A Systematic Review on the Internationalization of HigherEducation Institutions in the Philippines

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Abstract

The increasing globalization of economies has resulted in the internationalization of higher education institutions as a natural and inevitable consequence. Internationalization is commonly understood to be an institution's ready response and/or reaction "to cope with the global academic environment" (Bernardo, 2003; Altbach and Knight, 2007). This systematic literature review examined the different internationalization programs implemented by various higher education institutions in the Philippines. This study identified and reviewed twelve (12) peer-reviewed articles published from years 2011 to 2021. The article review focused on answering three driving questions: (1) What are the different motivations and processes used by various HEIs when it comes to internationalization? (2) What initiatives in the areas of instruction, research, and community extension and production were considered by various HEIs in the internationalization of education? and (3) What institutional guidelines may be used to effectively improve the current Philippine educational system in order to prepare for internationalization of education? The purpose of this review is to identify differences, opportunities, and omissions in the literature so that scholars, administrators, and policymakers in the field of international higher education can be better informed.

Keywords: internationalization of higher education institutions, globalization, cross-cultural education, international linkages

1. Introduction

The concept of internationalization has become one of the most powerful and prevalent forces affecting higher education institutions around the world. The quest for internationalization of education has progressed from being "an interesting and appealing component of an institution's profile" to "a primary source of concern" (Rumbley, Altbach, and Reisberg, 2012). As suggested by Soderqvist (2012), internationalization of education is "a change process from a national to an international higher education institution leading to the inclusion of an international dimension in all aspects of its holistic management to enhance the quality of teaching and learning in the achievement of desired competencies." Furthermore, universities around the world are becoming more aware that they are operating in an internationalizing and globalizing environment. Thus, internationalization is viewed as a prompt response to globalization that aims to "integrate an international, intercultural, and global dimension into a higher education institution's goals, teaching/learning, research, and service functions" (Knight, 2003).

The Philippine government has also recognized the importance of internationalizing the educational system. Internationalization of higher education institutions (HEIs) has been among the challenges of the Commission on Higher Education (CHED) because of the collaboration and intercultural exchanges between and among HEIs in the global village (Balagtas et. al., 2013). This is strengthened further by the fact that most universities, large or small, and regardless of their national market position, have begun to recognize the importance of developing teaching and instructional programs to both local and international relevance to recruit students in a global market and prepare all of their students to live in a globalized world (Vasquez-Rivera, 2019).

The Commission on Higher Education requires both public and private higher education institutions to improve their teaching quality and develop the necessary mechanisms to ensure that graduates are prepared to compete in the global marketplace (CMO 46, s. 2012, art. 1, sec. 2). This necessitates appropriate approaches to internationalization and cross-cultural education and mobility management, as well as strengthening international research and external linkages and promoting extension services and outreach through international cooperation and support (Vasquez-Rivera, 2019). According to Knight (2013), approaches to internationalization include academic mobility for students and teachers, international linkages, partnerships, and projects, and new, international academic programs and research initiatives; additionally, its delivery of education to other countries is handled through innovative arrangements such as branch campuses, franchises, and a variety of face-to-face and distance technologies.

The study of Rosaroso, Dakay, and Sarmiento (2015) entitled "Selected Philippine Higher Education Institutions' Perspectives on Internationalization of Education: Initiatives and Guidelines" presented a framework that HEIs can use to integrate international dimensions into their core functions, which include instruction, research, and community service/extension. The framework consists of three interlocking mechanisms which surround the core functions of HEIs that are considered important factors for internationalization of education, namely: 1) reformed organizational programs; b) global needs awareness; and c) linkages (Rosaroso et. al., 2015). Furthermore, the study enumerates that student and teaching staff mobility, internationalization of curricula, branch campuses, institutional cooperation agreements and networks, transnational university networks, and virtual delivery of higher education, as well as mutual recognition agreements (MRAs), are some common forms and current developments in internationalization (HE).

