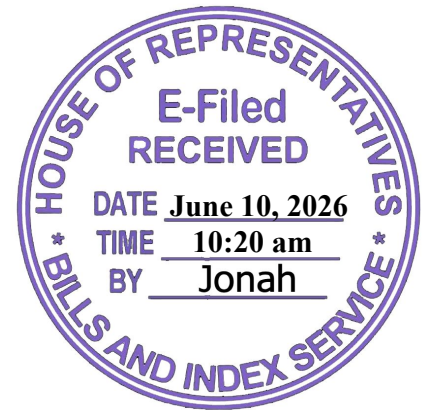




Republic of the Philippines
House of Representatives
Quezon City, Metro Manila

Twentieth Congress
First Regular Session



HOUSE BILL NO. 9848

**Introduced by Representatives Ferdinand Martin G. Romualdez,
Yedda Marie K. Romualdez, Andrew Julian K. Romualdez and Jude A.
Acidre**

AN ACT
STRENGTHENING THE INTERNATIONALIZATION CAPACITY OF
PHILIPPINE HIGHER EDUCATION INSTITUTIONS,
INSTITUTIONALIZING A NATIONAL INTERNATIONALIZATION
FRAMEWORK, CREATING FOR THE PURPOSE AN
INTERNATIONALIZATION SUPPORT FUND, STRENGTHENING
EDUCATION EXPORT THROUGH INTER-AGENCY
COORDINATION, AND FOR OTHER PURPOSES

EXPLANATORY NOTE

Higher education has become an increasingly important driver of economic competitiveness, innovation, workforce development, and international cooperation in an interconnected global environment. Around the world, countries have adopted comprehensive internationalization strategies to strengthen the quality of their higher education systems, expand academic and research collaboration, attract international students and scholars, and position education as a strategic export sector that contributes to national development.

The Philippines possesses significant strengths that can support a more globally engaged and internationally competitive higher education sector. The country's widespread use of English, strong academic traditions, growing research capabilities, cultural openness, and strategic location within the Asia-Pacific region provide substantial opportunities for Philippine higher education institutions to participate more actively in international academic networks,

transnational education initiatives, and global knowledge economies. Despite these advantages, internationalization efforts across Philippine higher education institutions remain uneven, fragmented, and largely dependent on individual institutional initiatives. There is currently no comprehensive statutory framework that provides sustained national direction, dedicated financing, and coordinated institutional support for higher education internationalization and education export.

At the same time, international education has emerged as a major economic sector in many countries, generating significant investments, employment opportunities, research collaboration, and foreign exchange earnings. The Philippines is well-positioned to participate in this growing global market. However, maximizing these opportunities requires deliberate public policy interventions that strengthen institutional capacities, improve international visibility, expand academic mobility, promote transnational education, and ensure that international engagement contributes directly to quality enhancement and national development objectives.

This measure seeks to institutionalize a National Internationalization Framework for Higher Education to provide strategic direction and continuity to the country's internationalization efforts. It promotes a whole-of-sector approach that integrates international, intercultural, and global dimensions into instruction, research, extension, governance, and student development while safeguarding academic freedom, institutional autonomy, and national interest.

Ultimately, this proposed legislation recognizes that higher education internationalization is not merely an academic undertaking but a strategic national investment that can enhance educational quality, strengthen research and innovation, improve workforce competitiveness, expand opportunities for Filipino learners and educators, and contribute to long-term economic growth and global engagement

In view of the foregoing, approval of this bill is earnestly requested.



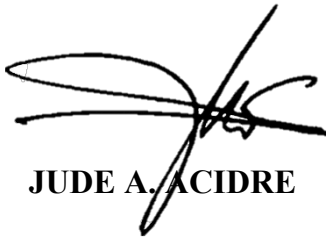
FERDINAND MARTIN G. ROMUALDEZ



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*Be it enacted by the Senate and House of Representatives of the Philippines
in Congress assembled:*

SECTION 1. *Title* — This Act shall be known as the “Philippine Higher Education Internationalization Act.”

