

ISSUES AND CHALLENGES OF INTERNATIONALIZATION IN EDUCATION: A CASE STUDY OF CIE BRITISH SCHOOL, CEBU CITY, PHILIPPINES

Author

Maria Judith R. Raagas is a student of Ph.D. Education with specialization in Educational Administration, in University of San Carlos, Cebu City, Philippines.

Correspondence concerning this article should be addressed to Maria Judith R. Raagas, email address: mariajudithraagas4@gmail.com; postal address: 5/F, North Road Plaza Bldg., Tabok, Mandaue City, Cebu, Philippines 6014; mobile No. (+63)9175462815.

Abstract

This paper is a case study exploring the issues and challenges in the process of internationalization in education of CIE British School, Cebu City, Philippines. It is a retrospective type of case study wherein the researcher analyzed documents and interviewed informants relating to a past phenomenon of internationalization and studying its historical integrity.

The researcher used the seven key elements of successful world-class education in the book *World-Class Education: Learning from International Models of Excellence and Innovations* by Vivien Stewart as reference in identifying the issues in this study.

The findings of the study supported the concepts of these key elements, namely; ambitious standard, commitment to equity, high quality teachers and hiring of professionals and experts, alignment and coherence of educational goals, management and accountability, student motivation and global and future orientation, towards internationalization of an educational institution and served as the guidelines in attaining world-class education.

Keywords: accreditation, case study, internationalization, international standards, world-class education.

Issues and Challenges of Internationalization in Education: A Case Study of CIE British School, Cebu City, Philippines

I. Introduction

Internationalization in education gained attention by initiators in education world-wide in the last two (2) decades. The growing interest in internationalization in education led to active development of programs, policies and structure of an educational institution at the local, national and international levels. The Philippines was delayed in its reaction towards internationalization. Nowhere in the agenda of the past presidents mentioned about internationalization in education. It was only during President Benigno C. Aquino's administration that internationalization came into the picture in Philippine education system. With the integration of the Association of the Southeast Asian Nations (ASEAN) the mandate is for the Philippine educational system to be at par with other ASEAN member countries, thus the Enhanced Basic Education Act of 2013 or the DepEd K-12 Program was implemented. And in the administration of President Rodrigo R. Duterte, the Philippines participated in the Programme for International Students Assessment (PISA) last March 2018. PISA is a triennial international survey which aims to evaluate education systems worldwide by testing the skills and knowledge of 15-year-old students. It is a worldwide study by the Organisation for Economic Cooperation and Development (OECD) in member and non-member countries. (www.oecd.org/pisa/). With the implementation of the reform in Philippine educational systems, President Duterte wanted to know whether the Philippine educational system is at par with the international standard.

CIE British School is one of the 188 sample schools in the 16 regions in the Philippines that was piloted by the Department of Education to participate in the PISA survey (DepEd Order No. 29, series 2017). CIE is a private school founded in 1988 offering preschool and primary school. In school year 1998-1999, CIE expanded its operations by offering secondary education and higher education. The founder, Prof. Nelia Cruz Sarcol, aimed to offer an education at par with international standard. She took an initiative by offering a K-12 Basic Education program in the region. CIE then established its international linkages with schools in Singapore, United States and United Kingdom. With its international linkages, the Department of Education granted the school the government recognition to offer the secondary education with K-12 curriculum. As it sought accreditation with the Council of British International Schools, it is now called CIE British School.

This study used the seven key elements of successful world-class education, as presented by Vivien Stewart in her book *World-Class Education: Learning from International Models of Excellence and Innovations* (ASCD, 2012) as the reference in identifying the issues in the internationalization process undergone by CIE, its challenges and how the school managed to overcome the challenges and established itself as an international school.

1.1 Purpose of Study

The purpose of this case study was to explore the issues and challenges encountered by CIE in the process of internationalization based on Stewart's seven (7) key elements of successful world-class education. This study also looks at how the school overcome these challenges.

1.2 Research Questions

In this study, the following are the research questions:

- 1.2.1 What are the issues encountered by CIE in achieving international standard in education in terms of Stewart's key elements of successful world-class schools:
 - a. Ambitious standards;
 - b. Commitment to equity;
 - c. High quality teachers and hiring of professionals and experts;
 - d. Alignment and coherence of educational goals;
 - e. Management and accountability;
 - f. Student motivation;
 - g. Global and future orientation?
- 1.2.2 What are the challenges encountered by CIE in the process of internationalization?
- 1.2.3 How did CIE overcome these challenges?