In addition, the Commission of Higher Education (CHED) has increased support to significant research on this innovative change, given the number of HEIs in the country and the government's awareness of the demand for globalization of the educational system (Dimasidel and Salam, 2018). One of the first initiatives of the Commission on Higher Education was the adoption of a policy to internationalize higher education institutions in order to meet the needs of human development in the twenty-first century.

CHED Memorandum Order 01 series of 2000, established policies and guidelines on international linkages and twinning programs are recommended in this regard. These policies and guidelines sought to strengthen educational, cultural, social, economic, and political ties between the Philippines and foreign institutions of higher learning, thereby fostering cultural exchange in a global community (Rosaroso et al., 2015).

In terms of research initiatives, international publications, research capability development, enhancement and participation in international research conferences and fora, dissemination of research results, and sharing of best practices via international networks and communication systems such as international reviews and publications, databases, conferences, seminars, and workshops are some examples. However, Rosaroso et al. (2015) suggested that the research culture in the Philippines still requires further development because current initiatives are only effective at the regional level.

Similarly, in terms of community extension/service, it is not fully implemented internationally, but there are plans to expand globally in the future. The majority of the initiatives are still being developed in the context of their local community, and no international links have been established. Perhaps HEIs should focus on establishing the right connections for research collaborations and community extension/services (Rosaroso et al., 2015).

Despite these initiatives, education in the Philippines continues to face perennial issues such as poor quality, insufficient funding, incompetent teachers, inadequate facilities, a lack of teaching staff, and a lack of understanding of vision and direction. These are the reasons why the Philippines is ranked as one of the low-performing countries in terms of international education system adaptation that integrates ICT in the teaching-learning process (Dimasidel and Salam, 2018).

Killingley and Ilieva (2015) presented another issue in the internationalization of higher education in the Philippines. According to them, the Philippines has an advantage on the international stage over other ASEAN peers because English is one of its official languages; however, it has a weakness in the relative lack of openness to international students and academics (Killingley and Ilieva, 2015). For example, the application process for student visas is complicated, time-consuming, and bureaucratic. Similarly, international teachers, instructors, and professors face significant challenges if they wish to practice in the Philippines.

Internationalization in HEIs encompasses comprehensive multifaceted action plans that are integrated into all aspects of education (Shoorman, 2004). These activities are motivated by the motives, which provide a clear understanding of why internationalization is important for the institution. As discussed by Hawawini (2011), a decisive motive should underpin the logic of a truly global academic institution, which is to learn from the world rather than teach the world in order to improve the institution's capacity to create new knowledge and develop truly global citizens. Moreover, HEI's motivations to internationalize can begin with its very existence, which can be reflected in the institution's vision, mission, and goals. For continued relevance, the demand from stakeholders, particularly faculty and students, for courses, programs, and research topics dealing with global issues must be addressed appropriately.

Cinches, et. al. (2017) claimed that motivations for internationalization among institutions are primarily academic if the goal is to achieve global standards in order to improve the quality of higher education. To maintain this momentum, the administration, budget, and manpower must continue to support greater internationalization in teaching, research, and service activities. The motivations for internationalization of HEIs are visible in the practices and/or processes known as approaches (Cinches, et. al., 2017). An internationalization approach reflects or characterizes the "values, priorities, and actions that are demonstrated during the work towards implementing internationalization" (Knight, 2004). Understanding the institution's approach will help the school evaluate its internationalization processes.

Likewise, the understanding of internationalization by faculty and students in their institutions is critical to the "process of integrating an international, intercultural, and/or global dimension into the goals, function (teaching/learning, research, service), and delivery of higher education" (Knight, 2003). It is therefore critical to assess their general attitudes toward internationalization, as well as their perceptions of support for internationalization in the learning environment and perceived benefits (Cinches, et. al., 2017).

The study intends to provide a systematic literature review on the internationalization program efforts implemented by various higher education institutions in the Philippines. Review on relevant literatures in different online academic databases within the topic of internationalization were conducted by the authors. The authors then summarized the themes of the selected literatures and discussed them from the theoretical view of internationalization of HEIs. The driving questions of the systematic literature review are as follows:

1. What are the different motivations and processes used by various HEIs when it comes to internationalization?
2. What initiatives in the areas of instruction, research, and community extension and production were considered by various HEIs in the internationalization of education?
3. What institutional guidelines may be used to effectively improve the current Philippine educational system in order to prepare for internationalization of education?