SEC. 2. *Declaration of Policy* — It is hereby declared the policy of the State to recognize higher education as a strategic national asset in an increasingly interconnected and competitive global environment, and to actively promote the internationalization of Philippine higher education institutions as a means of

advancing national development, social mobility, innovation, cultural exchange, and global engagement. Towards this end, the State shall:

- a. Promote relevant, inclusive, globally competitive, and future-ready higher education that equips Filipino learners with internationally transferable skills, intercultural competence, and global perspectives, while remaining firmly anchored in national priorities, values, and identity;
- b. Institutionalize internationalization as a core, long-term, and strategic function of higher education institutions (HEIs), integrated into institutional governance, academic planning, quality assurance, research agendas, and student development, consistent with academic freedom and institutional autonomy;
- c. Strengthen the capacity of Philippine HEIs to engage in international partnerships, academic mobility, transnational education, and collaborative research, ensuring that such engagements result in measurable improvements in teaching quality, research productivity, and institutional capability;
- d. Develop and position Philippine higher education as a competitive education export sector, capable of attracting international learners, scholars, researchers, and institutional partners, generating sustainable foreign exchange, expanding global academic networks, and enhancing the international reputation of Philippine education;
- e. Ensure that the benefits of internationalization and education export are broadly accessible to public and private HEIs, students, faculty, and administrators through structured public investment, capacity-building, and differentiated support mechanisms; and
- f. Advance internationalization at home by embedding global, intercultural, and comparative perspectives within domestic curricula, pedagogy, research, and campus life.

SEC. 3. *Objectives* — This Act aims to:

- a. Establish a coherent, comprehensive, and forward-looking National Internationalization Framework for Higher Education that provides strategic direction and continuity to internationalization and education export efforts across the higher education sector;
- b. Build institutional leadership, governance systems, professional competencies, and organizational capacity for internationalization, including the ability of HEIs to design, manage, and sustain internationally marketable academic programs and partnerships;
- c. Support structured, reciprocal, and outcomes-oriented faculty, student, and researcher mobility programs that enhance learning quality, research collaboration, and the global visibility of Philippine higher education;
- d. Promote the development, recognition, and sustainability of joint, dual, and transnational academic programs that meet international quality standards and respond to global and regional workforce and skills demands;
- e. Enhance the global reputation, credibility, and competitiveness of Philippine HEIs as preferred destinations for international study, research, and academic collaboration; and
- f. Strengthen the contribution of higher education internationalization to the country's education export strategy, innovation ecosystem, workforce development agenda, and long-term economic resilience.

SEC. 4. *Definition of Terms* — As used in this Act:

- a. ***Academic Mobility*** refers to the movement of students, faculty members, researchers, or academic professionals across borders for purposes of study, teaching, research, training or academic collaboration;

- b. ***Collaborative Online International Learning (COIL)*** refers to digitally enabled, faculty-led, and curriculum-integrated international teaching and learning activities;
- c. ***Dual or Double Degree Program*** refers to an academic program jointly delivered by partner institutions in different countries, resulting in the conferment of two separate but coordinated qualifications;
- d. ***Education Export*** refers to the provision, marketing, and delivery of Philippine-based higher education services to international learners, institutions, governments, and organizations through cross-border supply, consumption abroad, commercial presence, and presence of natural persons, including student mobility, transnational higher education arrangements, joint and dual degree programs, collaborative research, digital and virtual learning, and other recognized modes of international education services;
- e. ***Higher Education Institutions (HEIs)*** refer to public and private institutions duly recognized by the Commission on Higher Education;
- f. ***Internationalization at Home (IaH)*** refers to a deliberate set of institutional policies and practices that embed international and intercultural learning outcomes within domestic curricula, pedagogical approaches, co-curricular activities, research agendas, and campus environments, ensuring inclusive global exposure regardless of physical mobility;
- g. ***Internationalization of Higher Education*** refers to the intentional, systematic, and sustained integration of international, intercultural, transnational, and global dimensions into the purpose, governance, core functions, delivery modalities, and outcomes of higher education, including, but not limited to, instruction, research, extension, student

services, quality assurance, institutional management, and external engagement;

- h. ***Joint Degree Program*** refers to an academic program jointly designed, delivered, and quality-assured by two or more higher education institutions in different countries, leading to the conferment of a single qualification; and
- i. ***Transnational Higher Education (TNHE)*** includes all types and modes of delivery of higher education study programs, sets of courses of study, or educational services, including distance education and study-abroad programs, which involve education systems of a State different from the State where a TNHE provider operates or programs which may operate independently of any national education system or where the learners are located in a country different from the one where the awarding institution is based.

