



University of Southern Mindanao

Goodness | Responsiveness | Excellence | Assertion of Right and Truth

INTERNATIONALIZATION PLAN

FOR THE
MASTER OF ARTS IN EDUCATION

MAJOR IN EDUCATIONAL MANAGEMENT

*Building Global Perspectives.
Strengthening Local Impact.*



USM



GLOBAL
PERSPECTIVE



STRATEGIC
PARTNERSHIPS



ACADEMIC
EXCELLENCE



CULTURAL
UNDERSTANDING



SUSTAINABLE
IMPACT

International in Vision. Transformative in Action.

Strategic Operational Guide: Internationalization of the Master of Arts in Education major in Educational Management Program (2026–2030)

1. Institutional Rationale and Strategic Imperative

For the University of Southern Mindanao (USM), internationalization (IZN) is a non-negotiable strategic mandate. As the academic anchor for the SOCCSKSARGEN and Bangsamoro Autonomous Region in Muslim Mindanao (BARMM), USM operates within a sociopolitical crucible defined by post-conflict reconstruction and multicultural transitions. The Master of Arts in Education major in Educational Management (MAEd-EM) program must move beyond a localized vacuum to produce leaders equipped with global competencies. By addressing regional challenges—such as school management in Geographically Isolated and Disadvantaged Areas (GIDA) and crisis leadership—through the lens of international excellence, we ensure our graduates are not merely reactive managers but proactive, visionary architects of educational reform.

We are operationalizing a "glocalization" framework: the synthesis of global educational management paradigms with Mindanao's unique cultural realities. By evaluating and adapting ASEAN best practices in equity-driven policy and resource optimization, we elevate the Southern Philippines' education sector. This guide serves as the authoritative blueprint for ensuring USM's adherence to the principles of national sovereignty and the promotion of the national interest as enshrined in the Philippine Constitution.

Core Rationale Pillars

Pillar	Description	Institutional Impact
Glocali zed Leaders hip	Merging local sociopolitical awareness with global management paradigms.	Produces administrators capable of applying international best practices to regional challenges like post-conflict education.

Regulatory Compliance	Strict adherence to CHED mandates (CMO No. 55, s. 2016 and CMO No. 15, s. 2019).	Secures the program's standing and ensures USM graduates are recognized as globally competitive.
Knowledge Production	Transitioning from consumers of content to generators of original, indexed research.	Elevates USM's global reputation; provides "reputational currency" for access to global funding (e.g., Erasmus+).

This institutional rationale provides the "why" that necessitates the strict regulatory "how" defined by the Philippine government's internationalization policies.

2. Regulatory Alignment and Policy Foundations

Strict adherence to Commission on Higher Education (CHED) mandates is the mandatory baseline for our global competitiveness. We do not view these regulations as mere bureaucratic hurdles, but as the structural scaffolding required to transition USM from a regional entity to an international contender.

The MAEd-EM program is governed by two pivotal regulatory frameworks:

- **CMO No. 55, s. 2016:** This establishes the dual modes of IZN. We are mandating **Home-Based Internationalization (IaH)** to integrate global dimensions into our local curriculum through Collaborative Online International Learning (COIL). Parallel to this, we are strategically prioritizing **Cross-Border Education**, facilitating the physical and virtual movement of faculty and programs across borders via study tours and international exchanges.
- **CMO No. 15, s. 2019:** This signals a paradigm shift from knowledge consumption to **knowledge production**. It is the "reputational currency" of the 21st century. By mandating publication in internationally indexed journals (Scopus/Web of Science), we are breaking the cycle of recycling localized paradigms. This shift is the only way to ensure USM-generated knowledge influences the global academic community rather than languishing in insular libraries.

General Principles of Philippine IZN Policy

In accordance with national directives, USM's IZN efforts are guided by these core tenets:

- **Promotion of National Interest and Sovereignty:** Upholding the integrity of the Philippine educational system in line with the Foreign Investments Act of 1991.
- **Academic Freedom:** Advancing intellectual growth through cross-border collaboration and the integrity of research.
- **ASEAN Integration:** Commitment to the ASEAN Socio-Cultural Community and the Master Plan for ASEAN Connectivity 2025.
- **Reciprocity and Comity:** Building partnerships based on mutual recognition of degrees and qualifications.

