Framework on International Student Mobility for Higher Education Institutions

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Abstract

The rise of the knowledge-based economies significantly impacted education, such as increased academic mobility, including people movement and international academic programs. Higher Education Institutions (HEIs) then need to respond to the demands of internationalization through policies and initiatives. This qualitative research primarily aimed to identify the existing policies on international student mobility (ISM) in HEIs, analyze the implementation of the existing ISM policies through a SWOT analysis, and create a model ISM framework for HEIs. Data were collected using key informants' interviews, focus group discussion, and jurors' validation of the proposed framework. Salient results revealed that the ISM policies of the selected HEIs adhere to relevant laws in the country. Furthermore, the SWOT analysis indicated that the strengths and opportunities exceed the weaknesses and threats. Therefore, a proposed framework on ISM is acceptable and can serve as a practical guide for institutional policy formulation in HEIs in the Philippines. Its further validation and eventually its use for ISM policy reforms are recommended.

Keywords: *framework, higher education, internationalization, ISM, SWOT analysis*

Introduction

For the past decades, increased academic mobility, including both people movement and international academic programs, has been noted. The contemporary trends of academic mobility and internationalization of higher education policy and practice have been shaped and given social meaning by the globalization of the higher education market (Kim, 2009). Students and faculty have crossed borders searching for global knowledge and increased opportunities in the competitive educational landscape. Institutions engage in networking, collaborations, and student and faculty exchange programs in order to comply with requirements of regulatory bodies, and at the same time, remain responsive and competitive in this era of changing educational landscape. This international mobility of students, researchers, and teachers and the efforts to strengthen the attractiveness of higher education institutions contribute to the development of a truly international market of higher education (Varghese, 2004).

Internationalization among HEIs refers to the integration of international and intercultural dimension into all university activities, including teaching, research, and service functions (OECD, 1999). It is a process that involves increasing the range of international activities within universities and between universities and other educational institutions and the numbers of international students and academic staff (Robson, 2011). The International Association of Universities (2005) regards internationalization as an opportunity to promote cultural diversity and foster intercultural understanding, respect, and tolerance. In an era of knowledge economy where higher education has become an indicator of economic competitiveness, the internationalization of higher education is often regarded as an innovative response to external marketing opportunities, including the world university rankings and the international recruitment of the best and the brightest (Kim, 2009). The American Council on Education's Center for Internationalization and Global Engagement (CIGE) (n.d.) defines comprehensive internationalization as a strategic, coordinated process that seeks to align and integrate policies, programs, and initiatives to position colleges and universities more globally oriented and internationally affiliated institutions. One of the most

visible forms of internationalization of higher education systems is students, researchers, and teachers (Fernex *et al.*, 2017).

Based on the data of UNESCO Institute of Statistics (2013), the number of students pursuing studies abroad continues to surge as higher education institutions worldwide vie for the best and brightest minds. However, there is growing competition for students from emerging regional destinations to offer more affordable and culturally relevant programs. Almost 4.5 million tertiary students are enrolled outside their country of citizenship. Specifically, the number of students enrolled in tertiary education outside their country of citizenship increased more than threefold, from 1.3 million in 1990 to nearly 4.3 million in 2011, representing an average annual growth rate of almost 6%. This is a greater increase than the overall rise in tertiary enrolments globally. Interestingly, the number of students enrolled outside their country of citizenship has risen dramatically over the past decades, with Asian students making up 53% of the total in 2011. Additionally, the University of Oxford (2015) reported that the global population of students who move to another country continued to rise, reaching almost 5 million in 2014 – more than double the 2.1 million internationally mobile students in 2000. According to OECD (2016), the number of international students enrolled in higher education institutions rose worldwide by 50% between 2005 and 2012.

OECD (2013) mentioned that among the benefits of studying abroad, perceived by many students are cultural enrichment and improved language skills, high-status qualifications, and a competitive edge to access better jobs. In addition, studying abroad helps students expand their knowledge of other societies, languages, cultures, and business methods and leverage their labor market prospects.

HEIs need to respond to the demands of internationalization through policies and initiatives. Thus, an investigation focusing on the policies and practices is significant because students' motivation to move across international borders is shaped by the scope of action created by the policies of HEIs (Raghuram, 2013, as cited by Riano *et al.*, 2018). Also, the policies on international student mobility have received scant attention (Riano & Piaget, 2016 as cited in Franca and colleagues, 2018).

This study assessed the programs and policies on International Student Mobility (ISM) in selected academic institutions in the Philippines. It proposed a model framework on ISM based on the identified weaknesses, problems, and issues. Specifically, the researchers sought to identify the ISM policies of the different HEIs; analyze the ISM policy implementation of the different HEIs in terms of strengths, weaknesses, opportunities, and threats; and create an ISM model framework.