SEC. 5. National Internationalization Framework for Higher Education —

The Commission on Higher Education (CHED) shall institutionalize and implement a National Internationalization Framework for Higher Education, which shall serve as the central, authoritative, and continuing policy, planning, coordination, and governance instrument governing all internationalization and education export efforts across the Philippine higher education sector.

The Framework shall articulate a clear national vision for the global engagement of Philippine higher education and shall guide public and private higher education institutions in integrating international, intercultural, and global dimensions into their core functions of instruction, research, extension, and institutional governance, while safeguarding academic freedom, institutional autonomy, and national interest.

The National Internationalization Framework for Higher Education shall:

- a. Define strategic national objectives for higher education internationalization and education export, aligned with national development priorities, workforce and skills strategies, research and innovation agendas, and the country's broader economic, social, and diplomatic goals, including the enhancement of academic quality, global competitiveness, and institutional capacity;
- b. Identify priority markets, regions, and partner countries, as well as priority disciplines, programs, and fields of study with strong international demand, strategic national importance, or high potential for global collaboration and education export, without compromising domestic access, equity, and quality;
- c. Establish outcome-based performance indicators and benchmarks to assess institutional readiness, program effectiveness, and sector-wide impact, including indicators on international student enrollment, academic mobility, joint and dual degree offerings, international research collaboration, faculty global exposure, and education export outcomes, designed to promote continuous improvement rather than punitive regulation;
- d. Promote differentiated and inclusive institutional pathways for internationalization, recognizing variations in institutional mission, typology, geographic context, disciplinary strengths, and resource capacity, and enabling state universities and colleges, local universities and colleges, and private higher education institutions to pursue internationalization strategies appropriate to their mandates and capabilities;
- e. Set governance standards and institutional arrangements for internationalization, including guidance on leadership roles, internal

coordination mechanisms, professionalization of international offices, partnership development and management, and transparent decision-making processes;

- f. Articulate risk management principles and safeguards applicable to cross-border education and education export activities, including consumer protection, academic integrity, data privacy, financial sustainability, reputational risk management, and compliance with applicable laws, rules, and regulations;
- g. Ensure alignment with quality assurance and accreditation systems, including outcomes-based education, program accreditation, institutional quality assurance mechanisms, and international recognition standards, so that internationalization initiatives directly contribute to quality enhancement and learner outcomes; and
- h. Provide mechanisms for periodic review, stakeholder consultation, and policy refinement, involving higher education institutions, faculty, students, industry partners, relevant government agencies, and other stakeholders, to ensure that the Framework remains responsive, evidence-based, and aligned with national interest and evolving global developments.

SEC. 6. *Internationalization at Home* — The Commission on Higher Education shall actively promote and support Internationalization at Home (IaH) as a core, inclusive, and sustainable pillar of higher education internationalization and as a foundational strategy for strengthening institutional readiness for education export, global engagement, and international academic collaboration.

IaH shall be pursued as a quality-enhancement, access equalizing, and system-wide approach, ensuring that all learners, regardless of their capacity for physical

mobility, benefit from international and intercultural learning experiences within domestic learning environments.

