrined in the Constitution.⁸

⁸ Article XIV, Section 3 of the 1987 Constitution.



9. CHED, in coordination with other government agencies, will put in place appropriate measures to ensure the availability of faculty/instructors in Philippine HEIs to manage outmigration and avoid brain drain.

Section 6. Internationalization Policy

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

The higher education internationalization strategy shall be directed towards supporting the national development goals, reflected in the Philippine Development Plan (PDP) and the CHED's medium-term Strategic Plan. In the medium-term, higher education quality improvements resulting from internationalization would be manifested through an increasing number of graduates who possess employable skills both in the domestic and international labor markets, global perspectives, and adaptable mindsets. Over the long-term, the strategy is to be able to continuously upgrade and sustain the quality of Philippine HEIs through academic and knowledge transfer outcomes that would result in improved quality assurance, accreditation status and educational standards comparable with international levels.

The CHED shall pursue internationalization as a strategy to:

- a) enhance the quality of Philippine higher education;
- b) uphold the country's reputation as a center of higher education in identified niches/programs of excellence;
- c) strengthen the country's role in an interconnected global community;
- d) develop Philippine HEIs as productive members of the international academic community;
- e) produce graduates with 21st century competencies who are able to live and work in a diverse multicultural setting; and
- f) foster closer cooperation and understanding between the Philippines and the rest of the world.

Section 7. Rationale for Internationalization

1. An internationalization strategy in Philippine higher education is warranted by the demands of integration and globalization which the national higher education system alone cannot adequately meet. In the context of integration, students' learning environment needs to be enhanced; their experiences diversified and their competencies sharpened, so that they can participate meaningfully in regional and global labor markets. These are made possible through expanded forms of educational interfaces that widen their educational experience and mindsets.
2. Internationalization confers the following intrinsic benefits:
 - a) enriches and diversifies students' learning experience so that they can be more adaptable to fast-paced changes in a global environment;
 - b) promotes and deepens awareness of social and cultural similarities, and inculcates respect for social and cultural differences;

- c) generates highly-qualified graduates that can compete in the national, regional and international labor markets;
- d) serves as a platform for the government and HEIs to participate in the setting of international standards that can help in developing program and curriculum design with an international orientation;
- e) provides an opportunity for developing and strengthening academic linkages for collaborative work and exchanges;
- f) promotes academic and knowledge transfers that can enhance the quality of Philippine HEIs over the long-term;
- g) provides an opportunity for strengthening diplomatic and international economic relations that could deepen awareness of the interdependence of nations; and
- h) provides an opportunity for knowledge and technology transfer, sharing and broadening of perspectives and experiences of faculty, academic staff, and students through institutional visits, joint researches, collaborative academic and cultural activities, and sharing of academic and cultural resources.

Section 8. Internationalization Strategy

1. To realize these benefits, the CHED shall promote the development and pursuit of an internationalization strategy by all qualified Philippine HEIs. It shall take measures to ensure the effective implementation of this strategy, including but not limited to, the provision of advisory and technical assistance, as well as incentives. It shall put in place a mechanism within the CHED to oversee and monitor the internationalization program, and undertake periodic assessments at the national and institutional levels.
2. The CHED shall perform both a developmental and regulatory role in promoting the internationalization strategy.
 - a) Its developmental role includes the provision of advisory and technical assistance in the development and design of internationalization programs, training and capacity building, and information to guide choices and safeguard the legitimate interest of all stakeholders.
 - b) Its regulatory role consists of promulgating policies and standards for various types of internationalization arrangements to ensure compliance with existing laws, the effective delivery of intended outcomes, and as a basis for qualifying HEIs that may participate in specific internationalization arrangements.
3. HEIs shall be encouraged to pursue a programmatic and holistic approach to developing and implementing their internationalization strategy, rather than one-off, random activities, in order to generate synergy and impact. Internationalization programs must:
 - a) have clear goals and targets with respect to improvements in learning outcomes, competency-based standards, curriculum and program development, faculty development and research;
 - b) ensure quality provision and a system of recognition of academic credits, degrees, certificates and awards;
 - c) be inclusive, cost-effective and results-based; and
 - d) safeguard the welfare of students, protect the legitimate interests of the national higher education system, and promote national interest.