Theoretical Framework

Internationalization at the national, sectoral, and institutional levels integrates an international, intercultural or global dimension into the purpose, functions, or delivery of post-secondary education (Knight, 2004). This definition of internationalization is comprehensive and contextualized in the education sector itself. Knight (2004) elucidated that the term process is deliberately used to convey that internationalization is an ongoing and continuing effort and denotes an evolutionary or developmental quality to the concept.

Knight (2004) further argued that the concept of integration is specifically used to denote infusing or embedding the international and intercultural dimension into policies and programs to ensure that the international dimension remains central, not marginal, and sustainable. Lastly, the concepts of purpose, function, and delivery are meant to be used together. Purpose refers to the overall role and objectives that post-secondary education has for a country or region or, more specifically, the mission or mandate of an individual institution. Function refers to the primary elements or tasks that characterize a national post-secondary system and an individual institution. Usually, these include teaching and training, research and scholarly activities, and service to society. Delivery is a narrower concept that offers education courses and programs either domestically or in other countries.

This concept of internationalization purports both policies and programs at the national, sectoral, and institutional levels. Programs can be seen as one of the policy instruments or, more generally, as one of the ways policies are translated into action (table 1). Given Knight's (2004) internationalization model, this study was guided by the key concepts of integrating the three dimensions of internationalization into the purpose and functions of post-secondary education. The processes involved in such integration are manifested through existing policies and practices related to ISM. The programs and practices at different levels will help further elucidate the concept of ISM and consequently lead to an apt framework for HEIs in the Philippines.

Grounded on Knight's internationalization

model, this research is conceptualized to have a deep understanding of internationalization in the education sector, specifically the HEIs in the Philippines. With the concepts of integrating international, intercultural, or global dimensions into the purpose, functions, or delivery of post-secondary education, this study is conceived to focus on the policies on ISM in HEIs as a basis for a proposed ISM framework for HEIs.

Review of Literature

The government agencies were responsible for delivering higher education. Therefore, the statistics on student enrollment, whether local or foreign, and relevant government policies elucidate ISM in the Philippines.

The Philippine government has the policy to continuously promote the Philippines as a center for education in the Asia Pacific. They do this by encouraging international students to study in the country, developing awareness of the country's educational system among neighboring countries, and allowing duly accepted international students to avail of the facilities of the Philippine educational system (Executive Order No. 285). However, this same law states that there is a need to liberalize the procedures and requirements in the entry of international students without compromising national security by providing a systematic method in the processing and approval of their documents.

Relevant laws spell out support for internationalization in education, specifically on international students, student services such as Commission on Higher Education (CHED) Memorandum Order (CMO) No. 21, series of 2006 and No. 22, 2013 and No. 11, series of 2014. As provided in CMO No. 21, s 2006, Student Affair and Services are defined as services and programs in any university or college concerned with students' non-academic experiences to attain total student development. Non-academic services are two-pronged: those that relate to student welfare and those that relate to student development. Implementation of these services can be unique to an institution. Specifically, International Student Services refers to the provision of assistance to address the needs of international students. Based on this policy, the International Student Services is an integrated service program that caters to the socio-psycho-cultural, academic, and non-academic needs that should be available to all international students.

Under CHED Memorandum Order No. 22, s 2013, CHED encourages and promotes student exchange and solid academic linkage with business and industry in other countries for cross-cultural training and skills enhancement to make students competitive for employment in the Philippines and abroad. CHED issues the Policies, Standards, and Guidelines on Student Internship Abroad Program for students enrolled in public and private Higher Education Institutions (HEIs) with established Internship Abroad Program. This is done to recognize existing international linkages and networking to ensure the safety and well-being of students while providing them with applied

Table 1. Policies and programs at all three levels according to Knight (2004).

Level	Policy	Programs
National	Education and other national-level policies relating to the international dimension of higher education; other policy sectors include cultural, scientific, immigration, trade, employment, and culture	National or sub-regional programs that promote or facilitate the international dimension of post-secondary education; can be provided by different government departments or nongovernment organizations; examples of programs include academic mobility programs. international research initiatives, and student recruitment programs
Sector	Policies are related to the purpose, functions, funding. and regulation of post: secondary education	Programs offered by and for the education sector specifically; can be provided by any level of government or by public or private organizations
Institutional	Policies that address specific aspects of internationalization and policies that serve to integrate and sustain the international dimension into the primary mission and functions of the institution	Programs such as those identified in the section labeled academic programs

learning opportunities and cross-cultural training skills enhancement in reputable companies and training institutions in various parts of the world. Meanwhile, the CHED Memorandum Order No. 11, 2014, states that the ASEAN International Mobility for Students (AIMS) promotes regional integration through student mobility. Student mobility is recognized as an essential element in fostering academic cooperation, leading to developing a viable Southeast Asia regional higher education area.