II. Research Methodology

This is a case study of CIE British School in the process of internationalization. It is an empirical inquiry that investigates a contemporary phenomenon within its real-life context. The method uncovers contextual conditions which is highly pertinent to the study (Yin, 2014). It is a retrospective type of case study as it involves the collection of data relating to a past phenomenon of any kind. The researcher is looking back on a phenomenon, situation, person, or event and studying it in its historical integrity (Starman, 2013).

2.1 Analysis of Pertinent Documents

The researcher studied and analyzed the documents pertaining to internationalization that are archived in the Office of the President of CIE. Access was granted to the researcher after seeking permission. Most of the documents compiled are confidential in nature, hence, only hard copies were kept in the archives. When the researcher was granted permission, access to the archives was given in a limited period of three (3) days. These documents were identified by relevance to the study as compiled chronologically. The documents, were then analyzed, not only to fit in, but also to determine the applicability of Stewart's key elements of successful world-class education to CIE's pursuit of internationalization.

2.2 Interview

The structured interview was used by the researcher to interview the selected interviewees face-to-face pertaining to the following research questions:

- What are the challenges encountered by CIE in the process of internationalization?
- How did CIE overcome these challenges?

2.3 The Interviewees

There were ten (10) interviewees selected by the researcher. The ten interviewees were selected based on the following criteria:

- 1) The number of years in service with CIE must not be less than ten (10) years;
- 2) Involvement in the process of internationalization; and,
- 3) The interviewees hold top management positions in CIE.

One (1) interviewee is with CIE for 25 years, Student Affairs and Discipline Officer and a Headmistress; one (1) is with CIE for 19 years, a Vice-President for Administration; one (1) is in her 12th years of service, the Assistant Headmistress; two (2) Instructional Supervisors, with 15 years of service; three (3) teachers in Sciences and ICT with 18 years of service in CIE; one (1)

Technical Group Supervisor with 17 years of service in CIE and one (1) Security and Safety Officer, with 12 years in service.

III. Discussion

With all the talk about having a world-class education system or attaining international standards from policymakers, initiators and educators, the Philippine educational system undergone major reforms designed to create exactly the kinds of schools that foster 21st century learning and education and to be at par with international standards.

Internationalization at the national, sector, and institutional levels is defined as the process of integrating an international, intercultural, or global dimension into the purpose, functions or delivery of postsecondary education (Knight, 2015). It involves movement of people or ideas across frontiers. To achieve internationalization in education, an educational system must be world-class.

A world class education system has a world orientation. This means simply, that the school operates from a global perspective, not the narrow perspective of local community or even country. World-class schools seek international partnerships, and students are engaged in learning involving global issues. In addition, students are engaged in frequent interactions with students from other countries. In other words, a world-class education system moves students and their learning beyond the walls of their classrooms and even the borders of their country. (Yong Zhao, 2012)

3.1 What are the issues encountered by CIE in achieving international standard in education in terms of Stewart's key elements of successful world-class schools?

According to Stewart in her book *A World-Class Education, Learning from the International Models of Excellence and Innovations* (2012), there are eight (8) key elements of a successful world-class education: ambitious standards, commitment to equity, high quality of teachers and hiring of professionals and experts, alignment & coherence of educational goals, management & accountability, student motivation, and global & future orientation.

3.1.1 Ambitious Standards

The fundamental problem with locally set standards is that they lead to wildly varying expectations of performance and lower achievement overall. Countries that have historically set standards at the local or state level are therefore increasingly coming together to create common standards across all jurisdictions. In Australia, for example, states have come together for the first time to create a national curriculum. In Canada, standards are set at the provincial level and province-wide curricula and examination systems ensure those in both rural and urban areas have consistent opportunity to pursue these standards. In the United States, the Common Core State Standards are following international best practices in establishing fewer, clearer, and higher standards in some areas, but high-performing systems have standards in all subjects to avoid narrowing the curriculum. (Stewart, 2012)

In ambitious, excellent schools, students get the best opportunity to realize their full potential. In Scotland, they want that all schools to be truly excellent. They want the Scottish schools to reach higher and support them in doing so, ensuring that no individual or community is left behind in the process.