The importance of this research arises mostly from determining the potential of the observed processes in various HEIs' internationalization efforts. The findings of the study could provide decision-makers at higher education institutions with relevant information on their respective internationalization processes, which could improve their strategic planning.

2. Research Methods

2.1 Research Design

This research employed a systematic literature review method to address the research questions, which is characterized as "structured data base searches, well-defined inclusion and exclusion criteria, and precisely detailed analytical procedures" (Dowd & Johnson, 2020). Researchers can use the systematic procedures to perform a thorough and transparent review of works in a certain research topic. Alexander (2020) expressed that systematic review methods and trends can be persuasive evidence that educational academics, practitioners, and policymakers value and respect.

This systematic literature review followed the Piccarozzi research method's elaboration steps as discussed in the study of Permitasari et. al (2019). It included the selection of database, methodology, article selection, analysis, and review conclusions (see Figure 1).
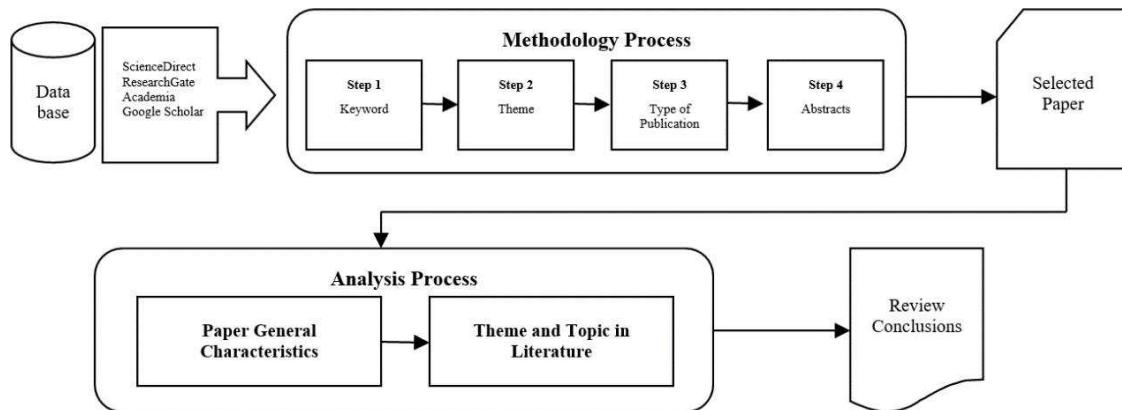
Figure 1. Review Process by Piccarozzi

Figure 1 shows how the research begins with the identification of databases from which an article relevant to the topic will be chosen. The second step of screening works is confined to the theme of internationalization of higher education institution. Followed by the filtering based on differentiated study types in journal form and review. The filtering is completed in the final phase by reviewing the abstract and examining the article objectives. Then, based on the procedures, the article has been selected to be included in the review.

2.2 Selection Criteria and Approach

The article had to match the following criteria to be included in our literature review:

1. The article must be peer-reviewed. The research article is published in scholarly and peer-reviewed journals, and writers may or may not have charged for a fee to submit their work;
2. Published in the years from 2011 to 2021; and
3. Focused on internationalization of Philippine Higher Education Institutions.

A total of twelve (12) articles were chosen for review, each of which was given special attention by the authors. The papers are then examined to come up at conclusions based on the above-mentioned questions. Table 1 shows a summary of the articles that were chosen.