For this purpose, Internationalization at Home initiatives shall include, but not be limited to, the following:

- a. Curriculum internationalization, including the integration of international, comparative, regional, and intercultural perspectives into program outcomes, course content, teaching strategies, assessment methods, and learning resources, consistent with outcomes-based education and quality assurance standards;
- b. International and intercultural learning outcomes, embedded across academic programs to develop global competencies, cross-cultural communication skills, ethical awareness, and international professional readiness among students;
- c. Collaborative Online International Learning (COIL) and virtual exchange programs, including digitally enabled, faculty-led, and curriculum-integrated learning activities conducted jointly with partner institutions abroad, to expand global exposure without requiring physical travel;
- d. Joint, dual, and collaborative degree programs delivered within the Philippines, designed and implemented with foreign partner institutions, allowing students to earn internationally recognized credentials while studying locally, subject to applicable quality assurance, accreditation, and regulatory requirements;
- e. Engagement of international scholars, visiting professors, researchers, and practitioners, whether on-site or through digital platforms, in teaching, research, mentoring, curriculum development, and academic discourse, in accordance with applicable immigration, labor, and regulatory laws;
- f. Development of multicultural and intercultural campus ecosystems, including globally oriented student organizations, multilingual activities,

international student support services, cross-cultural dialogue platforms, and inclusive campus programming that foster mutual understanding and global citizenship;

- g. Faculty capacity-building for internationalized teaching and learning, including training on intercultural pedagogy, international curriculum design, digital collaboration, and global assessment practices;
- h. Integration of Internationalization at Home into institutional quality assurance and academic planning, ensuring that international and intercultural dimensions are reflected in program review, accreditation, faculty evaluation, and institutional performance assessment; and
- i. Strategic linkage of Internationalization at Home initiatives to education export objectives, by strengthening the international credibility, recognition, and market readiness of Philippine academic programs, enhancing institutional branding, and improving the overall attractiveness of Philippine higher education to international learners and partners.

In implementing this section, CHED shall ensure that Internationalization at Home initiatives are inclusive, academically grounded, quality-driven, and aligned with national interest, and that such initiatives complement, rather than substitute for, physical academic mobility and other forms of international engagement.

SEC. 7. *Internationalization Support Fund* — There is hereby created an Internationalization Support Fund, which shall form part of the Higher Education Fund (HEF) and shall be administered by the Commission on Higher Education (CHED), for the purpose of supporting and strengthening the internationalization capacity of Philippine higher education institutions and advancing the development of the country's education export sector: *Provided*, That the Fund

shall serve as a dedicated and sustainable financing mechanism for programs, projects, and activities on internationalization and education export development, guided by the principles of equity, quality, accountability, transparency, and strategic impact;

Provided, Further, That the Internationalization Support Fund shall be sourced from the Higher Education Fund derived from travel taxes collected pursuant to existing laws, consistent with Republic Act No. 10931, otherwise known as the Universal Access to Quality Tertiary Education Act (UAQTEA), and other applicable laws, rules, and regulations governing the Higher Education Fund;

Provided, Finally, That at least ten percent (10%) of the annual Higher Education Fund shall be earmarked and utilized for internationalization and education export programs, projects, and activities authorized under this Act, which earmarking shall be programmatic in nature, subject to the availability of funds and existing budgeting, accounting, and auditing laws, rules, and regulations, and shall be implemented without prejudice to the mandatory, entitlement-based, and priority obligations of the Higher Education Fund under Republic Act No. 10931.

SEC. 8. *Use of the Internationalization Support Fund* — The Fund shall be used to provide grants-in-aid, institutional support, technical assistance, and capacity-building for programs, projects, and activities that advance higher education internationalization and education export, including but not limited to the following:

- a. ***Leadership development and governance capacity-building***, including training, certification, and professional development programs for higher education institution presidents, vice presidents, deans, international relations officers, and academic leaders on internationalization strategy,

transnational education management, global partnership development, and education export governance;