4. Provision of CHED support and assistance shall be in accordance with the following levels of development:

Levels	Areas of CHED Support
<p>Tier 1 – the national university and select SUCs/autonomous HEIs by evaluation; has national and international prominence and reputation as shown by international accreditation/awards/recognition/membership in reputable international networks of universities; has good track record in successful implementation of international programs and linkages, including home-based internationalization activities with measurable outcomes affecting both community/ regional/ national levels; has a well-placed internationalization program/strategy; possesses all the necessary mechanisms, processes and facilities for a successful internationalization strategic plan i.e. IROs, international services office, sufficient and modern facilities; with well-defined typology</p>	<p>simultaneous student and faculty recruitment; strategic partnerships and research collaboration for innovation; participation in international scholarships, faculty and staff development; participation in international delegations by CHED and other NGAs; represent CHED/higher education sector in international meetings or organizations and support for their participation in these meetings/conferences participation in international fairs and education trade promotion; creation of joint, double, twinning degree programs; credit transfer and accumulation; niche-building initiatives; establishment of branch campuses and off-shore educational institutions; student internship and other study abroad programs; international educational trips; home-based internationalization activities as defined in Article III Section 2 (2) and other forms of international programs</p>
<p>Tier 2 – select SUCs/deregulated HEIs by evaluation with at least Level III program accreditation (or its equivalent as indicated in Article IV Section 9 (4)); pursues home-based internationalization activities; possesses well-defined typology; undertakes membership in international networks; has an established international relations office, international student center and quality assurance mechanisms; has an internationalization program/strategy</p>	<p>international student recruitment and systematic and strategic academic mobility programs; participation in international delegations by CHED and other NGAs; research collaboration and cultural exchanges that benefit a diverse group of students and academic officials' participation in international scholarships, faculty and staff development; student internship abroad programs; international educational trips; home-based internationalization activities as defined in Article III Section 2 (2)</p>
<p>Tier 3 –with at least Level II accreditation (or its equivalent as indicated Article IV Section 9 (4)); possesses well-defined typology; has an established IRO and international student center; has an internationalization program/strategy</p>	<p>international student recruitment for immersion/cultural activities; network/linkage-building activities that benefit a limited number of students and HEI officials and do not lead to degrees; student internship and other study abroad programs; international educational trips; home-based internationalization activities as defined in Article III Section 2 (2)</p>
<p>Tier 4 – has an existing internationalization vision with a limited number of academic cooperation agreements</p>	<p>home-based internationalization activities as defined in Article III Section 2 (2)</p>

The panel of experts, per Article IX (1), shall determine the institutions belonging on each tier.

Section 9. Specific Principles

1. The CHED recognizes Philippine HEIs' prerogative to determine the thrusts and components of their internationalization programs in accordance with their mission and goals, resources and institutional capacities, and following the typology of the outcomes-based quality assurance system set in CMO No. 46 s. 2013, and other applicable laws.
2. Regardless of the type or form, the internationalization program must be learner-centered; it should be focused primarily on the learners' needs in terms of their cognitive, social, cultural, professional and personal development. Learner outcomes should in no way be compromised by financial or political gain from the internationalization program.
3. Transparency shall be applied in the exercise of the CHED's regulatory function to ensure that relevant information is made available to all concerned parties. For academic mobility, information that should be widely disseminated include opportunities for scholarships, faculty exchange programs, international research conferences, etc. that are coursed through the Government, through the CHED or other agencies such as the National Economic and Development Authority (NEDA) or the Department of Foreign Affairs (DFA). Opportunities arising from bilateral agreements on higher education should also be widely disseminated. As regards transnational arrangements, information that should be widely disseminated include: (i) qualification of foreign HEIs; (ii) the criteria for qualifying internationalization arrangements; (ii) the procedures for the application of such criteria; and (iii) quality assurance mechanisms, among others.
4. The CHED shall determine the basic conditions for Philippine HEIs to effectively implement internationalization programs. HEIs shall prove that they have the capability to implement an internationalization program and to uphold and promote the Philippines' reputation for providing quality higher education through the following:
 - a) an internationalization strategic plan;
 - b) the physical, financial and human resources (budget allocation, facilities and equipment, including a dedicated International Relations Office and an International Student Center) with adequate personnel to sustain the program; and
 - c) the administrative infrastructure for quality assurance and good governance.
5. The CHED shall likewise consider the maturity of the HEIs as an institution and its quality assurance systems reflected in well-documented business processes and the quality outcomes that contribute to program excellence. Assessment of institutional readiness includes governance and management, quality of learning and teaching, quality of professional exposure, research and creative work, adequate support facilities for students, provision for assistance to prospective international undergraduate/graduate applicants, and resources management and community relations.
6. Accreditation by the CHED recognized accrediting bodies may be considered but not mandatory in establishing readiness to undertake internationalization. In the alternative, the CHED may apply the Institutional Quality Assessment (ISA), or other evidence in the areas of institutional quality. Centers of Excellence and Centers of Development status will also be taken into consideration.
7. Quality improvements, diversity in academic content and experience, and the attainment of international standards and recognition are the primary considerations for all HEIs in developing their internationalization programs. Their internationalization programs should embed quality

assessment procedures and a mechanism for monitoring and evaluating outcomes in relation to desired goals, mission and vision.

8. Specifically for State Universities and Colleges (SUCs), in accordance with their public mandate, the following purposes of internationalization are hereby added as considerations in developing their internationalization programs:
 - a) facilitation of inclusive access, cost-effectiveness and community development orientation;
 - b) addressing regional and sectoral needs and conditions in the communities within service areas, in cooperation with local government units and other relevant field agencies;
 - c) use of home-based internationalization activities to allow more students to benefit from internationalization; and
 - d) incorporation of international dimensions on the delivery of education to enhance student experience, craft multi-cultural, multi-faceted instruction, research and extension programs, and improve faculty credentials.
9. Furthermore, SUCs' internationalization programs shall be consistent with the rules and policies prescribed by the professional regulatory government agencies and laws covering the implementation of the program's curriculum and activities.
10. Qualified SUCs, in accordance with the level of internationalization development in Article IV, Section 4 and with manifest capability to undertake internationalization programs as outlined in Article IV Section 9 (4), shall be allowed to offer programs offshore or via online/distance/open with recognized foreign education institutions. As state-supported HEIs, their main purpose in undertaking these international programs must be imbued with public interest, and not jeopardize the reputation of Philippine higher education nor adversely affect the local delivery of the program to Filipino students.
11. CHED shall encourage HEIs qualified to participate in internationally-recognized benchmarks and assessments, in view of their positive impacts on global exposure and competitiveness of Philippine HEIs.
12. CHED provides leeway for HEIs to establish their own academic calendars and set their opening days in order to encourage innovation and the exercise of academic freedom among institutions of higher learning. They must ensure, however, that instituted changes are in consonance with Republic Act 7797.
13. As part of their internationalization strategy, HEIs may include an English language training program to enhance employability of learners in the international labor market.