TITLE OF THE ARTICLE	AUTHOR/S	JOURNAL	YEAR PUBLISHED
Best Practices of Higher Education Institutions (HEIs) for the Development of Research Culture in the Philippines	Mark Cleeford Layugan Quitoras Julian E. Abuso	Pedagogical Research	2021
Internationalization Perspective of Pangasinan State University: Open University Systems	Dr. Phillip Queroda	Turkish Online Journal of Distance Education-TOJDE	2020
Level of Internationalization of State Universities and Colleges (SUCS) in CALABARZON, Philippines	Anna Maria Vasquez-Rivera	International Journal of Advanced Research and Publications	2019
Internationalization of Philippine Higher Education and the ASEAN Integration	Rowell D. Madul	Proceedings of 125th The IRES International Conference	2018
Readiness of Higher Education in Southern Philippines: Internationalization of Higher Education System in the Philippines	Mobarac R. Dimasindel Norodin D. Salam	Advances in Social Science, Education and Humanities Research	2018

Internationalization of Higher Education Institutions: The Case of Four HEIs in the Philippines	Ma. Florecilla C. Cinches Ruth Love V. Russell Maria Loida Faye C. Borbon Judith C. Chavez	Liceo Journal of Higher Education Research	2017
Current Initiatives on Internationalization of Education in Selected Higher Education Institutions in the Philippines	Rufina C. Rosaroso Cherile Yap Sunliegh Gador	Asia Pacific Journal of Education, Arts and Sciences	2015
Developing and Maintaining an International Climate among Philippine Higher Education Institutions	Conrado I. Dotong Jake M. Laguador	Research Academy of Social Sciences	2015
Philippine Quality Assurance Mechanisms in Higher Education towards Internationalization	Conrado I. Dotong Jake M. Laguador	Research Academy of Social Sciences	2015
Selected Philippine Higher Education Institutions' Perspectives on Internationalization of Education: Initiatives and Guidelines	Rufina C. Rosaroso Irish Dakay Raymund Sarmiento	Asia Pacific Journal of Education, Arts and Sciences	2015
Development Programs for the Internationalization of Teacher Education Institutions in the Philippines	Marilyn U. Balagtas, Ph.D. Marla C. Papango Zenaida Q. Reyes, Ph.D. Marilou M. Ubiña	E-International Scientific Research Journal	2013
The Representation of Internationalization in Higher Education in the Philippines: The Case of the University Newsletter	Paolo Nino Valdez Kate Steel	The Asia-Pacific Education Researcher	2013

Table 1. Summary of Journal Articles

3. Results and Discussions

The current systematic article review focused into the academic and economic motivations and mechanisms behind higher education institution internationalization program. The following are the most common distinguishable themes that have been identified during the article review:

3.1 Different motivations and processes used by various HEIs when it comes to internationalization.

The call for the internationalization of education has been a concern among higher education institutions since the emergence of globalization. This type of academic pursuit acts as a springboard for future endeavors. Any higher education institution's ultimate goal is to help students achieve their full potential not only for accreditation but also for global recognition.

In light of the thousands of HEIs, both state and private, the Commission on Higher Education (CHED) has acknowledged the necessity for internationalization as it gears up to support significant research on this innovation. CHED mandates to include improving institutional quality assurance and directing all HEIs to put in place the required processes to ensure that graduates are professionally able to cope with the demands of a fast-changing globalized world while also being aware of global competitiveness. Higher education internationalization is not only a domestic obligation in the country, but it is also considered a key component of economic development.

Furthermore, the Commission on Higher Education (CHED), has the policy to internationalize higher education institutions for human development responsive to the 21st century. In this context, the policies and guidelines on international links and twinning projects were established by CHED Memorandum Order 01 series of 2000. These policies and guidelines seek to improve educational, cultural, social, economic, and political ties between the Philippines and foreign higher education institutions, fostering cultural interaction in a global community. CHED is in charge of implementing this program in

coordination with the Department of Foreign Affairs (DFA) and the Bureau of Immigration and Deportation (BID). Inter-university partnerships, networking, consortiums, and connections are all part of the international linkages and twinning programs, which are agreements between Philippine HEIs and foreign institutions of higher learning. In terms of government recognition, faculty strength, and curriculum, foreign institutions, on the other hand, should meet the same standards as Philippine HEIs.