These legal mandates serve as the foundation for the five operational pillars of the USM implementation strategy.

3. Execution of the Five Strategic Pillars

The following five pillars serve as the operational machinery to achieve our vision of a globally recognized Graduate School.

Pillar 1: Curriculum and Instruction

We are strategically prioritizing **Home-Based Internationalization** to ensure inclusivity for students with limited physical mobility.

- **Syllabus Enhancement:** All core subjects must integrate international case studies (e.g., PISA rankings, SDG 4).
- **COIL Methodology:** USM faculty are directed to co-teach modules with foreign partners. This bridges the mobility gap, providing a "virtual" international experience for every student.

Pillar 2: Research and Knowledge Production

We are mandating a shift toward a **Thematic Research Agenda** (e.g., AI in administration, climate-resilient infrastructure).

- **Evaluation of Transition:** This shift is difficult; it requires breaking faculty silos and moving away from "safe" but redundant local topics. It is, however, the only path to global relevance.
- **Mechanisms:** We will provide structured publication mentorship and mandate joint research ventures where faculty co-author with international counterparts.

Pillar 3: Strategic Partnerships

We are adopting a **Tiered Partnership Approach** aligned with CHED Support Tiers (Source Image 8).

- **Strategic Aim:** USM currently operates within Tiers 3 and 4. We are targeting a move to **Tier 2** status by Year 3, which requires Level III program accreditation and active membership in international networks.
- **Expansion:** We focus initially on ASEAN/SEAMEO (Malaysia, Indonesia, Thailand) before expanding to Tier 1-style global linkages in Japan, Australia, and Europe.

Pillar 4: Faculty and Student Mobility

Mobility will progress from virtual exchanges to short-term physical study tours. Digital mobility is a prerequisite for all students, ensuring 100% engagement. We will also develop **Inbound Hosting** programs to showcase the "Mindanao Educational Leadership Context" to foreign scholars.

Pillar 5: Quality Assurance

We recognize **AUN-QA Alignment** as the "Gold Standard" for regional degree recognition. This alignment facilitates the "Reciprocity and Comity" principle, ensuring our degrees are recognized across ASEAN borders.

These pillars define our operational path, but success depends on clear administrative accountability.

4. Administrative Accountability and Deliverable Framework

Internationalization success is dependent on clearly defined roles and quantifiable outcomes across all levels of the university hierarchy.

Roles and Key Deliverables

Stakeholder	Primary Responsibility	Specific Deliverable	Frequency/Milestone
Dean / Program Head	Strategic Oversight & Resource Management	Annual IZN Scorecard Report; 2 signed MOAs	Annually / Years 1 & 3
Faculty	Curriculum Innovation & Research Production	1 COIL module or Int'l Guest Speaker; 1 indexed publication	Every Semester / Every 2 Years
Students	Knowledge Production	Proof of publication/acceptance in an indexed journal	Pre-graduation

The "So What?" of Participation

Faculty engagement in international associations and publication in Scopus/Web of Science is not a mere compliance exercise. It is the **intellectual capital** that allows USM to compete for international grants (e.g., Erasmus+ Capacity Building). It transforms faculty from "instructors" into "global thought leaders," directly elevating the university's ranking and reputation.

Student Pre-Graduation Milestones

- **Academic Discourse:** Presentation at a recognized international graduate conference.
- **Knowledge Production:** Submission of proof of publication in an internationally indexed journal—a non-negotiable requirement for graduation.

5. Phased Implementation Roadmap (2026–2030)

A phased approach is necessary to manage institutional capacity and funding availability incrementally.

Phase 1: Foundation and Home-Based Integration (2026–2027)

- **Focus:** Curriculum audits, formalizing ASEAN MOUs, and piloting COIL.
- **Critical Success Factor:** Successful launch of the first COIL pilot module.