This ambition lay behind the actions promised by the Scottish government in *Educating for Excellence*, the Executive's response to the National Debate and the *Partnership for a Better Scotland*. The commitments in those documents remain at the root of what they do.

The comprehensive education system is right for Scotland and it performs in the top class on the world stage. The comprehensive schools they want to see are rich, colourful and diverse, offering choice for pupils and with ambition for themselves and for each and every one of their pupils. No one in Scotland should be required to select a school to get the first rate education they deserve and are entitled to. Choice between schools in Scotland is no substitute for the universal excellence we seek and Scotland's communities demand. (Partnership for Better Scotland www.gov.scot/Publications/2003/05/17150/21954).

3.1.2 Issue No. 1: The Difficulty in Setting Ambitious Standard

While many of the pupils excel in academics and in life, too many leave school with too little. While CIE does well, as a small school, in comparison to most established educational institution in Cebu, the ambition is that, over time, we must do even better. The agenda for action sets out the plans to transform the school into an international school.

Internationalization became the agenda of CIE in 1998. The first act was to offer programs in tertiary level: Bachelor of Science in Business Administration and Bachelor of Science in Information Technology. All our actions over the next few years focused on delivering this agenda. The Department of Education and the Commission in Higher Education mandated that to be an international school, the school must have international accreditation. CIE took the initiative and sought partnership with Staffordshire University, Stoke-on-Trent, UK through TMC Academy of Singapore, as these two schools were already partners. From 1999 to 2003, TMC Academy conducted external examinations to CIE students in Higher Education to validate if the educational system is at par with Singapore.

In 2000, CIE sought accreditation with University of Cambridge through its Cambridge Assessment division. CIE was accredited as Cambridge International School in 2003. In 2005, University of Cambridge started validating the educational system of CIE through the international examinations they conducted to the students of CIE.

The agenda and the actions in partnering with schools abroad and accrediting bodies drove the improvements needed to see as CIE built a confidence in setting up an ambitious standard.

3.1.3 Commitment to Equity

The word *equity* in education is quite controversial and confusing. Equity in education means a commitment to ensure that every student receives what he or she needs to succeed. Most often, when the term *equity* is raised, it provides a perception that if we do more for those who are disadvantaged it will mean there will be less for the advantaged. When this occurs and the pursuit of equity is weakened by the belief that there are winners and losers, which hinders the achievement of progress. Usually, talking about equity either results into debate over how to serve the needs of both privileged and disadvantaged children, objectives that are typically perceived as irreconcilable, or we lapse hopelessly into a state of paralysis.

In commitment to equity, schools must be committed to the success of every child; where the learning needs of *all children* can be served. Equity is premised upon a recognition that because all children are different there must be a deep commitment to meet the needs of every child in order to ensure that each student receives what he or she needs to grow and develop and ultimately to succeed. (Maiztegui-Onate, C. & Santibanez-Gruber, 2008).

3.1.4 Issue No. 2: Institutionalizing the Commitment of CIE to Equity

CIE realized that in pursuit of excellence and equity to occur, they need much more than a new set of reform strategies. They need a new paradigm to guide them; one that can help them escape the assumption that there must be winners and losers. A new paradigm is much more than a new policy, strategy, or set of practices and techniques. CIE revised its vision and mission in 2000:

Our Vision

CIE is the school for leaders. CIE is a veritable institution in the Asia Pacific that develops and nurtures influential generative leaders who champion the upliftment of the quality of human life.

Our Mission

We transform ordinary individuals to become extraordinary catalyst of social progress through a philosophy of education for leaders anchored on social engagement and the Pearl Principle.

A new paradigm is premised on the Pearl Principle which became the philosophy and advocacy of CIE with regards to commitment to equity:

Our worldwide view is rooted in the transformation of adversity into a gem of a life, as in the creation of a pearl. We believed that:

1. Adversity is the catalyst of growth and progress.
2. Transformation is the proactive engagement of one's sphere of influence.
3. Every person has inherent gifts that can be used to overcome challenges.
4. People can reinvent themselves at will.
5. Introspection is the key to unlocking the right core values that guide our discernment for change.
6. Self-sufficiency is a philosophy that we can nurture to eradicate mendicant behavior.
7. Personal success is only a means to an end; making the world a better place.
8. Success is measured by the number of people whose lives have improved because of our existence.
9. Wealth accumulation is only justified when it is re-channeled to uplift the quality of life of communities through purposeful intervention.
10. Change begins from within...change begins with me. (CIE Institutional Strategic Plans, 2000-2005)