Academic Motives

As discussed in the articles reviewed, it has been found out that internationalization of higher education institutions in the Philippines, especially SUCs has been part of the its core organizational program development but still in the initial phase. The vision, mission, and goals of the HEIs has emphasized improving educational quality in terms of internationalization. This is in response to the Commission on Higher Education's challenge that HEIs must recognize the need to respond earnestly to "a rapidly changing globalized world and be mindful of global competitiveness" to maintain their relevance. This justifies their processes and approaches to learn from the world and achieve international standards. Moreover, commitments to internationalization have permeated institutions' views of their graduates and program outcomes, which are generally expressed as preparing students for global work. Furthermore, in response to the challenges and opportunities presented by globalization, HEIs established offices to oversee internationalization concerns.

Economic Motives

The economic motivation for internationalization is also clear, as it is part of the offices' responsibility to secure and increase development funding for internationally focused research initiatives. Similarly, the articles reviewed presents that the majority of internationalization initiatives are still being funded by the institution with the goal of becoming self-sustaining in the long run.

The literature emphasized out that HEIs' academic and economic motivations to internationalize are clear, thus, revealed that the intention to internationalize is evident not only in the VMG but also in their respective graduate attributes and program outcomes. Furthermore, the establishment of a formal structure to oversee internationalization activities contributes to the HEIs' desire to internationalize.

Approaches to Internationalization of Higher Education Institutions

According to the study, HEIs exhibit similarities and differences in their approaches ranging from activity, outcomes, processes, and at home, as supported by the study of Knight (2004).

a. Activity. All of the subject HEIs emphasize curricula and academic programs, as well as networks and connections. The institutions launched a variety of activities in addition to embedding internationalization in the curriculum and offering foreign language studies such as establishing partnerships with other foreign institutions. These connections are aimed at improving the quality of higher education, as advocated by Knight (2004) and Bernardo (2003).
b. Outcomes. The study discovered that the desired outcomes are reflected in the graduate attributes derived from the respective HEIs' core values and program/course outcomes. Furthermore, it confirms that local and international institutional connections supplement the development of student competencies, including their openness to cultural diversity.
c. Process. All of the HEIs incorporate international studies into their respective programs, confirming the importance of incorporating international dimensions into teaching and learning. Similarly, one of the HEIs conducts benchmarking in Asian institutions, research presentations at international conferences, international publications, and faculty attendance at international conferences.

d. At Home. All four HEIs in this study have expressed their support for promoting international and intercultural understanding through participation in co-curricular activities such as cultural presentations through film screenings, dance festivals, celebrations of international events, and international fora. Similarly, one of the HEIs participates in international "Buddy Pairing," which is a cooperative practice of pairing two or more people together for mutual assistance. Furthermore, the international office facilitates orientations for both inbound and outbound students.

In a nutshell, the aforementioned activities are the outcomes of international activities in the Philippines HEIs under review, which range from internationalizing the curriculum, research collaboration, and international networks to education and training of students and faculty abroad.

Impact of Internationalization Program

In one of the articles reviewed shows that the respondents had a positive attitude toward internationalization, as evidenced by their responses on general attitude, learning environment support, and perceived benefits.

a. General Attitude. The study found that faculty members were more aware of the University's internationalization direction than the students as evidenced by their mean scores on "internationalization as a component of the strategic plan" and "university's mission-vision supporting internationalization."

    Furthermore, both teachers and students of the subject HEIs gave a low rating on the statement "contact with individuals whose background differs from my own is not an essential part of education". It has been discovered that some local students are hesitant to interact with "international students" due to language, cultural, and perceptual barriers. In a nutshell, respondents' general attitudes toward internationalization were fairly positive, indicating a favorable orientation of faculty and students toward responding to globalization.

b. Support of Leaning Environment. According to the findings, the support category was rated the lowest in all four HEIs by both groups of respondents. It demonstrates the importance of improving communication and promotion of internationalization activities. In general, respondents perceived "encouragement to study abroad, research about international topics, attending international symposium/lectures on campus, or taking courses with internationalization" as the least prominent support for integration into teaching, research, and service.

c. Perceived Benefits. Among the three aspects of the survey, the perceived benefits of internationalization received the highest rating from both groups of respondents. Students also stated that the experience outside the country improved their sense of independence, time and budget management, self-confidence, and respect for other cultures, among other things.

