



COLLABORATION MISSION REPORT:

# CBIE in Cebu, Philippines

MARCH 19-24, 2019



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Organized jointly with the Embassy of Canada in the Philippines, the collaboration mission was the first partnerships-focused mission between the Canadian Bureau for International Education (CBIE) and the Commission on Higher Education (CHED).

Designed to expose participating Canadian institutions to the Filipino higher education system and to facilitate the exploration of partnership and collaboration opportunities with Filipino post-secondary institutions in strategic areas of interest, the mission included institutional visits and was anchored around a 2-day workshop event. The objective of this event was to enable targeted, productive discussions between Canadian and Filipino colleges and universities that will translate to mutually beneficial institutional partnerships.

# Canada and the Philippines Education Context<sup>1</sup>

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## I. Strategic Bilateral Relations

The pan-Canadian mission took place within the context of an important bilateral relationship and increasing levels of connection and collaboration between Canadian and Filipino higher education institutions. It contributed to building Canada's prominence and reputation in the education sector in a market where there is growing, although still limited, awareness of the Canadian brand.

Canada and the Philippines are partners on the international stage, working closely on economic, democratic development, human rights and peace and stability issues. Canada cooperates with the Philippines as an Association of Southeast Asian Nations (ASEAN) Dialogue Partner, and within the ASEAN Regional Forum (ARF). The Philippines served as Canada's ASEAN coordinating country from 2015 to 2018.

Both countries are active participants in the Asia-Pacific Economic Conference (APEC) forum and the World Trade Organization (WTO). Canada and the Philippines also enjoy strong ties in the education sector with opportunities for partnerships between institutions and student recruitment.

According to the 2011 census, 662,600 people of Philippine origin are now residing in Canada. A growing number of Filipino citizens visit family and friends in Canada, study at Canadian colleges and universities or immigrate to Canada. In 2015, Canada welcomed more than 50,000 permanent residents from the Philippines, making it Canada's top source country for permanent residents that year. In 2016, Canada issued nearly 35,000 visas to Filipinos for tourism. There are approximately 15,000 Canadians residing in the Philippines.

*“The mission was an important first step to realize fruitful collaborations in the Philippines, and a better way to understand deeper how institutional collaborations could become successful.”*

**Thompson Rivers University**

<sup>1</sup> This section combines insights gleaned during the mission with information prepared by the Canadian Embassy in Manila. The Embassy's *International Education Market Profile – Philippines* outlines the Filipino education system including recent reforms; highlights key partnership opportunities for Canada and the Philippines in the education sector; and describes Canada's attractiveness to Filipinos as a study and research destination. The report is available for download through the Government of Canada's [Trade Commissioner Service](#).

## II. Education Reform

The Philippines is the second largest ASEAN market for Canadian institutions after Vietnam. The number of Filipino students studying abroad has increased sharply in recent years, fueled by the country's rapidly growing economy, strong outbound migration, young population and strengthening field of education agents. Student flows to Canada from the Philippines have doubled over the past two years.

The language of instruction in the Philippines is English, making the Philippines an English training hub in the Asia Pacific region. Currently, the Philippines hosts approximately 40,000 international students. The programs that are most in demand are business management, health sciences, social sciences, and the arts.

There are opportunities to establish academic partnerships with Filipino tertiary institutions, in line with the internationalization agenda of CHED.

## III. CBIE-CHED Relationship

CBIE and CHED have worked closely together since the signing of a Joint Statement for Education Collaboration in November 2014. In June 2017, the organizations officially launched the 'Implementation of Higher Education in Canada for K to 12 Project'. This program provides training and support to higher education institutions and personnel in the Philippines who will be affected by the decrease in student enrollment from 2016-2021 as a result of the newly mandated K to 12 curriculum.

This project ensures the ongoing quality and long-term sustainability of Filipino higher education institutions via four components: CHED-CBIE Scholarship for Graduate Studies in Canada designed for faculty and non-teaching staff of Philippine higher education institutions (HEIs); Internationalization of HEIs Training Program; Second Career /Adult Education Training Program and Community College Best Practices Training Program.