- b. ***Academic mobility programs***, including inbound and outbound student, faculty, researcher, and academic professional mobility, short-term exchanges, visiting scholar appointments, fellowships, joint supervision arrangements, international internships, and other forms of cross-border academic engagement, subject to applicable laws and regulations;
- c. ***Development, accreditation, and implementation of joint, dual, and transnational degree programs***, including curriculum co-design, credit transfer and articulation mechanisms, mutual recognition arrangements, quality assurance alignment, and compliance with national and international accreditation standards;
- d. ***International research collaboration and global knowledge exchange***, including participation in international research consortia, co-funded research projects, joint publications, access to international research infrastructure, researcher mobility, and engagement in regional and global innovation networks;
- e. ***Internationalization at Home initiatives***, including curriculum internationalization, collaborative online international learning, virtual exchange, engagement of international scholars and practitioners, intercultural campus programs, and faculty development for internationalized teaching and learning;
- f. ***Institutional systems development and strengthening***, including the establishment or enhancement of international offices, partnership and mobility management systems, compliance and risk management mechanisms, student and faculty support services, digital learning and transnational delivery platforms, and data management systems necessary for effective internationalization and education export operations;

- g. ***Strategic promotion, branding, and international positioning of Philippine higher education institutions and programs***, including participation in international education fairs, academic missions, global networks, and other promotional activities, undertaken in coordination with relevant government agencies and consistent with national interest and quality assurance standards;
- h. ***Development of data, monitoring, and evaluation systems***, including the design and maintenance of databases, performance indicators, tracer studies, impact assessments, and reporting tools necessary to track internationalization outcomes, education export performance, institutional capacity gains, and policy effectiveness; and
- i. ***Technical studies, pilot programs, and innovation initiatives*** that support evidence-based policymaking, continuous improvement, and the responsible scaling of internationalization and education export activities across the higher education sector.

In the allocation and utilization of the Fund, priority shall be given to initiatives that demonstrate clear contributions to academic quality enhancement, institutional capacity building, inclusive access, and alignment with national education export objectives, without compromising domestic higher education access, equity, or quality standards.

SEC. 9. *Prioritization Framework for Fund Allocation*— The Commission on Higher Education (CHED) shall adopt a prioritization and scoring framework for the allocation of resources from the Internationalization Support Fund to ensure transparency, equity, strategic alignment, and measurable impact. In establishing such a framework, CHED shall be guided by the principle that fund allocation shall support quality enhancement, institutional capacity-building, inclusive

participation, and the responsible development of education export, rather than institutional size, reputation, or prior international exposure alone.

The prioritization and scoring framework shall include, but not be limited to, the following criteria:

- a. ***Alignment with National Priorities*** — the degree to which the proposed program, project, or activity is aligned with the National Internationalization Framework for Higher Education, national development plans, workforce and skills strategies, research and innovation priorities, and education export objectives;
- b. ***Academic Quality and Learning Outcomes*** — the extent to which the proposal demonstrably contributes to improved teaching and learning, curriculum quality, student competencies, faculty development, or research outputs, consistent with quality assurance and outcomes-based education standards;
- c. ***Institutional Capacity-Building Impact*** — the potential of the proposal to strengthen institutional systems, governance structures, human resource capacity, and long-term internationalization readiness, particularly for emerging or resource-constrained higher education institutions;
- d. ***Inclusivity and Equity Considerations*** — the extent to which the proposal promotes broad participation of students, faculty, and institutions, including state universities and colleges, local universities and colleges, regional institutions, and underserved or developing academic disciplines;
- e. ***Education Export Potential and Global Engagement*** — the degree to which the proposal enhances international visibility, joint or transnational program offerings, international partnerships, research collaboration, or the global market readiness of Philippine higher education programs, without compromising domestic access and quality;

- f. ***Sustainability and Replicability*** — the likelihood that the initiative can be sustained beyond initial funding, leveraged through partnerships, institutionalized within the HEI, or replicated by other institutions or sectors;
- g. ***Cost-Effectiveness and Fiscal Responsibility*** — the reasonableness of proposed costs in relation to expected outcomes, availability of counterpart funding or in-kind contributions, and efficient use of public resources; and
- h. ***Monitoring, Evaluation, and Risk Management*** — the presence of clear implementation plans, performance indicators, monitoring mechanisms, risk mitigation measures, and compliance with applicable laws, rules, and regulations.