ARTICLE V ACADEMIC MOBILITY

Section 10. Policy on Academic Mobility

1. Mobility of students, faculty, and researchers shall be promoted by the CHED as integral to internationalization efforts. For this purpose, the CHED shall take proactive measures to address information, financial, academic and administrative barriers to academic mobility. Information barriers will be addressed through well-functioning, IT-based information systems on educational opportunities and qualified education providers. Mobilization of funds from internal and external sources in support of academic exchanges will be intensified, and better programming of these funds will be undertaken to support priority activities covered by

internationalization initiatives. Academic barriers will be addressed through transparent and standardized mechanisms for recognition of academic qualifications and awards, and credit transfer schemes. Coordination among concerned agencies will be enhanced for greater efficiency and effectiveness in implementing the administrative processes involved in academic mobility.

2. The promotion of academic mobility is envisaged to confer benefits at the level of the county, the HEI, and the student and faculty while maintaining national security. The profile and visibility of the country is enhanced by developing the capacity of HEIs to deliver international education that encourages the entry of international students. Academic mobility can enhance the quality of HEIs by promoting academic and knowledge transfers and enrich and diversify the students' and faculty's experience by promoting and deepening awareness of social and cultural similarities and differences. Students and faculty also gain from the opportunity to experience operating in an international environment and develop socio-cultural links with peers from other countries.
3. The CHED shall encourage and support HEIs' participation in ASEAN and other regional and global initiatives on internationalization. In particular, participation in regional academic mobility schemes shall be promoted; these include the ASEAN University Network (AUN), the ASEAN International Mobility for Students Program (AIMS) and the University Mobility in Asia and the Pacific (UMAP), among others. Mobility is one of the key strategic elements of cooperation leading to the development of a higher education common space in Southeast Asia. HEIs participating in these initiatives would be encouraged to form communities of practice to serve as a platform for exchanging information and insights for improving internationalization interventions at home and opening more opportunities for networking.
4. The CHED shall adhere to the principle of balanced mobility by reaching out to partners with diversified profiles of students, faculty and staff while ensuring the mutually beneficial distribution of academic mobility opportunities.

Section 11. Intake of International Students

1. The prevailing law, Executive Order No. 285 (Amending the Guidelines Governing the Entry and Stay of Foreign Students in the Philippines and the establishment of an Inter-agency Committee on Foreign Students for this Purpose), states that it is the Government's policy to continuously promote the Philippines as a center for education in the Asia Pacific Region by (i) encouraging foreign students to study in the country; (ii) developing awareness of the Philippine educational system among neighboring and other countries; and (iii) allowing duly-accepted foreign students to avail themselves of the facilities of the Philippine educational system.
2. In implementing this policy framework, the CHED shall accord high importance to the selection of *bona-fide* international students with high academic potentials and seriousness of purpose that can contribute to the enhancement of the academic environment in Philippine HEIs. At the same time, the CHED shall ensure that the quality of education providers for international students remains high, and that the students are assured of the education services for which they have paid. The CHED shall also promote the policy of harnessing the skills and expertise of outstanding foreign graduate students by allowing HEIs to engage them in teaching and research, thereby contributing to overall quality improvements in the institution.
3. E.O. 285 assigns to the CHED, the important function of qualifying schools that can accept international students, in conjunction with the Bureau of Immigration (BI). In particular, the E.O. mandates the CHED to:

- a) prepare an updated list of schools authorized to admit international students, i.e. schools accredited by the CHED recognized accrediting bodies and the BI;
 - b) clear the Certificate of Eligibility for Admission (CEA), issued by the Commission on Higher Education in cases where restrictions exist on enrollment of international students due to shortage of facilities (e.g. enrollment in medicine and dentistry); and
 - c) provide assistance to schools in regard to issues on comparative equivalences between foreign educational systems and those of the Philippines.
4. To facilitate student mobility, the CHED shall provide the frameworks for credit transfers, establish the systems for determining the recognition of academic degrees and studies, promote mutual recognition agreements, establish common quality assurance frameworks and standards, and formulate codes of good practice. These instruments are essential to promote transparent, comparable and systematic schemes that would bring about mutual trust among institutions in an exchange program. the CHED shall develop and publish online a Credit Transfer Guide that will collate bilateral and regional credit transfer frameworks, mutual recognition agreements, institutional transfer policies, recognition of academic degrees and studies and related information that will enable parents, students, faculty, administrators and guidance counselors to view transfer information systematically and comprehensively, subject to national security considerations.
 5. The seat allocation for international students per program/discipline shall be based on the carrying capacity of the pertinent college/faculty provided that this shall not exceed 1/3 of the total student population of the HEI.
 6. The CHED shall ensure that HEIs qualified to offer placement for international students recognize and implement their responsibilities diligently, efficiently and effectively. This would be manifested in (i) the efficiency in the processing of applications (e.g. time and cost to process, conversion ratios of applications to admissions, etc.); (ii) provision of accurate and comprehensive information on the admissions process, cost of tuition and other fees and all other charges, detailed description of courses, living conditions and costs, accommodations, and health the financial services (banking and insurance); and (iii) a transparent system for assessing and recognizing the award, certificate or degree that has been previously conferred to a foreign student applicant through well-established processes provided for under bilateral agreements or based on the UNESCO conventions on the Recognition of Studies and Qualifications in Higher Education.
 7. HEIs shall be required to apply the same admissions tests for foreign and local students, although they may require international students to take English proficiency tests or other diagnostic tests, as deemed necessary, for purposes of determining the need for bridging courses. The HEIs shall require foreign student applicants to submit proof of financial capacity to cover tuition and other fees, living and other expenses.
 8. All Philippine HEIs authorized to accept international students shall observe transparency with respect to providing information on the tuition and other fees applicable to international students, as well as other costs that may be incurred by them, by posting information in their official websites. State Colleges and Universities (SUCs) and Local Colleges and Universities (LUCs) shall charge the full cost of a foreign student's course, which is to be reflected in the schedule of tuition and other fees applicable to international students.
 9. To enhance the consistency of the national approach in the qualification and registration of education providers as stipulated in existing laws and administrative fiats, the CHED, in cooperation with concerned government agencies, shall establish mechanisms to improve the

efficiency, effectiveness, transparency of the qualification and registration system. These mechanisms shall include:

- a) an online registration system for education providers applying to offer placements for international students; the system would allow electronic submission of the application which can be viewed by all concerned agencies (BI, DFA, NICA) and which can give their approval electronically after the required verification processes have been completed;
 - b) a centralized portal of approved education providers for international students, including their accredited course offerings and their description, for which international students may enroll;
 - c) an IT-based system that would support registered education providers and concerned government agencies in monitoring student compliance with student visa conditions and addressing student breaches;
 - d) an international student center to be established by HEIs to assist international students in adjusting to life and study in the Philippines. It shall support international students and scholars in immigration advising, social, cultural, and academic issues during their stay. In addition, it shall seek ways to increase international ambience on campus by identifying and implementing new opportunities between local and international students through workshops, collaboration with international organizations for social programs, trips and cultural excursions/immersions; and
 - e) efficient reporting of number and status of international students for proper monitoring of foreign student enrollment in accordance with Article V Section 11 (5).
10. To establish and maintain the Philippines' reputation as a provider of high quality education, and to safeguard the interests of international students, the CHED shall develop and implement a code of conduct that sets out standards of conduct of registered education providers as well as the role and administrative responsibilities of concerned government implementing agencies and instrumentalities. The objectives of the National Code would be to:
- a) establish and maintain the Philippines' reputation as a provider of high quality education
 - b) ensure the integrity of qualified education providers;
 - c) safeguard the interests of international students through, among others, standardized provision of support services and uniform application of laws and administrative fiats; and
 - d) establish mechanisms at the national and institutional levels for resolution of issues or disputes.
11. The National Code would further cover education agents and outline quality assurance indicators in partnering with such entities. A system of registration will be implemented and agents must be recognized by their respective home countries' embassies in the Philippines. Cooperation mechanisms with other government agencies will also be included as part of the code to ensure seamless coordination on the area of academic mobility.
12. International students shall not be allowed to take on paid work while pursuing their academic programs, except those classified as internships required by their program. Activities/work sought to be covered under this provision are those subject to the approval of the Department of Labor and Employment (DOLE) and the BI. Provided, that the foreign student unit of the admitting schools shall also furnish a copy to the DOLE its reports submitted to the BI, CHED and NICA in relation to the admission of the international students pursuant to the provisions of EO 285.
13. The CHED shall put in place a mechanism for international students at the graduate level who have excelled in the fields of science, technology, engineering, and mathematics, or in the priority development sectors, to work in the country after completion of their degrees. This is

aimed at retaining highly skilled international students and giving them the opportunity to contribute to the country's growth objectives, especially in key priority sectors. Outstanding foreign graduate students may be given incentives to stay longer in the country through the award of research grants either from public or private sector institutions, geared towards the development of product or process innovations or practical business solutions in collaboration with knowledge-based enterprises or research universities. Outstanding foreign graduate students may also be allowed to teach, thereby contributing to the internationalization of faculty and researchers. State Colleges and Universities may be authorized to allocate subsidies for this purpose, in collaboration with the Department of Labor and Employment. Foreign graduate students who will work in the country through this mechanism shall comply with the laws, rules and regulations on the employment of foreign nationals.

14. Operational efficiency, fairness, and vigilance are the norms that shall guide all administrative processes involving international students for the duration of their stay in the country. With the expansion of internationalization initiatives, administrative procedures in concerned government agencies shall be reviewed periodically to ensure that they continue to be responsive and relevant to emerging needs and circumstances of international students.