Atty. Lily Freida M. Milla, Deputy Executive Director and Director III, International Affairs Staff, CHED presents an Overview of the Philippine Higher Education Landscape and Internationalization Mandate

#### IV. Increasing Momentum for Cooperation in Higher Education

Between 2016 and 2021, commonly referred to as the K to 12 transition, the Philippines will align with their ASEAN neighbours by adopting a kindergarten to grade 12 educational model. This transition presents significant challenges not just to the basic education sector but also to college, university and the labour market.

CHED has committed to investing in development packages for faculty and staff who will experience a much lower workload during the transition, with a view of not only curbing the adverse effects of the transition but also, and more importantly, upgrading higher education in the country.



Mr. Rodel Sta. Ana, Regional Representative from Centennial College participates in Institution to Institution Networking

These investments include:

- **Scholarships for Graduate Studies and Professional Advancement** – CHED will give a total of 15,000 scholarships to higher education personnel: 8,000 to complete master’s degrees and another 7,000 to finish doctorate degrees.
- **Development Grants for Faculty and Staff** – Those who may not wish to go on full-time study may still avail themselves of grants that will allow them to retool and engage in research, community service, industry immersion and other programs throughout the transition period.
- **Innovation Grants for Institutions** – Higher education institutions may apply for innovation grants to fund the upgrading of their programs through international linkages, linkages with industry, research, or the development of priority, niche, or endangered programs.

## Mission: Cebu, Philippines

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### I. Activities

The four-day mission to Cebu focused on the higher education sector and began with each institutional delegate having a one-on-one meeting with the Canadian Trade Commissioner for the Philippines responsible for the education and agricultural sectors. During this meeting the Canadian delegates were able to highlight their institutional strengths and discuss their long term strategies for the market. The evening was spent informally networking with the Canadian Embassy, Canadian Chamber of Commerce, Cebu Chapter and the Honorary Consul of Canada in Cebu.



The Canadian delegation and hosts at the University of San Carlos

Next, a two-day CHED-CBIE Collaboration Mission Workshop introduced representatives of Canadian post-secondary institutions to the Philippine higher education system and facilitated the exploration of partnerships and collaboration initiatives with Philippine higher education institutions (HEIs) in strategic areas of interest.

*“I am very impressed with the attention to detail, and the care giving to the delegates. It was a well-organized event.”*

**Algonquin College**

The workshop opened with a welcome from the Ambassador, Chairman of CHED and CBIE. An overview of the Philippine higher education landscape and internationalization mandate was provided by the Deputy Executive Director of CHED, followed by an overview of the Canadian Educational system landscape and opportunities for collaboration. The Canadian delegation was then given an opportunity to give a “lightning pitch presentation” where delegates highlighted their institutional strengths and strategic interests. The workshop also included moderated multi-sectoral panel discussions. This event brought together approximately 100 individuals from more than 30 Filipino higher education institutions, government bodies such as CHED and local municipalities, chambers of commerce, tourism and local industries.

The final days included a combination of institutional visits and networking events at Cebu Normal University, University of San Carlos, University San Jose Recoletos and University of the Visayas as well as one-on-one ‘speed dating’ between Filipino and Canadian institutions where the Canadian delegates met upwards of 15 institutions for 20 minute periods.

## II. Moderated Multi-sectoral Panel Discussions

The moderated panel discussions were organized, with the support of the Cebu Chamber of Commerce and Industry, to bring together multi-stakeholder representatives from Central and Southern Philippines. Sessions included panelists from Canadian and local colleges and universities, local government entities, NGOs and business/industry representatives and aimed to:

- Identify pressing issues to be addressed through education and training;
- Identify key solutions that may be addressed through partnerships between Canadian and Filipino institutions
- Establish collaborative working relationships between multi-sectoral stakeholders.

The multi-sectoral panel discussions facilitated discussions and the sharing of best practices between experts and the audience in three emerging areas that require intervention of academe as well as public and private stakeholders.



Canadian and Filipino delegates participate in the Multi-sectoral panel presentations.



Damien Dunne, Manager, International Partnerships and Programs, Algonquin College presents to delegates from University of San Carlos

## Panel Discussions #1 – Innovation and Technology Advancement for Disaster Management and Resiliency

The Philippines is one of the most vulnerable countries to natural hazards. The recent creation of the Department of Disaster Resilience Act seeks to bolster the country's resilience to the impact of national disasters and climate change. The Philippine government aims to promote a holistic approach to disasters through a multi-stakeholder approach to achieve a disaster-resilient culture. Aside from this, programs and projects are established to develop and promote research, education and training mechanisms at all levels of government.