All things considered, the preceding discussions about the university's academic and economic motivations to internationalize are evident. These processes and motives concerning internationalization have greatly expanded, not only in terms of maintaining a certain standard of education but also in terms of enhancing the institutional reputation that leads to the development and increase of opportunities in the global market. Different HEIs come up with different processes that depend on the chosen motive of the country of origin. Internationalization of education is not possible without partners or linkages, meaning there is a need for compatible partnerships that bridge local HEI"s to the globalized world. The compatibility may be determined by the global need or gap that the institution intends to fill to be able to position itself internationally. It has to be beneficial and aligned to the institutions' goals and objectives. In the Philippines, CHED is responsible for developing and implementing plans, policies, and programs to

improve and develop the country's higher education system. Today, the global academic environment is partially driving Philippine higher education institutions to shape up, restructure, and transform to be internationally competitive in light of the free movement of educational and professional services, not just in the Southeast Region, but worldwide.

3.2 Different initiatives in the areas of instruction, research, and community extension and production considered by various HEIs in the internationalization of education.

Internalization has become a significant component of higher education in the global age. Different efforts in the fields of teaching, research, community extension and production, and community extension and production have been initiated by Philippine Higher Education Institutions in order to stay its pace with the global community.

The higher education institutions involved in the research covered in this review took the following measures into account:

In the area of **instruction**, the following were considered important initiatives:

1. Conducting of benchmarking activities. Benchmarking initiatives with other international institutions serve as a first step toward internationalizing education, allowing for the identification and implementation of best practices.

2. Alignment of instructional practices with global standards and frameworks. As higher education institutions aim to deliver high-quality education, quality assurance must be bolstered as well. The foundation of quality assurance is competency-based standards and high-quality instruction.

3. *International recognition of HEI's curricular programs*. It is vital to realign and update curriculum programs in order for them to get worldwide recognition as educational programs. Similarly, academic undertakings of this kind should be conducted in conformity with international norms.

4. Curriculum-based initiative implementation. There should be international rethinking and realignment connections in research and collaboration. Every higher education institution should also have faculty and staff budget allocations.

5. Faculty mobility. Faculty competence and continuous education are essential for the successful implementation of internationalization in higher education and research institutions.

6. Student exchange program. It is also acknowledged that student exchange is a vital component in the process of internationalization of education. In order to prepare for "glocalization," which is the process of thinking globally while leveraging local resources, it is necessary to follow efficient admission processes for exchange students.

7. International Accreditation and Quality Assurance. It is critical for the mutual recognition of credentials depending on the scope, enables for student mobility at the institutional, regional, national, and international levels of the certification.

The following conditions were also deemed by higher education institutions to be equally significant in preparing for the internalization of the institution, in addition to those already stated.

1. Students, instructors, and staff members all need development of their abilities, knowledge, attitudes, and values.

2. International / intercultural contexts must be included or infused into teaching, research, and service activities, policies, and procedures.

3. Using cutting-edge technology in the classroom gives an institution a competitive advantage when it comes to internationalization.

4. Language is one of the most significant impediments to the internationalization of an organization, which is why increasing one's command of the English language is essential.

When it comes to **research**, the following should be considered:

1. Development of an international research culture. HEIs have gotten a lot of attention for their emphasis on research. Faculty researchers' involvement in national and international research has increased as they continue to strengthen their research talents and capabilities. Faculty researchers have profited from such initiatives as they may pursue their research pursuits while gaining financial support and keeping their teaching responsibilities.

2. Recognition of research outputs in international fora. International recognition for research produced by Philippine higher education institutions is still a work in progress. It has been found that the research undertaken by the HEI respondents has received only a limited amount of worldwide acknowledgment for their efforts. Despite the fact that contemporary research efforts in the Philippines' higher education institutions are effective at the regional level, the country's current research culture has not yet been established.