Section 12. Outbound Students

1. Participation of Filipino students in academic exchanges abroad can be beneficial in terms of developing their intellectual potential through exposure to different perspectives and wider academic horizons, and enhancing personal maturity by inculcating confidence, adaptability, resilience, and intercultural awareness.
2. The categories of outbound student mobility include: (i) diploma mobility which involves doing a degree program in another country; (ii) credit mobility which involves doing some courses in another country that is part of the programme in the home institution; and (iii) other short-term mobility which involves going abroad during a higher education programme for an activity relevant to the programme and for a specific period of time, such as study tours and language tours, cultural exchanges, and placements or practical training including internships.
3. Outbound student activities can be self-financed, privately funded through HEI-to-HEI arrangements, supported by mixed study-work assistance schemes of individual universities abroad, or publicly-funded from Government or official development assistance (ODA) sources. Except for self-financed activities, outbound mobility activities are generally highly competitive.
4. Publicly-funded activities for outbound students shall prioritize diploma courses in the high-need disciplines at the graduate or postgraduate levels for beneficiaries who can potentially bring higher returns to teaching or research upon their return. Scholarships which cannot be provided adequately by local HEIs will be supported in fields and disciplines needed for economic development, or where there are opportunities elsewhere to significantly advance knowledge in these fields and disciplines.
5. To broaden access to publicly-funded scholarships, the CHED shall include in its official website, comprehensive information on available scholarships, both from Government and ODA sources, including relevant details such as application requirements and admissions policies, and eligibility for financing support. Mechanisms for scholars' compliance with return service obligations shall be strengthened alongside the provision of incentives, such as through better terms of employment, so that scholars are not induced to seek employment abroad after completing their studies.

6. Due to limited resources for publicly-funded diploma mobility, HEIs shall be encouraged to promote unsponsored credit and other short-term mobility as part of their internationalization programs and to encourage students to include an international component as part of their degree. HEIs shall be encouraged to establish institutional linkages and networks to promote student exchange, study abroad, study tours and international attachments that will provide opportunities for outbound mobility of Filipino students.
7. The CHED shall actively provide technical support to HEIs with regard to Diploma Supplements, credit transfer schemes and the design of mobility innovations (e.g. mobility windows).
8. The CHED shall set minimum standards for the duration and activities abroad for short-term mobility. It shall also develop an information mechanism to promote the availability of student mobility programs that are embedded in agreements entered into by the Government.
9. The CHED shall provide the policy framework and guidelines to guide stakeholders in the selection of appropriate and legitimate partners for international education tours and cultural exchanges.

Section 13. Faculty and Researcher Mobility

1. The CHED shall encourage mobility of faculty and research in Philippine HEIs as a means to foster personal and professional development that could ultimately contribute to education quality improvements and enhance the international sensitivity of academic staff, thereby improving the capacity for internationalization.
2. Faculty and researcher mobility will be intensified in two areas: i) those linked to research and creative work; and ii) those directed to the building of teacher competencies and standards for outcomes based education.
3. In line with the Philippines' aspiration to become a competitive and knowledge-based economy, HEIs shall be encouraged to focus on faculty mobility programs that are linked to research and creative work, particularly in priority development sectors. The CHED shall promote mobility schemes concentrating on critical areas in science and technology to encourage inbound and outbound mobility of academic staff to occur. These schemes will be directed to the assimilation of knowledge especially in centers of research in advanced economies that would enable the building of capacity and knowledge transfer in the mobility recipients' home country. This would help HEIs build their international networks, and leverage their resources to mobilize additional funding for research. This, in turn, would help mobilize human resources, including Ph.D. faculty, for the long-term productivity and sustainability of the institution.
4. Support to faculty mobility will also be directed towards developing and enhancing teacher competencies required for implementing the outcomes-based education framework. These competencies are in the areas of assessing learner's progress in relation to desired outcomes, systematically recording learner's achievements, and making use of authentic assessment instruments. Building faculty skills in these areas would help HEIs in delivering desired learner outcomes, set standards for teacher quality, and enhance overall institutional capacity for implementing internationalization activities.
5. The CHED, in coordination with concerned government agencies, shall promote measures to facilitate the granting of visa, work permits (on a case to case basis), residential and other

privileges to faculty and researchers from overseas as part of academic exchanges or internationalization initiatives.