This panel delved into the role of education and training, science and technological innovation in achieving food security and addressing humanitarian crises as it relates to disasters.

Based on the sharing of the panelists, the following may be considered in establishing a collaborative working relationship between multi-sectoral stakeholders:

1. Create formal programs of study in the field at all levels (i.e. police, health, disaster management, post-grad studies on environment impact assessment, disaster risk reduction and management)
2. Integrate resilience strategies into all other programs and student curriculum and instruction.
3. Ensure sustainability is prioritized within strategic planning and institution design – environmental sustainability will be an institutional commitment for all project and programs to reduce reliance on the core grid, water supplies, and reduce the impact of disasters.
4. Assist with the training and creation of emergency response teams, empower students to train the community as part of their volunteer/course work, include young children into activities.
5. Collaborate and advocate for preparedness in communities, play a role in public awareness.
6. Invest in community integrated support systems.
7. Conduct industry specific tech research to mitigate environmental impacts, (i.e. development of new varieties of rice with ability to withstand drought or flooding) and develop technological innovations to support alternative, risk mitigation and diversification practices (solar power, water power, floating garden, crop management practices, and irrigation practices, pre-planting).
8. Encourage two-way communication and collaboration between academe and industry and between other countries, including dissemination of innovations and information, accessibility of information, and bilateral sharing (i.e. good practices and courses from Canada, and expertise/ experience from the Philippines).
9. Strengthen collaboration among universities and industries through collaborative research using transdisciplinary approach.

## **Panel Discussion #2 – Innovation and Advancement in the Internationalization of Higher Education, specifically around Tourism**

Internationalization of higher education is the integration of intercultural or global dimensions into the delivery of post-secondary education. Various components constitute internationalization including, but not limited to, international student recruitment, student and faculty exchange programs, internationalization of curriculum, research and development with foreign institutional partners.

The growth of the tourism industry is a priority in the Philippines. In 2017, the travel and tourism sector contributed a total of 86 million CAD to the Philippine economy, accounting for about 21% of the country's GDP. The industry is expected to increase to 160 million CAD by 2028.

This panel aimed to highlight the role of education in the development of a strong workforce to support the growth of the Philippines tourism industry and to strengthen its position as a preferred global tourist destination.

Based on the sharing of the panelists, the following may be considered in establishing a collaborative working relationship between multi-sectoral stakeholders:

1. Emphasize the importance of teaching the hard and soft skills of the industry (business, management, leadership, intercultural communications, financial, etc.).
2. Teach sustainability in tourism – environmental sustainability for tourist destinations, the sustainability of the local populations and reinvestment into the community.
3. Research the technological advancements in the industry.
4. Utilize multi-sectoral solutions and engagement to support tourism.
5. Encourage leadership commitment – enforcement of internationalization, establishment of internationalization offices, adult learning programs.
6. Encourage multi-sectoral engagement at the HEI level. Industry should be engaged in course development and integration of history.
7. Focus on teaching hospitality skills to all students (provide guided tours of campuses, historical tours by students regardless of discipline, run tours of the university as a business).



### **Panel Discussion #3 – Inclusive Education for Indigenous Communities Leading to Economic and Social Prosperity**

The Philippines is home to over 11 million indigenous people that reside in remote locations across the country with limited access to technology and quality education. Since the passage of the Indigenous People's Rights Act in 1997, numerous stakeholders across the Philippines have promoted inclusive and accessible education. This panel took a closer look at the inspiring efforts of various stakeholders to uphold the indigenous communities through the promotion of inclusive and accessible education.