With this philosophy and advocacy, CIE community saw their works through a different perspective. In 2004, CIE offered scholarships in high school and college to disadvantaged but deserving students who graduated from the poorest public schools in Cebu City. There were ten (10) scholars who qualified and they pursued their education from high school until they finished their bachelor degrees. CIE extended its advocacy in far-flung places by opening a CIE primary school in Mamburao, Occidental Mindoro in the preserved area of the indigenous tribes of Mindoro, the Mangyans.

3.1.5 High Quality Teachers and Professionals and Experts

According to Stewart (2012) high-performing countries typically pay teacher salaries that are much more competitive and hiring of professionals and experts in management with premium salaries.

3.1.6 Issues No. 3: Hiring of High Quality Teachers, Professionals and Experts with High Premium Salaries

CIE understands the significance in providing competitive salaries to teachers. The school took this challenging situation and use it as an opportunity to drive transformational change.

CIE does not let new teachers sink or swim in the classroom but these new teachers spent at least a full year teaching under the supervision of instructional supervisors despite finishing a one-month in-house training. These instructional supervisors observe every lesson taught by a new instructor and provide extensive coaching.

In 2005, CIE reorganized the organizational structure of the institution. Hiring of professional managers to head top positions in schools were the mandate regardless of paying high compensation. It was decided by the board of trustees that the teachers will concentrate in teaching and these professional managers do the management functions of planning, organizing, directing and coordinating

3.1.7 Alignment and Coherence of Educational Goals

Lower performing systems have large implementation gaps between the policies enacted at the national, state, or even district level, and what actually happens in classrooms. There are frequent inconsistencies between, for example, the stated policy goals of higher-order skills and the lower-level tests that are used to assess them, or between the goals of schools and the conflicting orientation of the higher education system that produces teachers.

Policies are also frequently enacted without the support to schools needed to carry them out. In many high-performing countries, consistency is achieved by curriculum or syllabus-based instructional and examination systems, around which everything is aligned. Others have traditions of regular work among teachers within or across schools to raise the quality and consistency of classroom instruction. (Stewart, 2012)

The majority of OECD member countries now implement one form or another of standards-based assessment and evaluation. In standards-based systems, governments set standards for student attainment, promoting both quality and equity of student outcomes. Standards define the knowledge and skills – or competences – students are expected to have attained at different stages of their education. The core logic of standards-based systems rests upon alignment of these key elements. If systems are misaligned, it is impossible to draw valid conclusions about the success of student learning or to develop effective strategies for school improvement.

Yet, no system can achieve perfect alignment. A number of commentators have pointed to the complexity of systems as a barrier to tight alignment. School systems include multiple layers and links, operate in diverse contexts, and employ teachers and school leaders with a range of experiences and capabilities. Learning is in and of itself a complex process. In addition, a central and persistent concern of the research on standards-based assessment and evaluation is in regard to tensions between external and internal school accountability and how this, in turn, affects the quality of information gathered and uses to which it is put. Given this complexity, it is very difficult to establish clear relationships across standards, curriculum, incentives and assessments and evaluations (Baker, 2004).

3.1.8 Issue No. 4: The Balancing CIE Systems and Education Goals

CIE approached alignment as a matter of balance and coherence in systems and educational goals. They considered balancing the systems and the goals for improvement. In balancing these two aspects, the important features of standards, curriculum and assessment are considered.

As CIE reorganized the institution in 2005, the professional managers with expertise who can teach were hired and appointed in higher positions. The aim was to influence improvements in school management and instruction. This strategy enabled CIE to appropriately balanced accountability and a strong role for teachers as professionals. These professionals were able to align the complex systems of education to the goals and objectives of CIE education.

3.1.9 Management and Accountability

In recent years some systems, like Singapore and Finland, have devolved more responsibility to the school level as the quality of their teachers and school leaders has become stronger and to encourage innovation. However, other systems where performance has been weak or uneven have used more centralized mechanisms to promote more consistent performance. There is a lot of variation in the design of management and accountability systems. Overreliance on simple student outcome tests for accountability is not effective in moving systems to high performance nor is uniformed professional judgment.