Phase 2: Expansion and Regional Mobility (2028–2029)

- **Focus:** Transitioning MOUs to active MOAs, virtual conferences, and executed study tours.
- **Critical Success Factor:** Achievement of two signed MOAs with specific joint-research deliverables.

Phase 3: Global Benchmarking and Consolidation (2030)

- **Focus:** Expansion to non-ASEAN partners and formal AUN-QA assessment.
- **Critical Success Factor:** Completion of the formal AUN-QA program-level review.

6. Resource Management and Sustainable Funding

We are moving toward a diversified "funding architecture" that reduces reliance on internal tuition-based budgets.

Funding Streams

1. **Internal University Allocations:** Mandatory research grants for Article Processing Charges (APCs) and digital infrastructure.
2. **National/External Grants:** Aggressive pursuit of CHED International Affairs Staff (IAS) grants, Erasmus+, and JICA/USAID bilateral aid.
3. **Self-Sustaining Models:** Reciprocal hosting agreements (trading housing costs for scholars).

Mandatory Infrastructure Investments

The following are prerequisites for triggering Phase 2 of our roadmap:

1. Institutional Zoom Enterprise licenses.
2. LMS upgrades for cross-border collaboration.

3. High-quality teleconferencing hardware for hybrid classrooms.

7. Risk Mitigation and Quality Monitoring

Proactive risk identification is essential to maintain our international momentum.

IZN Risk Matrix

Identified Risk	Impact Level	Mitigation Strategy
Dormant Partnerships	High	Mandate project-based MOAs with specific timelines; leverage SEAMEO.
Low Publication Rates	High	Integrate writing workshops early; prioritize APC funding.
Lack of Funding	High	Diversify through CHED IAS and Erasmus+; prioritize IaH/COIL.
Technological Barriers	Medium	Provide offline access to materials; support internet connectivity.

Monitoring and Evaluation

- **Annual IZN Scorecard:** Tracks active MOAs, syllabus integration, and mobility.
- **Publication Tracking System:** A centralized database monitoring research from submission to final publication.

Through this comprehensive guide, the MAEd-EM program will transform from a reactive localized entity into a proactive, visionary leader in global education management, ensuring USM graduates lead with distinction on the world stage.

Program Quality Framework for MAEd-EM: Integrating International Standards and Research Excellence (2026–2030)

1. Strategic Foundations and Regulatory Mandates

The internationalization of the Master of Arts in Education major in Educational Management (MAEd-EM) program is an operational imperative, necessitated by the intersection of Mindanao's regional sociopolitical landscape and the stringent evolution of national academic standards. For the University of Southern Mindanao (USM), situated at the heart of the SOCCSKSARGEN and Bangsamoro (BARMM) regions, providing graduate education in a localized vacuum is a strategic liability. To maintain institutional relevance, the program must respond to the specific needs of its diverse population while fulfilling the Philippine government's mandates for global competitiveness. This strategic pivot ensures that educational leaders are equipped to manage the complexities of modern education through a framework that is both locally grounded and globally informed.

The "Glocalized" leadership philosophy serves as the cornerstone of this framework, mandating that administrators think globally while acting locally. Educational leaders in Mindanao frequently manage schools in geographically isolated, disadvantaged, or post-conflict areas (GIDA). While their daily challenges are unique to the Southern Philippines, the solutions must draw from global paradigms. By adopting a glocalized perspective, administrators evaluate comparative models—such as how other post-conflict nations rebuild educational infrastructure or how neighboring ASEAN nations integrate peace education—to apply evidence-based, adaptable strategies in their home institutions.

Regulatory Alignment Matrix

CHED Mandate	Program Implementation Strategy	Specific USM Goal
CMO No. 55, s. 2016 (IZN)	Adoption of a dual approach: "Internationalization at Home" (IaH) and "Cross-Border	Achieve 100% student exposure to global educational perspectives

Policy Framework)	Education" to facilitate virtual and physical mobility.	regardless of financial capacity.
CMO No. 15, s. 2019 (Graduate Education Standards)	Transitioning the program from coursework consumption to rigorous knowledge production and independent research contribution.	Mandatory Pre-graduation Requirement: Submission of proof of publication in Scopus/WoS or ACI-indexed journals.