The two leading players in assessing overseas qualifications for either academic mobility programs or examinations are the CHED and Higher Education Institutions (HEIs). The authority to conduct educational programs is applied for and granted by the CHED by recognizing educational programs and the operation of the HEIs. The CHED has the authority to provide (1) recognition of a foreign certificate, diploma, or degree and (2) recognition that the holder has received the academic training required to practice a profession. Meanwhile, the HEIs have the right to carry on the education activity arising from the moment there is a permit to operate the educational program. Generally, HEIs enjoy academic freedom; thus, they can admit students, determine who may teach, what may be taught, and how it shall be taught if they abide by the following policies and guidelines by the CHED (Commission on Higher Education, 2012).

Angeles (2009) explained that despite all the weaknesses and strengths of the Philippine higher education system, the country benefited much from international education as it helped improve the quality of our programs and resources. As part of internationalization, student mobility, where students cross borders to receive foreign education, has great implications on our socioeconomic, cultural, and political milieu. He also reported that the top three international students in the Philippines include Koreans, with 1,305 students or 29.51% of the total foreign student population. Chinese students number to about 937 (21%) while Iranians number to 596 or 13%. Others include Indians with 369, Americans with 173, and Indonesians with 147 students sent to the Philippines. International students in the Philippines usually enroll in the following top 10 higher education programs: business administration, dental medicine, nursing, hotel and restaurant management, medicine, and others. The increase of international students continues from 26,000 in 2011 to more than 61,000 in 2012 (ADNU, 2013).

Lo (2019) offered a fresh perspective on international student mobility considering the global citizenship discourse. It revealed both personal and institutional obligations and commitments in the issue of ISM, and the right-based approach, which provides a moral orientation for a borderless initiative of expanding participation in higher education. He also argued that the capability approach reveals the function of ISM in forming the capabilities of individuals to promote individual freedom and autonomy, achieve higher levels of well-being worldwide, and become global citizens. Furthermore, the mobility phenomena accompany higher education transformations such as massification, privatization, and unification (Fernex *et al.*, 2017). They noted that such phenomena could be well utilized to provide an analysis scheme and represent a challenge for researchers, practitioners, policymakers, and students. Finally, they mentioned the two primary forms of mobility in higher education, which are the development of international mobility of students and researchers and issues concerning social mobility through the choice of courses of study and institutions, inequality in the course of study and success in higher education.

Studying the complex relations of international academic mobility, internationalization, and 'interculturality' in higher education, Kim (2009) argued that trends of academic mobility and internationalization of higher education policy and practice have been shaped and given social meaning to the globalization of the higher education market. It is also argued that the current condition and pattern of transnational academic mobility are also shaped by neoliberal policy and market-framed research competition. The international mobility of students, researchers, and teachers, combined with the efforts to strengthen the attractiveness of higher education institutions, contribute to developing a truly international market of higher education (Varghese, 2004). Higher education has become an indicator of economic competitiveness in an age dominated by the knowledge economy, and internationalization is an innovative response to external marketing opportunities (Kim, 2009).

Materials and Methods

Research Method

This research used a descriptive method of research using a qualitative approach. This descriptive method is appropriate for determining the programs and policies on ISM of different HEIs and analyzing them in terms of strengths, weaknesses, opportunities, and threats. This method was also used to describe the proposed model framework on ISM.

Study setting

The study covered nine (9) selected HEIs from Luzon and Visayas, consisting of three SUCs, three private sectarian HEIs, and three private non-sectarian HEIs. The other HEIs identified initially as part of the scope based on the CHED official list of HEIs were excluded due to refusal to participate in the research project. The nine HEIs are the following: University of the Philippines-Diliman (UPD), Bulacan State University (BSU), Southern Luzon State University (SLSU), University of the East (UE), Mapua University (MU), Naga College Foundation (NCF), University of San Agustin (USA), Holy Angel University (HAU), and Ateneo De Naga University (ADNU). The study was conducted from 2017-2019.

Key informants and interviewees

The key informants consisted of concerned university officials and staff from the International Relations or Affairs Office. These key informants consisted of two from UPD, one from BSU, three from SLSU, two from HAU, two from ADNU, three from NCF, four from the UE, and four from MU. In addition, 14 international students were interviewed, consisting of one student from HAU, seven students from SAU, one student from ADNU, one student from NCF, one from UE, and three students from MU.

Data Gathering Techniques

The data on the ISM programs and policies of the HEIs were collected through key informants' interviews (KII) and focus group discussions (FGDs). In addition, focus group discussions composed of officials and international students were conducted. The data on the analysis of the ISM programs and policies were gathered through workshops participated by the research team composed of university and college officials and faculty and through the KIIs. First, the data on creating the ISM framework was gathered by reading varied references on ISM and analyzing the ISM programs and policies from the nine HEIs. Then, the data on the proposed ISM framework were gathered through internal and external validation. The validation was done by an internal panel composed of five university officials and heads of colleges and offices who have a background in policy-making and international student mobility. The second validation of the revised ISM framework was done by a panel composed of three members of other institutions.