According to the book published by World Bank, *Making School Works: New Evidence on Accountability Reforms* (Bruns, Filmer & Patrinos, 2011), governance is about who is in charge and how decisions get made. Education systems cannot function effectively without clear, coherent and aligned governance systems. Most high performing education systems with high and internationally competitive levels of student performance and high levels of equity at reasonable cost, is comparable with that of world-class education. World-class schools set measurable goals and timelines, structures education policy initiatives to meet educational goals, and allocates responsibility for meeting targets. (Bruns, Filmer & Patrinos, 2011)

3.1.10 Issue No. 5: Establishing CIE Systems and Procedures

In 2004, inspired by the three (3) animals in the book of Ken Blanchard and Sheldon Bowles, *Gung Ho! Turn on the People in Any Organization* (1997), CIE started to establish and imbibe to all employees the culture of: the Spirit of the Squirrel (for the rank-and-file employees), the Way of the Beaver (for the middle managers and supervisors) and the Spirit of the Goose (for top management).

In the way of the beaver, management determines the roles of each team member and the scopes and responsibilities of these roles. In setting the roles of a team member, the management should know his/her natural abilities and then adapt the roles to take advantage of these strengths. The management ensures that the team members are valued. This is done by respecting and taking action on an individual's ideas, wants, feelings and aspirations. Also, accurate information needs to be fully and freely shared among team members (Blanchard and Bowles, 1997).

CIE promoted the Project Beaver 6, in which every supervisors or middle managers prepare six (6) sets of standard operating procedures (SOPs) within their departments or units. The managers must seek opinions and ideas from the rank-and-files or members of the unit, as they are the users or performers of the procedures. The project ran for two years. CIE realized that this is the only way that the management and accountability are shared by all employees.

3.1.11 Student Motivation

Every country has students with varying degrees of motivation, but the intensity of focus and time on task of students in high-performing systems is striking. High-performing systems motivate their students to study hard through both intrinsic and external incentives.

Students in Finnish classrooms are also intently engaged, but by a different means. Finnish education is rooted in ideas of discovery and self-directed learning. Teachers are extremely well-trained in this type of education. In Canada, the focus is on individualization. The system employs student success officers, who work individually with at-risk students to create multiple pathways to graduation. (Stewart, 2012)

3.1.12 Issue No. 6: How do we engage and motivate students?

CIE recognized that it is really difficult to motivate students to study. With full assimilation of the British curriculum in CIE, student engagement and motivation is focal in the British systems.

CIE assimilated the alternative assessment with focused on student participation and performance. The rubrics that were implemented were provided by the curriculum, hence, what the teachers do is only to implement it.

CIE, however, launched the following programs in which students plan and implement these with a little guidance from class advisers:

1. The Gift of G.O.L.D (Giving of Oneself to those who have Less and are Disadvantage). Students from Year 7 to Year 12, established business projects for the less and disadvantaged as the beneficiaries. The business project is to be operated by the students for six (6) years until they finished their Senior High School.

2. The Dux Lucis (Leaders of the Light). A community immersion program for the Year 12, in which the students live and work with families in selected barangays for 3 days. The program exposes the students to community and social life experiences, to affective-emotional awareness to service and discipline orientation. We want the CIE students to “wet their feet” in the adversities of life so that they will truly discover that the angst and struggle of humanity are also their own.

3. The PEAK Leadership Camp (Power to Enhance and Achieve the Kenosis of Leadership). This program aims to develop the student leaders of CIE the strength within themselves by nurturing their spirituality and enhancing their leadership competence. The PEAK Leadership Camp is a comprehensive learning encounter that begins with the strengthening the self through spiritual reinforcement and then empowering the leadership skills of a leader making up for a holistic formation of students as a young leader.

CIE engages students in a sustained and disciplined process of learning. CIE students are engaged in a learning process that teaches them on how to develop, review, evaluate and revise. This way, the students are clearly engaged in more than finding right answers and giving them to the teacher. They are engaged in an international systems that asks them to develop, evaluate, revise, and promote products of their learning.

3.1.13 Global and Future Orientation

A world-class education system develops the global competence in its students. Global competence means that the students have opportunities to interact with these foreign cultures either through the use of technology or through field trips. In other words, a world-class education system

provides opportunities for students to experience other countries and cultures in engaging and relevant ways. We have to equip the students to be marketable for future employment. Schools must be an active part of the future, and be oriented to future problems to help solve issues with a growing world population and limited natural resources. (Stewart, 2012).