Based on the sharing of the panelists, the following may be considered in establishing a collaborative working relationship between multi-sectoral stakeholders:

1. Make an age-appropriate curriculum on indigenous peoples' historical and contemporary contributions to the country a mandatory education requirement for students.
2. Provide the necessary funding to post-secondary institutions to educate teachers on how to integrate indigenous knowledge and teaching methods into classrooms.
3. Provide the necessary funding to indigenous schools to use Indigenous knowledge and teaching methods in classrooms.
4. Establish senior-level positions in government dedicated to indigenous content in education.
5. Develop and implement curriculum and learning resources on indigenous peoples in history.
6. Share information and best practices on teaching curriculum related to indigenous history.
7. Build student capacity for intercultural understanding, empathy, and mutual respect; identify teacher-training needs related to the above.
8. Provide welcome programs/transition program for students.
9. Inspire: provide opportunities for all to learn the history and be more engaged.
10. Empower: leverage partnerships with industry for learning opportunities.
11. Belong: develop close and trusting relationships with community, include elder advisors into program networks.
12. Provide special career advancement programs to indigenous staff to increase their skills.
13. Provide programs and specific capability enhancement training, skills and trades that are in demand for these communities.
14. Learn from the experience of Canada in categorizing indigenous communities; pursue research collaboration with Canadian universities; invite National Commission on Indigenous Peoples in the conversation on definitions.

## Results and Outcomes

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### I. Immediate Outcomes

In the months following the mission several partnership opportunities have been in discussion primarily with universities/polytechnics. Delegates have also noted an increase in applications to the **SEED funding mechanism** supported by Global Affairs Canada.

One particularly exciting outcome occurred for Royal Roads University (RRU) who hired the Director, International at Silliman University as Associate Faculty and arranged for an RRU faculty to be a visiting faculty at Silliman in November 2019.



Cebu Normal University welcomes the Canadian delegation

### II. Participant Feedback

Participant feedback has been invaluable to inform the design of future missions. The connection to CHED was a huge benefit, as well as the relationship with the Canadian Embassy which helped the delegation understand the needs of the colleges/universities in the region.

The large meeting and panel was a great format for connecting with a large number of potential partner institutions in one location. The numerous one-on-one speed-dating meetings were greatly appreciated and seen as better than multiple campus visits, although it made the schedule quite tight.

Additional benefits for participants included connecting with other senior administrators in Canadian international education and gaining a better understanding of opportunities for collaboration between Canadian colleges and universities. Working with peers allowed for the sharing of insights and best practices. Delegates also highlighted the sense of camaraderie facilitated by social functions which allowed them get to know each other and work most effectively as a group.

*“Participation in the CBIE International Collaboration Missions are an excellent way to enter new markets, make the right connections, gain an insider's understanding of the country, and connect with Canadian colleagues. RRU has participated in missions in Vietnam, Mexico, Norway and the Philippines and each mission has proved fruitful with immediate results: it's a winning format.”*  
**Royal Roads University**

The logistics organization and on-site management were well received and appreciated as was the collaborative nature of working with CBIE in terms of flexibility and feedback and willingness to adjust along the way.

Asked about the most interesting thing that they learned during the mission about the Philippine education context, participants reported the following:

- The Philippines higher education system is very focused on internationalization efforts.
- Their innovative research and best practices in disaster management and training.
- The focus on internationalization and the disparity in quality between private and public institutions.
- The recently implemented free post-secondary education.
- The CHED support for internationalization throughout the country and the scholarships available.



Baihau Chadwick, AVP International and Chief Executive Officer, TRU World Global Operations from Thompson River's University addresses University of San Jose Recoletos

## Participating Canadian Institutions

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- Algonquin College
- Centennial College
- College of the North Atlantic
- Georgian College
- Royal Roads University
- Saskatchewan Polytechnic
- Seneca College
- Thompson Rivers University



## Background: CBIE Collaboration Missions

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Initiated in 2012, CBIE **collaboration missions** respond to a growing demand from our members to cultivate partnerships in specific countries or regions. With a diverse membership spanning the spectrum of Canadian education, CBIE adopts a “Team Canada” approach to missions as the national voice for international education. Given the decentralized nature of Canadian education, this unifying approach is particularly valuable in interactions with governments and higher education associations in other countries.

All CBIE missions are designed in close consultation with participating institutions and partners to determine priorities and shape a highly relevant program. Central elements include, but are not limited to, meetings with senior-level government officials to understand the educational context and government priorities, and one-on-one institutional visits allowing participants to network and discuss partnership opportunities. The knowledge and access created by each mission forge deep connections between CBIE's membership and a variety of international partners. **CBIE has previously led missions to Ukraine, Algeria, Brazil, the Philippines, Vietnam, Mexico and Norway.**



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