Results and Discussion

Program and Policies on International Student Mobility of Selected HEIs

A. Full Degree Programs

1. Admission of Foreign Students in the Regular Programs

International students are those who take all or part of their higher education experience in a foreign country (CMO 55, s. 2016). Internationalization has increasingly become a key feature of higher education globally, not only in state-run or government institutions but also in private higher institutions. One of the most common internationalization strategies in most SUCs is the systematic facilitation of country-wide and regional mobility and market access of students, faculty, and staff. International students' admission entry and stay in the Philippines are governed by the Consolidated Guidelines on the Entry and Stay of Foreign Students in the Philippines Under Executive Order 285, s. 2000 shall apply to all HEIs duly authorized by the CHED and the Bureau of Immigration to admit international students.

2. Policies on Admission of Foreign Students

In terms of policies, the SUCs, private sectarian, and non-sectarian HEIs undergo both CHED and the Bureau of Immigration accreditation before accepting international students. They have required a certain level of accreditation of program(s) that can accept international students. In addition, they must maintain the allowable number of students, which should not be more than 25% of its total population. Those applying for admission must comply with SUC and HEI requirements for enrollment, such as passport and scholastic records authenticated by the Philippine Foreign Service Post in the country of origin. In addition, they are also required to submit documents showing the student's capability to cover expenses for accommodation and subsistence, school fees, and other incidental expenses.

Additional consular requirements like police clearance and medical certificate including chest x-ray and Hepatitis B clearance, are also required. However, only those issued with a Notice of Admission must present a validly issued student visa or special study permit. They are also required to submit a Certificate of English Proficiency if they come from non-English speaking countries or if the courses they took in their home country did not use English as a medium of

instruction. Most private HEIs offer English proficiency courses for non-English speaking international students. SUCs, on the other hand, offer mandatory courses on Philippine language and culture.

In terms of program or course of study, those enrolled in SUCs are usually required to follow the same Program of Study as the Filipino students. In private HEIs, there are programs specifically for international students, although they can be allowed to follow the same program as the Filipino students. In terms of school fees, in SUCs, international students pay the regular fees but must pay additional fees aside from the tuition and other fees familiar to all students. This may not be so in private HEIs who have approved fees for international students. The international students can request a transfer of credit for equivalent courses taken in the country of origin.

3. Programs or Activities for Foreign Students

State Universities and Colleges (SUCs) and private HEIs have established foreign student units that act as an official transacting body with the inter-agency committee on international students to member agencies and help obtain necessary alien documentation. Some SUCs lodge this function in their Office for International Linkages/ Affairs or in International Relations Office. Private HEIs, both sectarian and non-sectarian, lodge all international students' concerns with the Admissions Office and the International Relations Office.

Most SUCs and HEIs have organizations of students which act as a support group to international students. They also have marketing strategies and developed websites and have forged collaborations/MOAs/ MOUs with other institutions in the region to address inadequate facilities and faculty complement. Programs for housing international students are likewise in place. SUCs with an insufficient number of dormitories have accreditation policies for private residences, hotels, and condotels. Private HEIs run their hotels and residences for international students. Private HEIs even provide transportation facilities. Food services are also carefully investigated.

Programs on cultural immersion and language tutorials and lessons are also in place. Straight programs from undergraduate to the doctoral level and credit transfer are also in place in all types of HEIs.

B. Student Exchange

In terms of exchanging international students for internship and cultural immersion, the findings on the duration, cost-sharing, and qualification of delegates were noted: For student exchange programs, specific arrangements are made based on the agreements specified in the Memorandum of Agreement (MOA) or Memorandum of Understanding (MOU). This policy is valid for all HEIs. In some SUCs, the tuition fee is waived, but students must take charge of the travel expense, food, and accommodation. Others arrange the exchange, but the student participants take charge of their travel expenses and allowance. At the same time, the partner universities abroad provide accommodation for the students during a one-month student teaching. An example of this is a project among SUCs spearheaded by SEAMEO based in Bangkok, Thailand that promotes the mobility of more than 300 students in a month. Part of the agreement is to send a certain number of student teachers and receive the same number from other universities in Southeast Asia.

C. Short-Term Courses

International students sometimes enroll in short-term courses like foreign language study, usually English as a Second Language. However, enrollment is just an add-on to the existing curricular program they are taking in most cases. The same policy on admission and retention for international students applies in all three types of higher education institutions.

D. Dual Degrees/Sandwich Program

In CHED's Transnational Education Program (TNE), students take courses in the Philippines and a foreign country. The policies on the number of credit units and stay duration outside the home university are approved by the governing boards of HEIs of the participating universities. They are made part of the curricular program design. Usually, arrangements are made with partner universities abroad that provide educational services. In SUCs, the cost of studying abroad is charged to scholarship programs provided by institutions such as the Department of Science and Technology, CHED, and the British Council. The approved curriculum sets the duration, and the HEIs likewise set the qualification of students per their existing policies.

E. Student Internship Abroad

Students take the practicum or internship abroad for a specified duration in this program. This undertaking is approved by HEIs' governing bodies, and MOAs are entered into between the participating HEI or university. In SUCs, the internship program adheres to the CHED

Memorandum Order No. 24, series of 2009 for student internship abroad. In terms of cost, the provision in the MOA prevails, but in most cases, the partner institution abroad takes charge of the accommodation. In contrast, the sending institution provides the airfare and provides transportation assistance for visa processing.