ARTICLE VI PROGRAM AND INSTITUTIONAL MOBILITY

Section 14. Policy, Rationale and Principles

1. The commoditization of education under the GATS has given rise to cross-border education in diverse forms involving mobility not only of students and academic staff, but also programs and institutions. With programs and institutional providers moving across borders with increasing ease, a pressing need has occurred for national systems to define the rules and standards that could provide the basis for quality assurance and recognition of foreign qualifications. This will ensure that outcomes and impacts of transnational education (TNE) are relevant to national needs and priorities.
2. Recognizing the challenges brought resulting from the rapid rise of TNE and its impact on higher education, the Government shall take measures to effectively manage transnational arrangements so that these can complement the goals of the national higher education system to broaden access to quality higher education, promote the academic quality of study programs and degrees, respond more effectively to learners' educational needs, as well as establish and maintain the Philippines' reputation as a provider of high quality education. These measures shall cover both foreign HEIs, including their agents, franchisees and partners; and Philippine HEIs engaged in TNE.
3. This policy framework seeks to guide Philippine HEIs on TNE modalities and processes as well as direct and prioritize partnerships towards attaining high and fast economic growth, bearing in mind a key mission of higher education which is to produce competent and globally competitive graduates with 21st Century skills whose qualifications are comparable and credentials are recognized. In determining TNE partnerships that may be permitted by CHED, the partnership must clearly show that it can contribute to the building of research universities, spurring innovation and fostering the creation of a knowledge economy for the country.
4. Transnational arrangements can take the form of (i) collaborative arrangements, such as: franchising, twinning (leading to an academic degree), and joint degrees, whereby study programmes, or parts of a course of study, or other educational services of the awarding institution are provided by another partner institution; or (ii) non-collaborative arrangements, such as branch campuses, off-shore institutions, corporate or international institutions, whereby study programmes, or parts of a course of study, or other educational services are provided directly by an awarding institution.⁹ Collaborative arrangements are forms of program mobility; while non-collaborative arrangements are forms of institutional mobility.
5. Transnational arrangements shall be covered by legally binding agreements setting out the rights and obligations of the contracting parties. These agreements shall be consistent with the national legislation in both the receiving and sending countries, which shall have to be complied with.
6. Governance mechanisms for setting up of foreign campuses as institutional mobility shall be guided by the Philippine Constitution and pertinent domestic laws.

⁹ UNESCO/Council of Europe Code of Good Practice in the Provision of Transnational Education, 2001



7. The foreign HEI seeking to form a branch campus must meet all the following conditions:
 - a) established for foreign temporary students;
 - b) establishment must be advantageous to the Philippine higher education system;
 - c) there must be an invitation from CHED and the Philippine Government;
 - d) the foreign HEI must have international prominence and accredited by its appropriate government agency or accrediting body to offer international programs or operate offshore programs;
 - e) the Branch Campus must have program offerings different from local offerings by Philippine HEIs; and
 - f) capital accumulation and reinvestment within the Philippines must be undertaken.
8. The principles stated in Article IV (2) shall be strictly adhered to in the awarding of PHL qualification resulting from international partnerships particularly on academic, program and institution mobility.
9. Academic quality and standards of TNE programs should be at least comparable to those of the awarding institution and partner HEIs in the receiving country. When differences arise, the same should be cited and the differences explained clearly through rationale and effects to the recognition of qualifications. The quality assurance and control of the TNE programs shall be the shared responsibility of the providing and the awarding institution. Procedures and decisions concerning the quality of educational services provided by transnational arrangements should be based on specific criteria, which are transparent, systematic and open to scrutiny.¹⁰
10. Faculty and other members of TNE institutions should be proficient in terms of qualifications, teaching, research and other professional experience.
11. Admission policies of both partnering institutions should be of equivalent standards.
12. The home institution which awards the degree and qualifications must provide clear, transparent and reliable information about its status as a higher education institution and the qualifications it grants in terms of learning outcomes and levels of achievement.
13. The Center for Academic Information and Mobility (CAIM) stated in Article IX (2) shall facilitate within the networks of NICs the exchange information and advice on TNE matters.

Section 15. Qualifications of Transnational Education Providers

1. The CHED shall set the conditions for qualifying TNE programs offered by Philippine HEIs under collaborative arrangements with a partner foreign HEI (e.g. twinning, dual programs, or joint degrees) or through offshore programs and services. Philippine HEIs partnering with a foreign HEI in delivering a program shall require a certification from the CHED, and those operating offshore shall be qualified based on a Quality Assurance System implemented by the CHED. Other obligations include adherence to the local laws of the host country, and the provision of student support services in cases where offshore students need to spend a period of their time in the Philippines as part of their course requirements. Both groups shall be subject to monitoring and evaluation by the CHED with the same set of parameters being applied to both onshore and offshore operations.
2. In selecting partners offshore, Philippine HEIs shall be guided by the following eligibility conditions for foreign HEIs: (i) legal standing and accreditation status in the base of operations; (ii) existence of quality assurance mechanisms, including collaboration with international quality

¹⁰ UNESCO, 2001



assurance bodies; (iii) quality of academic staff; (iv) adequacy of facilities and infrastructure; and (v) non-stock.

3. Furthermore, HEIs intending to enter into TNE programs, whether inbound or outbound, must clearly show that such partnership is consistent with the institution's strategic plan and its international objectives, that the partner with whom the program is to be offered will add value to the University by increasing international opportunities for staff and students in teaching and research, and the program is viable and sustainable.
4. Only foreign HEIs recognized by their respective governments as quality education providers, and accredited by a recognized accrediting body, or accorded an equivalent status by a competent authority in the country of origin, shall be allowed by the CHED to offer undergraduate, graduate and post-graduate degrees provided that the foreign HEIs has a partner Philippine HEI.
5. The CHED shall assist stakeholders in the Philippines in determining the legal status and academic standing of said providers especially in cases of foreign HEIs providing degrees obtained purely online and not requiring a local partner. Nothing in this provision shall be construed however to confer recognition by the CHED of degrees or credentials obtained purely online.
6. The CHED shall publish the Qualifications Registry of TNE programs and providers in its website to publicly communicate the recognition and acceptance of these TNE programs as a form of education. Only those providers listed in the Qualifications Registry will be allowed to advertise their TNE programs.