3.1.14 Issue No. 7: Focusing on the Future and Globalization of CIE

CIE did not stop on being accredited by University of Cambridge alone to attain the status of an international school. In 2010, top management aimed to have an ISO standard in its management systems. This is to establish the quality of the systems and the standard operating procedures produced by Beaver 6 program and to strengthen management and accountability. In 2012, CIE was ISO 9001:2008 certified and when ISO updated its version to ISO 2015 in year 2016, CIE was one of the five organizations in Region VII to be certified under ISO 9001:2015 version. ISO concretizes the status of CIE as an international organization.

CIE strengthened their international relations with partner schools in Canada and US, the North Island College, Vancouver, Canada and the Northwood University, Michigan, USA, among others. The students in Higher Education finish their college degrees in our partner schools of their last year in college for only 3 trimesters (9 months) giving full credits to all the subjects taken in CIE. There is a free mobility of the students from CIE to other schools abroad. This makes CIE a global school.

In terms of school activities, the Higher Education students have an annual field trips abroad. The students choose which country they will visit. In this activity, the students are exposed to the different culture and experience other countries. CIE launched the Travel & Learn program in 2015. Students in Year 9 to 11, opt to spend their summer break in an educational program for two weeks in UK or USA. The students join with other students from other schools, here and abroad, that also participates in this program.

Ultimately, a world-class education system focuses on student engagement, student choice, personalization, authentic learning, global perspective, and global competence. This is the focus of CIE in globalization.

4.1 What are the challenges encountered by CIE in achieving international standards?

For two decades, CIE have expanded in terms of scope and complexity. With these complexities, challenges were encountered and these challenges were overcome by CIE to attain the international standard.

In the interview conducted, the challenges in compliance to the requirements of internationalization is the most trending. According to four (4) interviewees:

I was part of the core team assigned to process the documents needed for submission to University of Cambridge in year 2000, the documents that they required is difficult to understand.

The core team had a hard time in compiling the documents as we did not understand some of them, especially the financial reports requirements.

The evidence that the accrediting bodies required were not on file.

CIE lacked documentations to comply the requirements.

There was no proper and organizing filing system for easy documentation.

These four interviewees were members of the core team of the internationalization project way back in 2000 when CIE applied for accreditation with the University of Cambridge as Cambridge International School. It was noted that they had difficulty in complying the

requirements because all of them are teachers, they are not savvy as far as business terms are concern. They were able to help in the documentations but it took sometimes to complete and collate all the documents needed for submission to Cambridge, UK.

The next trending challenge encountered by CIE was the standardization of systems and procedures. Four (4) of the interviewees were head of their respective departments and units. When CIE Beaver 6 program was launch in 2004, these interviewees were one of those tasked to present six (6) standard operating procedures every meeting with the top management which was twice a month. They said:

I did not undergo training in writing policies, procedures and flowcharting of activities. It was difficult for me then to draft SOPs.

I felt like I was a department head with low IQ at that time. I really did not have any idea what is SOP. Remember, I was a fresh graduate then.

I almost resigned during that time. Imagine, I cannot present any SOPs every time we met with the top management. I felt so stupid then. As a teacher, I really had no idea on how to draft a standard operating procedure.

What is SOP? Do I have to write these? I am a teacher not a business –oriented person.

This was one of challenges of CIE then, drafting and writing the policies, systems and standard operating procedures, as majority of the personnel are teachers who had no idea on how to formulate policies and procedures. The standardized systems and procedures were not required to be submitted to the accrediting bodies, but the inspectorate team always looked for these documents.

With internationalization, it was expected that the curriculum and instructions will be at par with international standard. CIE encountered some challenges here, as five (5) interviewees expressed that:

I felt that I will be terminated because we do not know how to apply the international curriculum and instructions.

How will I adapt in this international curriculum and instructions?

I was worried that the international curriculum and instructions will be totally different from the usual curriculum and instruction that I know. How or what will I teach my students then?

The teachers are used in teaching using their own developed lesson plans which were based on the curriculum map that they drafted during the in-house training that they underwent at that time. The curriculum then was localized and with the process of internationalization, CIE adopted and assimilated the international curriculum and instructions as provided by the accrediting body which is the University of Cambridge. When the teachers read the syllabus and the scheme of works, they found it so difficult and even so foreign as far as they are concern.