In private HEIs, the CHED Memo and their governing boards set the policy on student internship abroad. In most cases, all expenses are borne by the student interns. In all HEIs, the duration ranges from a semester to 12 months, depending on what is stated on the MOA or curriculum.

The existence of programs and policies related to ISM manifests the institutions' compliance to CHED Memorandum Order No. 22, s 2013. It encourages and promotes student exchange and solid academic linkage with international businesses for cross-cultural training and skills enhancement, making students competitive for employment in the Philippines and abroad. Further, these programs and policies on ISM support the CHED in promoting regional integration through student mobility which is recognized as an essential element in fostering academic cooperation, leading to developing a viable Southeast Asia regional higher education area (CMO No. 11, s 2014). These will also help strengthen internationalization in the institution, which is regarded as a process that involves increasing the range of international activities within universities and between universities and other educational institutions and the numbers of international students and academic staff (Robson (2011).

These policies help address the impact of internationalization on education, specifically the two major forms of mobility in higher education which are the development of international mobility of students and researchers and issues concerning social mobility through the choice of courses of study and institutions, inequality in the course of study and success in higher education (Fernex *et al.*, 2017). With these ISM policies in place, more students will be encouraged to cross borders. Furthermore, such international mobility of students can contribute to developing a truly international market of higher education (Varghese, 2004) since internationalization serves as an opportunity to promote cultural diversity and foster intercultural understanding, respect, and tolerance among peoples (IAU, 2005).

Strengths, Weaknesses, Opportunities, and Threats in the Policy Implementation on ISM in HEIs

The implementation of the ISM policies in the nine HEIs covered was analyzed by determining the strengths, weaknesses, opportunities, and threats (SWOT). The KIs from concerned HEIs and officials from Bicol university identified the SWOT. The results, specifically the actual statements on the SWOT, are listed and grouped in tables 2 and 3.

Results revealed that the strengths of ISM policy implementation are the existence of relevant and functional office, strengthening of linkages and collaboration, support for social and academic integration of the foreign students, offering of relevant programs, contribution to the good performance of the institutions, and dissemination and implementation of ISM policies and programs. These strengths are noted as enablers in the HEIs' quest for responsive global education. Moreover, these can serve as exemplars to other institutions like Bicol University, aiming to attain global stature.

The identified weaknesses pertain to academic challenges such as delay in course completion, use of Filipino as a medium of instruction in some courses, poor academic performance, not so academically competitive, absence of minimum grade requirements, limited program offerings, and very high standards of some professors. Other weaknesses pertain to budget, facilities, extra-curricular matters, marketing, and poor enrolment. These weaknesses are noted as hindrances to the implementation of the IMS policies and programs. Although these are expected to provide temporary setbacks, identifying these provides impetus to work on the needed improvements to ensure quality education for both inbound and outbound students.

The opportunities for improvement and innovations outnumber the weaknesses as well as the threats identified. These include the following: more opportunities for partnerships and collaborations, internationalization of programs, student exchange and cultural immersion, employment, language training and tutorials, marketing, and enrolment. These opportunities require administrative support regarding guidelines, financial support, human resources, and an overall academic culture open to ISM. Moreover, these opportunities can be seen as avenues for improving the delivery of global education. When these opportunities are explored with a positive attitude and openness, the HEIs will move towards internationalization. In the case of Bicol University, it will contribute significantly to attaining its vision of becoming a world-class university. For instance, when these opportunities are explored fully, the concerned HEIs can address certain benchmark statements for QS Stars Rating System and even

Table 2. Strengths and weaknesses in the ISM policy implementation in HEIs.

Strengths	Weaknesses
Existence of relevant and functional office • Presence of the Office of International Linkages that takes care of the International Student Mobility Program. • Existence of an office that facilitates ISM programs and the processing of documents • Establishment of an international linkage office in the partner institution • Existence of the Confucius Institute and a foreign language center in the University • Organized and well-funded Office for International Affairs manned by 4 unit heads and support staff	**Academic challenges** • Delay on completion of degrees due to non-offering of courses when professors are not available • Allowing some subjects to be taught in Filipino poses difficulty to foreign students resulting in dropping out from the roll • Poor academic performance of some foreign students due to language difficulty • No so academically competitive foreign students • No minimum grade for foreign students to maintain for retention purposes • Limited program offerings, i.e., teacher education programs only • Very high standard of some professors resulting from increasing student anxiety
Strengthening of linkages and collaboration • Collaboration with other SUCs in the region in the ISM implementation • Sending student interns to partner training institutions • Strong collaboration with international organizations and universities in the offering of joint degrees and double degree programs • Involvement in different student exchange programs • Leadership in Asian Network of institutions • Active membership in international organizations of universities promotes international collaboration	**Budgetary Constraints** • Lack of sufficient budget to support all ISM programs
Support for Social and Academic Integration of Foreign Students • Making cultural immersion part of the ISM program • Peer support to facilitate understanding of language • Strong support of student organizations • High regard for cultural diversity	**Facilities** • Physical facilities that need upgrading or repair to come at par with international standards • Not so good facilities compared to private institutions
Offering of Relevant Programs • Offering of degree programs for intact classes or closed groups of students in a host university abroad • Offering of undergraduate and graduate straight programs and joint degrees on fields that schools in Manila do not offer	**Extra-curricular Matters** • Encouraging foreign students to involve in extra-curricular activities