These regulatory foundations provide the structural authority required to align the program with the stringent quality assurance benchmarks established by the ASEAN University Network (AUN-QA).

2. AUN-QA Alignment and Program Learning Outcomes

Aligning the MAEd-EM program with the ASEAN University Network-Quality Assurance (AUN-QA) framework is a strategic priority designed to elevate institutional reputation and widen accessibility to global funding. As USM positions itself as a premier destination within the ASEAN region, adopting these standards ensures that the program's learning outcomes and assessment rubrics are comparable to the highest regional benchmarks. This alignment validates program quality to external stakeholders and qualifies the institution for international capacity-building grants, such as Erasmus+, and collaborative developmental projects.

Quality Assurance and Benchmarking Pillar

To achieve measurable benchmarks in AUN-QA alignment, the administration must execute the following:

- **Outcome Calibration:** Standardize all program learning outcomes with AUN-QA criteria to ensure regional parity.
- **Advisory Board Integration:** Appoint international academicians to the program's advisory board to provide global oversight and diverse perspectives.

- **Inbound Hosting Strategy:** Leverage the unique "Mindanao Educational Leadership Context" to attract foreign graduate students and visiting professors for immersion programs.
- **Preliminary Assessment:** Initiate a formal AUN-QA preliminary assessment by Year 4 (2029) to identify and remediate quality delivery gaps.

The **External Program Review** process is a critical mechanism for subjecting the MAEd-EM program to global scrutiny. By inviting international experts to act as external evaluators during curriculum audits, the program moves beyond internal self-assessment toward objective international benchmarking. This process ensures that the academic rigor and administrative structures meet the expectations of the global academic community.

This focus on international quality frameworks provides the necessary rigor for the practical modernization of the curriculum.

3. Curriculum Innovation: The "Internationalization at Home" (IaH) Model

The administration must mandate a dual-model approach of Home-Based Internationalization (IaH) and Cross-Border Education to ensure 100% student participation. Recognizing that financial constraints often hinder physical travel for students in GIDA regions, this model prioritizes the integration of global, intercultural dimensions into the local campus environment. By leveraging digital platforms and virtual mobility, the program ensures that every graduate student gains the global competence necessary to lead in a borderless educational ecosystem.

Instructional Guide for Syllabus Enhancement

All faculty must **standardize, audit, and verify** the inclusion of global dimensions in their syllabi:

- **Global Benchmarking:** Integrate international metrics, such as PISA rankings, to evaluate local educational performance.
- **Developmental Goals:** Embed UN Sustainable Development Goal 4 (Quality Education) into leadership modules.
- **Theory and Case Studies:** Incorporate international case studies and cross-cultural management theories to future-proof administrators for diverse institutional environments.

The impact of **Collaborative Online International Learning (COIL)** is central to developing student global competence. This methodology involves co-teaching modules with foreign partners, where USM faculty and international professors deliver content simultaneously to a combined cohort.

- **Methodology:** Direct virtual collaboration between USM students and international peers on shared projects via institutional digital platforms.
- **Deliverables:** Students must produce comparative reports, joint presentations, and collaborative leadership plans that synthesize Philippine and international administrative practices.

A modernized curriculum of this nature acts as the primary driver for high-quality, globally relevant research output.

4. Elevating Research Excellence and Knowledge Production

The implementation of CMO No. 15, s. 2019, necessitates a fundamental shift from "knowledge consumption" to "knowledge production." Graduate education is no longer defined by the mere completion of credits but by the ability of students to contribute original research to global academic discourse. This transition ensures that the scholarly output of USM graduates does not **languish in university libraries**, but rather contributes to **global databases** (Scopus, Web of Science, or ASEAN Citation Index).

Thematic Research Agenda

Research must move beyond localized descriptions to address pressing global educational challenges:

1. **Digital Leadership:** The integration of Artificial Intelligence (AI) in school administration and EdTech governance.
2. **Environmental Resilience:** Developing climate-resilient educational infrastructure and disaster management policies for vulnerable regions.
3. **Transnational Policy:** Evaluating the impact of borderless education, international accreditation, and transnational mobility on local systems.

