

# The Development of the Philippines Transnational Education (TNE) Toolkit

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**T**NE programmes in the Philippines have seen a gradual increase since 2015<sup>1</sup> following the lifting of a moratorium on their establishment by the Philippine Commission on Higher Education (CHED) and this opened up opportunities for cross-border education. With the passing of the Transnational Higher Education<sup>2</sup> Act (Republic Act (RA) 11448) in 2019, the Philippine government has been actively engaging local and international partners in shaping the TNE ecosystem in the country.

Through TNE, the Philippines education sector is able to build capacity and generate social impact, contributing to long-term aims of strengthening the country's global competitiveness, talent development and economic recovery. The British Council has played a key role in the development of TNE, working closely with CHED to support TNE-focused projects such as the Joint Development of Niche Programmes through Philippine-UK Linkages (JDNP) and Access and Competitiveness through Internationalisation of Higher Education (ACT-IHE). This case study, on the development of a Transnational Education Toolkit, grew out of this body of collaborative work, which supports UK-Philippine linkages.

The development of the Toolkit has been undertaken by the UK's Advance HE agency, in close collaboration with the British Council. Its development was carried out in the spirit of collaborative inquiry<sup>3</sup>, through engagement with a consultation group comprising UK and Philippine colleagues, who provided input into the design and development process by sharing their TNE experiences. This was followed by validation activities with Philippine senior leaders who provided feedback on the content, format and accessibility of the Toolkit<sup>4</sup>. These consultation and validation activities, along with the experiences of the JDNP programme, sought to ensure the Toolkit's relevance and applicability to those engaged in TNE activities in the Philippines.

The resulting Toolkit aims to be accessible and comprehensive, providing general guidance across the whole TNE journey. It is built around a combination of checklists, success playlists, and developmental tools and resources. It invites readers to work through a series of steps, identifying where development is needed

1. British Council [Ilevia, J.] Environment for Transnational Education Partnerships and UK Qualifications: Challenges and Opportunities – The Philippines and the UK, available from: [https://www.britishcouncil.org/sites/default/files/b-c\\_environment\\_for\\_tne\\_partnerships\\_in\\_philippines.pdf](https://www.britishcouncil.org/sites/default/files/b-c_environment_for_tne_partnerships_in_philippines.pdf)
2. British Council (2016) Transnational Education in the Philippines: opportunities and challenges, available from: [https://www.britishcouncil.ph/sites/default/files/transnational\\_education\\_in\\_the\\_philippines\\_opportunities\\_and\\_challenges.pdf](https://www.britishcouncil.ph/sites/default/files/transnational_education_in_the_philippines_opportunities_and_challenges.pdf)
3. Heron, J & Reason, P (2001) The Practice of Co-operative Inquiry: Research 'with' rather than 'on' People in Reason, P & Bradbury, H. (eds) Handbook of Action Research: Participatory Inquiry & Practice, London: Sage 179-188. TNHE Act (2019) Philippine Transnational Higher Education Act, available from: <https://www.officialgazette.gov.ph/downloads/2019/08aug/20190828-RA-11448-RRD.pdf>
4. The validation activities were approved by the University of Hertfordshire Social Sciences, Arts and Humanities Ethics Committee with Delegated Authority: protocol numbers: EDU/SF/UH/05572 and aEDU/SF/UH/05572(1).

## Setting Up Transnational Education

within their context, and is designed to be user-friendly, catering to people in different TNE-related roles (e.g., senior managers and leaders, TNE managers, TNE programme leaders, professional services and teaching staff).

Initially, readers complete a checklist comprising over fifty questions, which has been developed to provide a comprehensive overview of TNE and is organised into seven key topics: Internationalisation and TNE; the Nature of TNE in the Philippines; Getting Started; TNE Programme Design, Development, and Delivery; Supporting Students; Supporting Staff; and Future Developments and Opportunities.

Engagement with the checklist helps identify strengths, needs and development priorities. The Toolkit outlines the criteria for success in each topic area, alongside potential challenges and solutions. It also provides an indication of resources which could be helpful to different groups of staff.

The Toolkit contains twenty-five practical tools, and readers are encouraged to engage with the Tools for help and support with their specific development needs. In setting up a TNE programme, for example, there are tools to help an education provider find and evaluate a partner, prepare a TNE Business Canvas and a TNE SWOT analysis, as well as build positive TNE partnerships. Meanwhile, the tools for TNE Management include a programme leader checklist as well as a list of opportunities for joint professional development and for growing and expanding TNE programmes. There are tools related to developing programme sustainability, and tools to ensure high quality student and academic experiences. The Toolkit invites readers to engage with these tools, share with their teams, and develop an action plan to advance identified priorities. The Toolkit concludes with an invitation to develop a Theory of Change model to support ongoing monitoring and evaluation.

The Toolkit is currently in its finalisation stage, awaiting to be launched. It is envisioned that the Toolkit will facilitate wider TNE adoption and promote shared understandings and consistency across the sector. It will offer practical guidance on TNE which can be used by a range of institutions, regardless of their previous experience of internationalisation or TNE partnerships. It is hoped that the Toolkit will sustain a community of experts on TNE in the Philippines who will continue to champion, support, and grow this form of educational provision in the country.