Table 2 (continuation). Strengths and weaknesses in the ISM policy implementation in HEIs

Strengths	Weaknesses
Contribution to Good performance of the Institution • Established good performance along with teacher education • Sustaining good performance and position in the world ranking of universities. **Dissemination and Implementation of ISM Policies and Programs** • Implementation of different ISM programs aside from admission of foreign students. • Publication of policies on the SUCs website	**Marketing and Enrolment** • No intensive marketing of programs • Poor enrollment of foreign students in the regular programs

university world ranking or other international quality assurance systems.

The threats explicitly mentioned by the SUCs include facilities, protocols, and support services to students of private HEIs, which are much better than those in the government universities. In addition, for both the public and private HEIs, the mode of delivery of academic programs with the popularity of the open universities and distance learning can significantly reduce the "conventional" student mobility. Likewise, universities or HEIs in Manila or the National Capital Region tend to attract more international students since it is the country's capital. Lastly, it was reported that students who had international exposures due to participation in a student exchange program or student internship program tend to seek employment abroad rather than in the country; thus, this may lead to brain drain. These threats are to be considered in the formulation and reformulation of policies and programs. All necessary support of the HEIs should be made available to lessen, if not curb, the threats.

The analysis of the existing policies of the selected HEIs reveals that the provisions of CMO guided the different institutions No. 21, s 2006, which states that the International Student Services is an integrated service program that caters to the socio-psycho-cultural, academic, and non-academic needs should be available to all international students, notwithstanding the need to address the identified weaknesses and threats. Also, the results from the SWOT analysis provided inputs to enhance internationalization in the institutions, leading to transformational institutional change (Robson, 2011).

Proposed International Student Mobility Framework

Internationalization is regarded as a process that involves increasing the range of international activities within universities, educational institutions, and international students and academic staff (Robson, 2011). As a process, internationalization has different stages: pre-internationalization, strategic internationalization, structural internationalization, community internationalization, and competency internationalization (Spencer-Oatey & Dauber, 2017). Therefore, determining an institution's current stage of internationalization is key to initiating efforts at the institutional level.

The initiatives of institutions belonging to the pre-internationalization stage or strategic internationalization may be in policies and programs. Therefore, before drafting policies or planning of the programs, an assessment of the current policies and practices and preparing a framework on international student mobility, for instance, is necessary. In particular, the analysis of the policies and programs on international student mobility in selected state universities and colleges (SUCs) and private HEIs reveals the strengths, weaknesses, opportunities, and threats that can significantly inform the design of a model framework on international student mobility. In addition, partly considering the results framework, which focuses on outcomes and impacts, contributed to a design that strategically leads to strengthening international student mobility.

In this case, the university's goal, Bicol University, is to strengthen international student mobility, which is aligned with the university's vision. This goal encompasses

Table 3. Opportunities and threats in the ISM policy implementation in HEIs

Opportunities	Threats
More Partnerships and Collaborations • Program mobility or offering of programs in an offshore campus, and faculty mobility • More invitation for partnership and collaboration with foreign universities along with instruction and research • Partnership with foreign universities in offering joint-degree or double degree programs • More active linkages with foreign universities and organizations • Sustainable partnerships • Partnerships or linkages with other universities abroad • Partnership with other universities and organizations for more student exchange opportunities • More invitations for partnership with known universities in the implementation of transnational education	**Private HEIs' Facilities, Protocols, and Support Services** • Offering of similar curricular programs in private universities that provide state-of-the-art facilities, better student support services, student-friendly atmosphere, and more flexible schedule of course offering • Offering of similar curricular programs in private universities that can customize the course • More intensive marketing program
Internationalization of Programs • More pro-active internationalization program • Involvement in transnational education of CHED • Program and faculty mobility • Collaboration in the conduct of short-term courses	**Mode of Delivery** • Increase in popularity of double degree and joint degree programs and undergraduate-graduate straight programs that facilitate timely completion • Sift to online delivery of courses that will reduce "conventional" student mobility. • Offering of non-conventional curricular programs in nearby universities
Student Exchange and cultural Immersions • Participation in more student exchange programs • Coming of organized groups for cultural immersion • Increase involvement in student exchange programs • Involvement in more student exchange programs	**Location of HEIs** • Proximity of the top schools in Metro Manila that offer similar programs and better facilities
Employment • Employment opportunities for students after the internship • Employment opportunity after graduation for students sent for an internship abroad	**Employment of Students** • Brain drain due to employment of good students after their internship abroad
Language Training/Tutorials • More requests for short term training on language • Conduct language tutorials by Filipino students that make them earn extra money to support their needs	
Marketing and Enrolment • Increase enrollment by linking the internationalization program with the tourism program • Promotion of the university and its programs in the international community	