ARTICLE VII INTERNATIONAL ACADEMIC COOPERATION AGREEMENTS

Section 16. Policy, Rationale and Principles

1. An international academic cooperation agreement is the formalization of a partnership between governments, academic networks or two or more HEIs to undertake collaborative teaching and learning activities, in areas such as research; joint academic and scientific activity; staff and student exchange, exchange of publications in areas of common interest; and other collaborative academic activities. It generally takes the form of a memorandum of agreement (MOA) or its variants, and is different from commercial contracts that govern offshore provision of educational services through institutional mobility. Academic cooperation agreements can be bilateral or multilateral; or it can be between governments, between HEIs, or between corporations and HEIs. International academic cooperation agreements at the level of governments signify the need to respond to a demand for higher education which the national education system is not able to provide, or to set quality assurance standards and mutual recognition agreements to facilitate academic mobility exchanges.
2. International partnerships may be initiated by heads of state, by the governments through their respective ministries in charge of higher education, by major organizations and networks and by institutions.
3. Academic cooperation agreements can be effective in formalizing shared goals and mutuality of purpose, reciprocity of preferences, mutual recognition arrangements, and clarity in the responsibilities and obligations of the parties. By articulating these elements formally, an

academic partnership agreement builds and promotes trust between the parties through processes that ensure that high quality standards are met and maintained.

4. Academic cooperation agreements shall be the preferred instrument for entering into academic partnership programs. At the level of governments, these agreements generally provide the framework for setting standards, mutual recognition arrangements, types of academic exchanges and the institutional arrangements for implementation and monitoring. A Philippine HEI may enter into an academic cooperation agreement with a foreign HEI, within or outside a governmental framework agreement, as a means to formalize an academic partnership arrangement that contributes clearly to the goals of the institution, and is established with partners of the highest quality.
5. Academic cooperation agreements must be based on the principles of mutuality, transparency, reciprocity and respect for national sovereignty and autonomy of the HEIs that are parties to the agreement. It must offer the prospect of a long-term relationship between the partners in order to be sustainable.
6. The activities contemplated under the agreement must be aligned with the Philippine HEI's vision and mission, as well as its staff capacities and resources. These activities must have the potential to enhance the HEI's quality standards and internationalization efforts.
7. CHED shall prioritize and encourage crossborder arrangements between foreign HEIs and Philippine HEIs guided and covered by the country's bilateral agreements with the foreign HEIs' home countries as they are treated, in this instance, as part of the CHED's international commitments.
8. Philippine HEIs entering partnerships and academic cooperation agreements with foreign entities must exercise due diligence in validating and verifying with the proper authorities the legitimacy and status of their partners. The CHED must be provided with the results of validation and verification activities to enable it to provide the necessary guidance and assistance. Guidelines will be issued to cover this matter.
9. Philippine HEIs must notify the CHED of all academic cooperation agreements entered into within 30 days from the approval by its Board. The CHED shall ensure that the partnership relationship, as well as the partnership activities embodied in the agreement, is consistent with national principles as well as the procedures governing quality and standards in higher education as promulgated by the CHED. A system to monitor the implementation and assess the outcomes of these agreements shall be established. The reporting of the academic cooperation agreements is necessary for compiling a database that will aid in policy formulation and grant of support and incentives as significant contributions to international commitments in higher education.

Section 17. Guidelines for Determining Academic Partners

1. In choosing academic partners, HEIs shall be guided by the following considerations:
 - a) Complementarity and compatibility of vision and mission, strategies and expertise
 - b) Willingness to set shared goals and to work towards these goals through specific and time-bound measures;
 - c) Qualifications recognized by the competent government body, verifiable based on transparent criteria and procedures;
 - d) Financial soundness and commitment to provide internal funding to support collaborative activities and not relying solely on grant funds from external sources



- e) Recognition of, and respect for, national differences, and efforts to deepen understanding of these differences;
- f) Willingness to make collaborative decisions and share responsibility for them;
- g) Transparency on all issues of decision-making and resource allocation and the readiness to address these issues promptly and resolutely;
- h) Support from all levels in the respective institutions of the partners;
- i) Continuous monitoring the partnership using both quantitative and qualitative indicators;
- j) Compliance with existing and related rules and regulations of the CHED and other government agencies; and
- k) Status of partner foreign HEIs' accreditation/certification as granted by their home governments.