3. Publication of research works in international journals. Some of the initiatives being implemented by the higher education institutions that responded to the survey include encouraging faculty researchers to publish their research in international journals, developing and upgrading research capabilities, and participating in international conferences and fora.

4. Also necessary is the participation in international conferences, including teachers and staff who serve as speakers or as session chairs at research conventions, among other things.

Lastly, another critical component of the HEI's goal is **community extension**, the following initiatives are deemed necessary:

1. Promotion of global needs awareness and linkages which pertains to the optimal use of resources and connections to bring the local to the forefront of international considerations in the foreseeable future and competitiveness.

2. HEI's establishes its dominance in areas of institutional recognition through awards and honors given by different groups at different levels. The variety of material, linguistic, and visual means relational processes that frame the university's engagement in various activities; excellence attained as a result of outstanding instruction and professional practice; diffusion of research in conferences; acknowledgment of exceptional faculty and students in contests; and sponsoring events of national significance community.

3. HEI's commitment to foster collaboration through engagement with universities and organizations at the local and international level. Nominalized verbs like linkage and MOAs (memorandums of agreement) are examples of instrumentalized entities. It is used to represent the institution's effort towards reaffirming its identity as an international university.

4. Through linkages, internationally accredited programs, admission of foreign students, having international speakers, exchange students/faculty international study visits and on-the-job training abroad are made possible.

Furthermore, international collaborations and active membership in the international organization enable the exchange of best practices with university colleagues worldwide. The acknowledgment of a society on an international level is quite significant. It is also critical for HEIs to be funded by the international community and partners, since this is a clear indication of worldwide recognition.

3.3 Institutional guidelines that may be used to effectively improve the current Philippine educational system in order to prepare for internationalization of education.

Internationalization is a change process that is adapted to each higher education institution's specific needs and goals. As a result, there is no "one-size-fits-all" internationalization paradigm. Adopting a set of 'in vogue' aims and tactics for 'branding' purposes simply serves to undermine the idea that each program, institution, or country must establish its own approach to internationalization based on its own clearly expressed rationales, goals, and expected outcomes. This acknowledges that the internationalization process is guided by an evaluation of individual needs and priorities, and that a "formulaic" or "current trend" approach is neither suitable, beneficial, nor sustainable.

Strengthening an institution's newsletter helps to establish the university's profile as it attempts to internationalize itself by telling stories about institutional recognition, academic connections, and socio-civic/entrepreneurial engagement. Furthermore, a newsletter is a cost-effective way to build relationships and stay in touch with clients, consumers, and business partners, according to the report. They contain important news and updates, as well as other relevant data. They are, in fact, necessary for advancing brand marketing to the next level in terms of "internationalization." Furthermore, a newsletter can also provide information and updates on how the school is progressing toward its goal. It also keeps stakeholders informed about specific school activities like field trips, meetings, the school's mission and vision, events, performances, and community events. Short, clear, and succinct text, in particular, grabs the reader's attention and helps them stay engaged. It is the most effective way to interact and market the school to overseas students, as well as to enhance stakeholder and school relationships.

Every institution must embrace "internationalization" in order to meet global demands and generate highly competent and value-laden professionals, while also being aware of each institution's initiatives and guidelines. Recognizing the diversity of HEIs and avoiding the use of "one size fits all" methodologies or success models can aid in the development of policies and programs that optimize the contributions of particular institutions. As a result, the Commission on Higher Education (CHED) has a policy to internationalize higher education institutions for 21st-century human development, which should be widely publicized and executed. In conjunction with the Department of Foreign Affairs (DFA) and the Bureau of Immigration and Deportation, CHED is in responsibility of carrying out this effort (BID). A twinning program and global links are the result of an agreement between two organizations. Inter-university collaboration, networking, and connections are all terms used to describe the process of linkages in higher education institutions in the Philippines and abroad. Moreover, to meet the need for excellence, quality, and service embodied in its alumni, SUCs must focus on their internationalization goals.