both the international students who will enroll in the university and the university students who will go to other universities abroad. To attain this goal, both the priorities and opportunities available to the university should be considered. The priorities consist of the policies, precisely partnership policy that will streamline student exchange, enrollment, course credit, and relevant academic programs that appeal to international students. From another end, the opportunities need to be continuously explored to facilitate the attainment of the goal. This includes opportunities to set and update the institutional internationalization agenda and promote excellent instruction, which is at par with the partner institutions, if not the most reputable in the world. The internationalization agenda needs to be treated as part of the annual planning and, henceforth, regular monitoring. The excellence in instruction should constitute a comprehensive perspective of sustaining excellence through highly competent faculty, updated and adequate instructional resources, engaging strategies coupled with strong research and community engagement learning experiences.

With both the priorities and opportunities considered, enabling strategies can be identified to facilitate internationalization activities. Among the enabling strategies deduced from the best practices of the selected HEIs is the formulation of guidelines on ISM, proactive collaboration with universities abroad, budget allocation, vigorous marketing of program offerings, strong student support to facilitate social integration, and excellent student integration facilities for students.

The protocols involved in ISM are necessary to ensure efficient delivery of services of concerned office to clients, both inbound and outbound students. This then requires the formulation of guidelines that will make the programs and services offered by the university for inbound students and the partner institutions for outbound students easily accessible. Among the salient points to be covered by the guidelines include equivalency policy on entrance requirements, specifically the college entrance test, grants and assistance, alternative requirements for students involved in short term courses or programs or immersion, housing, and other policies that aim to promote the welfare of both the inbound and outbound students.

Proactive collaboration with other universities abroad can be facilitated by a concerned office, the International Relations Office, banking on the existing linkages of the university. Additionally, more partnerships should be explored and forged to increase the number of institutions abroad that may send students and teachers and accept students for different academic programs or engagements.

With the protocols on ISM and formal collaborations in place, the university needs to allocate adequate funds for the operationalization of the activities related to ISM, the provision of services to concerned students, and the provision of grants and assistance to students. The scarcity of financial resources allocated for these purposes will hinder, if not delay, the attainment of the goals. In addition, the concerned offices, units, and colleges in the university need to have appropriate funding as well in order to ensure that needs are addressed on time.

Through various means, the university through this office and the different colleges may vigorously market their flagship programs through the official website and other promotional platforms, through academic visits or immersion of officials or faculty in other universities, and other means.

A support system for students to help international students in their social and academic integration is needed. This may include sessions on Filipino, English, Bicol culture, and orientation on relevant student services and policies. Similarly, the students who will go to other universities need support before fielding in the partner universities through the exit interview, seminar, briefing, and other relevant activities.

Lastly, excellent facilities help define the university's identity in the global community. Thus there is a need to upgrade the existing facilities to encourage international students to come to the university. It is also important to note that other enabling strategies may be identified to further hasten the goal's attainment.

As a university at least in the strategic internationalization stage, it is probable that a few programs be highlighted. In this case, five academic programs are focused: complete degree programs, dual degree/sandwich programs, short-term courses, student exchange programs, and student internship programs. At the outset, these programs will suffice for the university to infuse an international, intercultural and global dimension into its purpose and delivery of education. However, through the enabling strategies in the context of set priorities aligned to the university vision and optimized opportunities notwithstanding internal and external challenges, the delivery of these programs becomes facilitated, thus putting clearly in the horizon the attainment of the goal of strengthening international student mobility.

In brief, the proposed framework on ISM builds on the assessment of programs and policies on ISM in the different HEIs as a means of better understanding the gaps to be addressed, appreciating the practices that work well, and specifying the desired goal. This is better articulated when the stages of internationalization and the results framework are partly considered in building a model which can guide all stakeholders in realizing the quality academic experiences for both the inbound or outbound students.

Features of the Proposed Framework

The proposed framework's features refer to the descriptions which may be attributed to the framework, including both the process it underwent and the actual product. These features imply the rigorous procedure it underwent and characterization of the current design of the framework. Among the salient features are:

First, it is anchored on the internationalization theory. Knight's theory on internationalization (2004) and the stages of internationalization by Spencer-Oatey & Dauber (2017) were considered a springboard for conceptualizing the proposed model. These two schools of thought provide the appropriate background for the discussion on ISM.

Second, results framework guides it. The results framework partly guides the proposed framework by Roberts and Khattri (2012), highlighting the outcomes and impacts. The proposed framework did not highlight the procedure or the process; instead, it presents enabling strategies to allow flexibility in formulating procedures. At the outset of the discussion of the proposed framework, the goal is mentioned and explained.