Mentorship for Publication

To facilitate the mandatory pre-graduation publication requirement, the program executes a structured initiative:

1. **Early Integration:** Research writing workshops are embedded into the first year of coursework.
2. **Submission Benchmarks:** Manuscript submission to a refereed, indexed journal is a graded requirement within research methodology classes.
3. **Editorial Support:** A structured writing program guides students through the peer-review process, from initial drafting to final acceptance.

The **Joint Research Ventures** strategy further catalyzes student development by pairing faculty with international counterparts for co-authored projects. In these ventures, graduate students serve as research assistants, gaining exposure to advanced methodologies and international academic standards. Achieving these research milestones requires strict organizational accountability.

5. Organizational Accountability and the Phased Implementation Roadmap

Strict accountability and a tiered partnership approach are essential to prevent "dormant" agreements. By moving beyond generic Memorandums of Understanding (MOUs) and requiring project-based Memorandums of Agreement (MOAs), the program ensures that every partnership delivers measurable benefits.

Responsibility Matrix

Stakeholder	Core Responsibility	Milestone Deliverable
Graduate School Dean	Partnership Resource Management	Secure at least two (2) active international MOAs by Year 3.
Faculty Members	Curriculum Mentorship	Integrate one COIL module and publish one co-authored indexed paper biennially.
MAEd-EM Students	Knowledge Production	Proof of publication in an indexed journal prior to graduation.

2026–2030 Roadmap

Phase 1: Foundation and Home-Based Integration (2026–2027)

- Establish the Internationalization Steering Committee.
- Audit curriculum for global dimensions and case study integration.
- Launch the "Mentorship for Publication" initiative.
- Pilot the first COIL modules in core subjects.

Phase 2: Expansion and Regional Mobility (2028–2029)

- Transition ASEAN MOUs into active MOAs with joint-research deliverables.
- Host the **USM International Virtual Graduate Conference in Educational Management**.
- Launch **Mindanao Immersion Programs** to attract inbound international scholars.
- Target a 50% publication rate in indexed journals for the graduating cohort.

Phase 3: Global Benchmarking and Consolidation (2030)

- Expand partnerships to universities in Japan, Australia, and Europe.
- **Submit program for preliminary AUN-QA assessment.**
- Publish a joint institutional book featuring research from USM and international partners.

6. Sustainable Funding and Risk Mitigation Strategy

A reliable and diversified funding architecture is required to support internationalization beyond internal university budgets.

Funding Architecture

- **Internal University Allocations:** APC support for indexed journals and investment in digital infrastructure (Zoom Enterprise, LMS upgrades).
- **National Government Funding:** Active pursuit of CHED International Affairs Staff (IAS) mobility grants and DOST/NEDA research linkages.
- **International External Grants:** Erasmus+ Capacity Building grants and bilateral support from JICA, USAID, or AusAid.

- **Self-Sustaining Mobility Model:** Implement **Reciprocal Hosting Agreements** where USM and partner universities provide housing for exchange students to eliminate accommodation costs.

Risk Management and Contingency Planning

Identified Risk	Impact Level	Mitigation Strategy
Low Publication Rates	High	Integrate writing workshops into early coursework; mandate submission as a grade.
Faculty Resistance	Medium	Provide capacity-building; link IZN achievements to promotion metrics.
Technological Barriers	High	Ensure offline access to COIL materials and provide institutional support for connectivity.
Lack of Active Partnerships	High	Demand project-based MOAs; leverage existing SEAMEO networks.

Monitoring, Evaluation, and Continuous Improvement

Long-term quality is secured through the **Annual IZN Scorecard**, tracking active MOAs and globalized syllabi, and the **Publication Tracking System**, which monitors research status from submission to global database indexing. Biennial reviews will ensure the program remains responsive to geopolitical shifts and regulatory changes.

Glocalization in Educational Management: A Primer for Mindanao's Future Leaders

Welcome to the intellectual rigors of the Master of Arts in Education major in Educational Management (MAEd-EM) program. As scholars and practitioners within a borderless academic ecosystem, you are tasked with a mandate that transcends traditional administrative boundaries. In the Southern Philippines, our leadership must be firmly rooted in our local soil while being nourished by the most advanced global paradigms. This competitive necessity is articulated through the philosophy of **glocalization**.