In order to maximize faculty and student internationalization activities, processes, and other related approaches, institutions must develop strategies to maximize faculty and student internationalization activities, processes, and other related approaches in response to their internationalization commitment. International study tours, integrating curricula with international frameworks, and exchanging best practices with top educational institutions throughout the world have all indicated that instruction is already tied to internationalization. Internationalization of curricula through international studies, globally competitive faculty and students, student and staff mobility, transnational distance education, global competitiveness, and critical thinking, to name a few, are just a few of the internationalization opportunities available at the institution, which can be seen in the internationalization of curricula through international studies, transnational distance education, global competitiveness, and critical thinking, to name a few. Future educational initiatives will strive to align curriculum programs with worldwide norms.

In terms of international education, the Philippine school system must be on its way to providing a systematic educational application. as reported by (Hans de Wit and Ligia Deca 2020). Governments are increasingly recognizing higher education internationalization as a critical component of national economic development, commerce, and reputation. Given rising student and staff mobility, the increased presence of branches and international providers, and the intensifying rivalry for international talent, universities and governments mobilize to both promote and manage internationalization. Governments' tertiary internationalization strategies and plans are the most direct and precise initiatives by governments to take an active and decisive role in internationalization, but their strategy, reasoning, and priorities must be considerable. The most important aspect of strategic planning should be a driving force for each staff member and school implementer to fully adapt and develop in order to improve the Philippines' education system in terms of internalization. As a result, when it comes to foreign education, quality and ongoing progress should be top considerations. In this regard, more specific issues related to the focus on quality improvement, international partnerships, and strengthening local networks, as well as a review based on the Philippines' current higher education system to make a comparative analysis or benchmarking with its neighboring ASEAN countries in terms of higher education internalization.

Educational initiatives and projects for student and faculty mobility, as well as quality assurance, benefit local academic institutions in accomplishing the goal of globalization, according to ASEAN Integration. Global needs awareness and interconnections are interrelated on the other side of the reformed organizational, and when implemented, will lead to the most efficient use of resources and connections, bringing the local to the forefront of international competitiveness in the near future. HEIs should attempt to build relevant ties for research collaborations and community extension/services, according to the following recommendations. Instead of making one-off, haphazard attempts, HEIs should take a comprehensive and holistic approach to creating and implementing their internationalization plan in order to achieve synergy and impact. Higher education institutions' participation in ASEAN and other regional and worldwide internationalization initiatives would be encouraged and supported by the CHED. As part of its internationalization initiatives, the CHED must facilitate student, faculty, and researcher mobility. Faculty and researcher mobility will be improved in two areas: (1) Those linked to learning and creative endeavors, as well as (2) Those focused at increasing teacher competency and establishing outcome-based education standards. The educational challenge is to turn changes into opportunities for our students to become competent and productive citizens of the future.

4. Conclusions

Internationalization is a phenomenon that has stimulated the interest of a remarkably diverse range of higher education institutions worldwide (Rumbley, et. al., 2012). This has been motivated by a keen awareness of the opportunities and constraints inherent in the phenomenon. The perception is that attending to the international dimension can yield significant benefits, whereas real opportunities may be lost by failing to advance or engage with this agenda (Rumbley, et. al., 2012).

Based on the articles reviewed, HEIs are making a concerted effort to meet the growing demand for internationalization. Faculty and student respondents are enthusiastic about internationalization. Furthermore, both groups of respondents believe that internationalization is extremely beneficial to education, such as faculty and student exchange initiatives because international learning prepares students to become responsible global citizens while also appreciating and understanding other cultures. However, it was discovered that there is still room for improvement in the program's promotion. For the most part, few faculty members and students at the colleges under consideration have the opportunity to participate in these activities and processes. Moreover, initiatives to conduct research on international topics and publish on international or global topics were still limited, as it is common in HEIs in general that a research culture has yet to be developed.

In a nutshell, the complex and shifting landscape of internationalization, combined with the current context's rapid emergence of new developments, makes implementing internationalization strategies extremely difficult. As a result, to maximize faculty and student internationalization activities, processes, and other related approaches in response to its internationalization commitment, HEIs, in general, must develop and map out strategies to be able to adhere to the call on excellence, quality, and service reflected in their graduates.

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