ARTICLE VIII IMPLEMENTATION STRATEGY

1. Philippine HEIs shall be encouraged to take a holistic and programmatic approach in pursuing their internationalization strategies and programs. A programmatic approach will reinforce the HEI's planning process, and will prevent random activities that may have minimal impact on quality improvements. These programs, which can combine activities under both home-based internationalization and cross-border arrangements, would require specific targeting of outputs and outcomes, and a systematic planning of inputs over specified timeframe. It should have a results framework that specifies quantitative and qualitative indicators resulting from internationalization interventions (e.g. increased employability of graduates, improvement in competency scores, increase in published research outputs through collaborative programs, etc.). This results framework should be aligned with the competency-, outcomes-, and typology-based framework embodied in CMO No. 46 s. 2012 entitled "Policy Standards to Enhance Quality Assurance in Philippine Higher Education through an Outcomes-based and Typology-based QA."
2. The programmatic approach to internationalization should be reflected in a medium-term internationalization program to be submitted to, and evaluated by, the CHED through its panel of experts. The CHED will encourage the operation of such internationalization programs and qualified TNE programs, through the grant of incentives upon its endorsement. These incentives shall include, but not be limited to:
 - a) Priority in the allocation of grants for research papers and presentations, foreign scholarships and training, international educational tours, student participation in international conferences and seminars;
 - b) Facilitation, through waiver of some requirements, in the application for grants for the above activities;
 - c) Facilitation, through waiver of some requirements, for outbound and inbound mobility of students, faculty and researchers as part of the internationalization program;
 - d) Major consideration in the retention of the HEIs status' as Center of Excellence or Center of Development, as applicable;
 - e) Inclusion in the registry of international linkages/arrangements/collaborative programs; and
 - f) Financial assistance/support on programs/activities that support action plans/activities/programs under authorized international commitments.
3. Upon successful achievement of targeted results, additional incentives to be provided shall include, but not be limited to:
 - a) Upgrading of accreditation status, subject to fulfillment of other requirements prescribed by the accrediting bodies;

- b) Additional grant allocations, linked to outputs and outcomes (e.g. levels of increase in the employability rate of graduates); and
 - c) The vesting of the appropriate recognition and awards by the CHED as a means to promote good practices in the planning and implementation of internationalization programs.
4. The CHED shall conduct forums and workshops to promote dialogue and understanding of the CHED's internationalization policies, strategies and implementation guidelines.
 5. The CHED shall commission studies on internationalization, its effects, challenges and opportunities as well as trends, based on Philippine experience with a view to designing viable and effective methods of evaluating internationalization-related impacts.

ARTICLE IX IMPLEMENTING MECHANISM

1. A panel of experts on internationalization is hereby created to be responsible for reviewing and evaluating the internationalization strategic plans of the HEIs, and overseeing the effective implementation of the higher education internationalization policy and strategy. The panel will be chaired and convened by the CHED and assisted by an inter-office committee to ensure that the different internationalization roles and functions of CHED offices are coordinated. The International Affairs Staff (IAS) will serve as the secretariat of the panel of experts and will be responsible for the day-to-day tasks of administering the internationalization program.
2. The CHED, in recognition of the importance of enhancing policy coordination among involved government agencies, shall request relevant government agencies to submit reports on the updates on internationalization programs, projects, and activities.
3. A center for academic information and mobility in accordance with the UNESCO Convention on the Mutual Recognition of Qualifications in the Asia-Pacific shall be established and lodged with the IAS as its head and contact point for matters involving international concerns in higher education. It shall be composed of inter-office representatives to undertake the following functions:
 - a) serve as the information and documentation center for Philippine higher education system to collaborate with national information centers of other countries on matters relative to equivalence in higher education for those who want to continue their studies as well as for professional purposes and information on the academic recognition of diplomas and study periods in the Philippines;
 - b) establish the directory/information base of HEIs and degree programs within the official higher education system;
 - c) establish the directory/information base of foreign HEIs and degree programs recognized and endorsed by their home governments
 - d) develop and put in place the management information system required to monitor, track, and assess the status and results of the program; and
 - e) facilitate the recognition of qualifications in higher education.

IAS shall likewise make advice available online in the areas of higher education activities with governmental imprimatur such as conferences, capacity-building activities, promotions, available resources for support of internationalization programs, accredited publications and such other related programs/activities. The most significant information are the descriptions of the regulatory environment in higher education of different countries, national qualification frameworks and the education profiles of different countries.

4. The implementation of this policy framework shall be in compliment with existing CHED policies, standards, and guidelines on transnational education.

**ARTICLE X
TRANSITORY PROVISIONS**

1. All HEIs shall submit to the International Affairs Staff, not later than 90 days after the date of the issuance of this CMO, their existing cooperation arrangements and collaborative programmes as part of their institution's profile to establish the registry of linkages; otherwise, these arrangements shall not be included in the collaborations that may be entitled to recognition, support and other incentives. The template report is annexed hereto.
2. After submission of the cooperation and collaborative programs, the same shall be reviewed by the panel of experts for possible incentives and recognition.

**ARTICLE XI
SEPARABILITY CLAUSE**

If any part of this CMO shall be held invalid, other provisions which are not affected shall continue to be in force.

**ARTICLE XII
REPEALING CLAUSE**

Any and all CHED issuances which are contrary to or inconsistent with any of the provisions herein are hereby deemed repealed.

**ARTICLE XIII
APPROVAL AND EFFECTIVITY**

This CMO shall take effect 15 days from publication in a newspaper of general circulation or in the Official Gazette and shall remain in force and in effect until otherwise revoked or suspended.

Issued this 11 day of November, 2016, Quezon City, Philippines.


PATRICIA B. LICUANAN, Ph.D.
Chairperson