Third, it is research-based. The results essentially inform the proposed framework of the study conducted, which dealt with assessing the existing programs and policies on ISM of the different HEIs. The SWOT analysis results helped identify the gaps to be addressed, the goal to be attained, the practices that work, and the surrounding circumstances that have a direct or indirect bearing on facilitating internationalization in the university, especially concerning the students inbound or outbound.

Fourth, it provides specific details. The proposed framework includes a discussion of its salient aspects. In addition, the details of the priorities and opportunities and the enabling strategies and academic programs to be offered or implemented are provided. In this way, the stakeholders, especially those involved in the implementation, will be provided with a clear background on the institutional efforts towards student internationalization.

Fifth, it considers both administrative and academic concerns. In both the priorities and opportunities, the administrative and academic concerns are stated. The administrative concern includes partnership policy and internationalization agenda, while the academic concern includes relevance of the curriculum and excellent delivery of instruction. Therefore, there is a balanced consideration of the two different but equally important aspects of ensuring successful attainment of goals on student internationalization.

The critiquing of the proposed ISM Framework yielded comments that pertain to the elaboration of its discussion and revision of its illustration. Generally, the suggestions included consulting the existing university policy on internationalization and the adding of enabling strategies. The specific jurors' comments and suggestions are incorporated in the revised framework. The university may consider this revised proposed ISM framework in further enriching its policy on internationalization or crafting a specific ISM policy. Moreover, this may also serve as an example or reference to the different HEIs in drafting their institutional policy on ISM. This proposed ISM framework serves as a starting point for assessing ISM practices in the university, and after that, crafting comprehensive policies since students' motivation to move across international borders are shaped by the scope of action created by the policies and the policies of higher education institutions (Raghuram, 2013) and because the policies on international student mobility have received scant attention (Riano & Piaget, 2016).

Conclusion and Recommendation

Student mobility characterizes the current educational milieu in the knowledge-based economy. To stay relevant and at par with the rest of the global educational landscape, the HEIs in the country need to give importance to mobility phenomena such as the programs and policies on ISM. In brief, there is a need to study ISM for HEIs to perform their mandates and, at the same time, be genuinely global. In this study, it was evident that the ISM policies of the selected HEIs adhere to relevant laws in the Philippines. The nine HEIs have established functional foreign student offices termed Office for Internal Linkages, Office for International Affairs, or International Relations Office. It was noted that the strengths and opportunities of the programs and policies on ISM exceeded the weaknesses and threats.
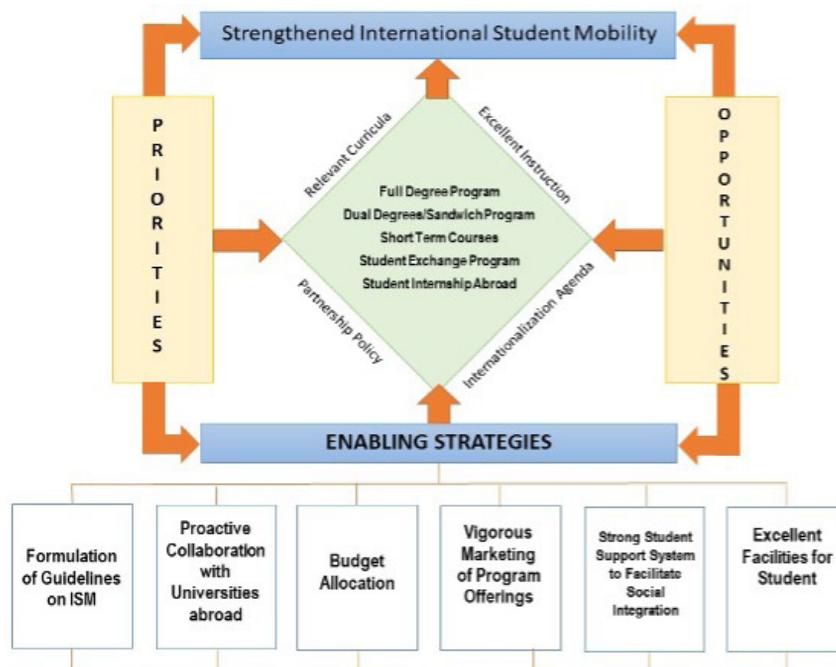
Figure 1. Revised Proposed Paradigm on International Student Mobility

Lastly, the proposed framework on ISM was acceptable and can serve as a practical guide for institutional policy formulation in HEIs such as Bicol University. Its further validation and eventually its use for ISM policy reforms are recommended. This proposed ISM framework may serve as a starting point for a more comprehensive exploration of internationalization as the focus for a transformative agenda in higher education (Robson, 2011). Guided by this proposed ISM framework, the institution may formulate what Robson (2011) calls a responsible internationalization strategy incorporating innovative approaches to curriculum development, student support mechanisms, and academic development initiatives.

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