CHED is hereby authorized to assign relative weights to the foregoing criteria, prescribe minimum eligibility thresholds, and adopt differentiated scoring methodologies based on institutional typology, program classification, or stage of institutional or programmatic development, as may be provided in the implementing rules and regulations.

In the implementation of this section, CHED shall ensure that the prioritization and scoring framework is publicly disclosed, uniformly applied, and subject to periodic review and refinement, taking into account evolving national priorities, developments in the international higher education environment, and evidence derived from program monitoring and evaluation.

Nothing in this section shall be construed as limiting or diminishing the regulatory authority of the Commission on Higher Education, impairing academic freedom or institutional autonomy, or creating any vested right, entitlement, or proprietary interest in favor of any applicant or beneficiary.

SEC. 10. *Strengthening the CHED International Affairs Service* — The International Affairs Service (IAS) of the Commission on Higher Education (CHED) is hereby strengthened and designated as the primary, high-level office responsible for the formulation, coordination, implementation, and oversight of policies, programs, and initiatives on higher education internationalization and education export under this Act: Provided, That such designation shall be without prejudice to the authority of the Commission *en banc* over higher education policy and regulation.

Provided, Further, that the International Affairs Service shall serve as the central policy, planning, and coordination unit for the implementation of the National Internationalization Framework for Higher Education and shall ensure coherence, consistency, and alignment among all internationalization-related undertakings of CHED and higher education institutions.

For this purpose, the International Affairs Service shall have the following powers and functions:

- a. To lead strategic policy development and planning for higher education internationalization and education export, including the identification of priority markets, regions, disciplines, partnerships, and modalities of international academic engagement, and to recommend such policies and plans to the Commission *en banc* for approval;
- b. To coordinate, oversee, and support the implementation of internationalization programs, projects, and activities of CHED and higher education institutions, including those funded under the Internationalization Support Fund, thereafter ensuring that such programs are aligned with national priorities, quality assurance standards, and the objectives of this Act;

- c. To provide technical assistance and capacity-building support to higher education institutions in the development and execution of institutional internationalization strategies, international partnerships, transnational education arrangements, academic mobility programs, and internationalization at home initiatives, where applicable;
- d. To coordinate with other CHED offices and services, including those responsible for quality assurance, policy and planning, research, student services, and data management, hereto integrating internationalization considerations into academic standards, accreditation processes, institutional performance assessment, and regulatory frameworks;
- e. To act as the primary focal point for inter-agency coordination and international engagement on higher education internationalization and education export, including coordination with the Department of Trade and Industry, the Department of Foreign Affairs, foreign diplomatic missions, international organizations, and bilateral or multilateral education partners, subject to existing laws, protocols, and agreements;
- f. To develop, maintain, and manage data systems, analytics, and reporting mechanisms relating to internationalization and education export, including academic mobility, joint and transnational degree programs, international partnerships, and performance indicators, and to submit regular reports thereon to the Commission *en banc* and to Congress, where required; and
- g. To perform such other functions as may be necessary or incidental to the effective implementation of this Act, as may be authorized by the Commission *en banc*, hereafter consistent with applicable laws, rules, and regulations.

Provided, Finally, That in strengthening the International Affairs Service, CHED may, subject to existing civil service, budgeting, and organizational laws, rules,

and regulations, enhance the Service's organizational structure, staffing complement, technical capacity, and operational resources, thereto ensuring its ability to effectively discharge its expanded mandate under this Act.

Nothing in this section shall be construed as creating a new office or agency, impairing academic freedom or institutional autonomy, or limiting the powers of the Commission *en banc* under existing laws.

SEC. 11. *Inter-Agency Coordination on Education Export and Internationalization* — The Commission on Higher Education (CHED) shall, within its mandate, coordinate with the Department of Trade and Industry (DTI) and the Department of Foreign Affairs (DFA) to advance higher education internationalization, strengthen the country's education export sector, and promote the global engagement of Philippine higher education institutions: *Provided*, that such coordination shall respect the respective mandates, authorities, and institutional competencies of the concerned agencies.