One of the mandates of the University of Cambridge was for the students in CIE to take the international qualifications and examinations. Two of the interviewees said that:

I did not appreciate this international qualifications and examinations because I was afraid that if I will take this, I will not pass. How much more for our students?

If the exam is intended for the students, will they pass? Is CIE ready for this?

CIE started conducting the Cambridge international examinations in 2005. The examinations serve as qualifications for the students to be admitted in universities abroad. Without these qualifications, the students will go back to Senior High School instead of being admitted to

university degrees. The examinations also determine whether or not CIE educational system is at par with the standard set by University of Cambridge.

However, during that time, CIE had difficulty in providing instructions to the students since the lessons are quite challenging for the teachers. The results of the international examinations in 2005 was a debacle.

It was noted and observed that CIE paid their employees well and more than what the educational industry is giving. Two (2) interviewees said:

I had no problem on motivations, top management already assured us that with internationalization, we will be paid at a premium. That is motivation for me.

I did not care about motivations or salary increases then, what I care during that time was for CIE to become an international school. CIE becomes my second home as I am here for already 25 years.

5.1 How did CIE overcome these challenges?

The analysis on how CIE overcame the challenges of internationalization was also based on the trending issues about the challenges. On complying to the requirements of internationalization, five (5) interviewees said that:

Our President appointed the then Vice-President for Education to be the team leader of the core team.

The Vice-President as leader of the team was (and still is) capable of documentations with her knowledge in law, accounting, finance and management.

With the VP for Education knowledge and experience, she was able to collate, compile and completely submitted the documents to University of Cambridge within reasonable period.

We need somebody to guide and teach us on how to document internationalization.

It was noted that CIE hired competent and capable personnel to spearhead the process of internationalization. These personnel had previous experiences as they were educated abroad and knowledgeable on the requirements in applying for internationalization in education. As one of the key elements of a successful world-class educational system, schools must hire a high quality and competent teachers and leaders.

On overcoming the challenges of standardization of systems and procedures, these are what the four (4) interviewees said:

CIE contracted the Philippine Franchising to write the systems and procedures.

Trainings were conducted on how to draft systems and procedures by some lecturers from Asian Institute of Management.

Some of the core team members were sent to Singapore to be trained in the systems and procedures writing.

CIE started hiring professional managers and they were experts in business and management who can easily draft SOPs.

As drafting an international standard systems and procedures, is quite a challenge to the core team, CIE sought the services of the Philippines Franchising group to help in drafting the SOPs. The professional managers hired was also a great help in preparing the SOPs.

In terms of curriculum and instructions, three (3) interviewees identified that CIE provided training to teachers on how to go about international curriculum and instructions by sending them abroad. These teachers were able to cascade their knowledge acquired during the training. These are what they said:

CIE sent some of the core team members to train in Singapore regarding the Cambridge curriculum and instructions.

The team members trained in Singapore re-echoed to the teachers on how to teach the international curriculum and instructions during the one-month teachers' training.

Training is really essential and necessary to be able to fully implement and assimilate internationalization.

As to international qualifications and examinations, two (2) interviewees pointed out the review classes that was organized and institutionalized by CIE. Because of the poor results on the first conduct of international examinations, top management mandated that review classes must be conducted for the students before they take the actual examinations.

Revision or review program for all the subject areas of the examinations was institutionalized.

Reviews of the examinations were scheduled and conducted using the past papers of the Cambridge examinations.

The revision classes using the past examinations of Cambridge exams, the results of these type of examinations improved until the present days.

IV. Findings

Based on the discussions, the educational institutions must need to adopt themselves with the changes of time and the current needs of society. These conditions change the structures and schools perceptions towards internationalization of education. The challenges encountered by CIE in achieving an international standard serve as guide to schools toward the process of internationalization.

V. Conclusion

The study supports the seven key elements of successful world-class education as pointed out by Vivien Stewart (2012). Based on the findings, it was concluded that in order to attain a world-class status or to become an international school, schools must have an ambitious standards, a commitment to equity, the need to hire high quality teachers, professionals and experts that can manage and made accountable to the institution; that there must be an alignment and coherence of educational goals, promote student engagement and motivate them to study, and, the goals and objectives of the school must have a global and future orientation.

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