For this purpose, inter-agency coordination shall include, but not be limited to, the following:

- a. ***Policy and Strategic Alignment.*** — CHED, DTI, and DFA shall endeavor to align higher education internationalization initiatives with national services export strategies, trade and investment promotion policies, and foreign policy objectives, including the identification of priority markets, regions, and modalities for education export and academic cooperation;
- b. ***International Promotion and Market Development.*** — DTI, in coordination with CHED, shall support the integration of higher education services into national and sectoral export promotion programs, including the provision of market intelligence, participation in international education fairs, and linkage with foreign partners, where applicable;

- c. ***Diplomatic and International Engagement.*** — DFA, through Philippine foreign service posts and diplomatic channels, shall assist in promoting Philippine higher education institutions abroad, facilitating academic and research partnerships, and supporting government-to-government education cooperation initiatives, consistent with existing laws, protocols, and international commitments;
- d. ***Facilitation of Academic Mobility and Partnerships.*** — The concerned agencies shall, within their respective mandates, support the mobility of students, faculty members, researchers, and academic professionals, and facilitate institutional partnerships, joint programs, and collaborative research arrangements, subject to applicable immigration, labor, and regulatory requirements;
- e. ***Coordination Mechanisms.*** — CHED may establish appropriate coordination mechanisms, including technical working groups, focal points, or consultative platforms, thereto ensuring regular information exchange, policy coherence, and effective implementation of joint initiatives under this Act; and
- f. ***Safeguards and Limitations.*** — Nothing in this section shall be construed as creating a new inter-agency body, mandating automatic funding obligations, impairing academic freedom or institutional autonomy, or diminishing the regulatory authority of CHED or the primary mandates of DTI and DFA. CHED shall ensure that inter-agency coordination efforts are strategic, complementary, and results-oriented, and that education export and global engagement initiatives contribute to academic quality enhancement, institutional capacity-building, and the broader national interest.

SEC. 12. *Monitoring, Evaluation, and Reporting* — The Commission on Higher Education (CHED) shall establish a monitoring and evaluation framework and submit an annual report to Congress on internationalization and education export outcomes, including enrollment, partnerships, and research collaboration.

SEC. 13. *Sunset Review and Impact Assessment* — Five (5) years after the effectivity of this Act, the Commission on Higher Education (CHED) shall conduct a comprehensive sunset review and impact assessment to evaluate the implementation, effectiveness, and continuing relevance of this Act, including the utilization and governance of the Internationalization Support Fund, the achievement of intended outcomes in education export and global engagement, the reach and impact of Internationalization at Home initiatives, consistency with the objectives and safeguards of Republic Act No. 10931, otherwise known as the Universal Access to Quality Tertiary Education Act (UAQTEA), and the responsiveness of the Act to emerging global trends, regional competition, and developments in the international higher education environment.

SEC. 14. *Appropriations* — The amounts necessary for the initial implementation of this Act shall be charged against the current appropriations of the Commission on Higher Education, subject to the availability of funds and applicable budgeting, accounting, and auditing laws, rules, and regulations.

Thereafter, such sums as may be necessary for the continued implementation of this Act, including the operationalization, programming, and utilization of the Internationalization Support Fund, shall be sourced from the Higher Education Fund (HEF) and included in the annual General Appropriations Act. Nothing in this section shall be construed as an automatic appropriation, nor

as authorizing the release of funds beyond those duly appropriated by Congress through the General Appropriations Act.

SEC. 15. *Implementing Rules and Regulations* — Within ninety (90) days from the effectivity of this Act, the Commission on Higher Education (CHED) shall, in consultation with relevant government agencies, higher education institutions, and other stakeholders, promulgate the necessary rules and regulations for the effective implementation of this Act.

SEC. 16. *Separability Clause* — If any provision is declared invalid or unconstitutional, the remaining provisions shall remain in full force and effect.

SEC. 17. *Repealing Clause* — All laws, rules, and regulations inconsistent with this Act are hereby repealed or modified accordingly.

SEC. 18. *Effectivity*. – This Act shall take effect fifteen (15) days after its publication in the *Official Gazette* or in a newspaper of general circulation.

Approved,