1. Defining Glocalization: Global Standards Meets Local Realities

For the graduate student of educational leadership, glocalization represents a fundamental shift from "intellectual insularity" to active participation in a global discourse. It is the bridge between universal excellence and the specific developmental nuances of our communities.

Glocalization is the philosophy of "Thinking Globally while Acting Locally." In the context of educational management, it refers to the deliberate integration of international, intercultural, and global dimensions into local school leadership. This ensures that administrators can navigate 21st-century disruptions—such as digital acceleration and shifting pedagogical standards—while remaining sensitive to their unique cultural, sociopolitical, and regional contexts.

In the MAEd-EM program, we do not study local school challenges in a vacuum. Instead, we utilize glocalization to adapt global best practices in equity, administration, and technology to the specific needs of Mindanao's learners.

While glocalization is a philosophical imperative, it is also a legal and regulatory requirement mandated by the Philippine government to ensure our graduates remain globally competitive.

2. The Regulatory Backbone: CHED's Vision for Internationalization

The Commission on Higher Education (CHED) has transitioned graduate education from a focus on mere coursework to a rigorous framework of "knowledge production." This shift is powered by two definitive policy drivers that govern your journey at the University of Southern Mindanao (USM).

Policy	Primary Objective	The "So What?" for Your Career
CMO No. 55, s. 2016 (IZN Policy)	Establishes a framework for "Internationalization at Home" (IaH) and "Cross-Border Mobility" to enhance the quality of Philippine Higher Education.	Legal Competency: You are required to develop global competencies, such as cross-cultural management and international benchmarking, as a standard of your professional license.
CMO No. 15, s. 2019 (Graduate Standards)	Redefines graduate education as a process of "knowledge production," requiring students to contribute to the global academic discourse.	Mandatory Output: You cannot graduate without publishing research in refereed, internationally indexed journals, moving you from a consumer to a producer of global knowledge.

These national mandates serve as the scaffolding for our institutional strategy, ensuring that your degree meets the same rigorous standards as our counterparts in the ASEAN region and beyond.

3. Why Glocalize? The Mindanao Context and Rationale

In the SOCCSKSARGEN and Bangsamoro (BARMM) regions, "glocalized" leadership is not an elective enhancement; it is a vital imperative. Our leaders face unique sociopolitical challenges that cannot be solved by "recycling old ideas."

- **Crisis Leadership and Resilient Infrastructure:** Our administrators often operate in Geographically Isolated and Disadvantaged Areas (GIDA) and post-conflict transitional realities. Glocalization allows us to study how other nations have rebuilt "climate-resilient educational infrastructure," applying those global frameworks to Mindanao's specific vulnerabilities.
- **Equity-Driven Policy in Multicultural Spaces:** Mindanao is a tapestry of cultures. By analyzing how neighboring ASEAN nations integrate peace

education and cultural inclusivity, our leaders can develop evidence-based local policies that protect the rights of every student in a diverse classroom.

- **Cross-Pollination of Best Practices:** To avoid intellectual stagnation, we must engage in the "cross-pollination" of ideas. This involves drawing on global standards in resource optimization and modern school administration to elevate the quality of education in the Southern Philippines.

To transform this rationale into actionable leadership, USM has established five strategic pillars that will define your graduate experience.

4. The Five Pillars of USM's Strategic Internationalization Plan

The USM 2026–2030 Strategic Plan is designed to bridge the gap between global trends and your daily administration of local schools.

1. **Curriculum Innovation** We integrate international case studies and global policies, such as the UN Sustainable Development Goal 4, into your core subjects.
2. **Research Excellence** Our thematic research agenda focuses on global challenges like AI in school management and transnational education policies.
3. **Strategic Partnerships** USM employs a **Tiered Partnership Approach**, moving from established ASEAN networks (SEAMEO) to advanced institutions in Japan, Australia, and Europe.
4. **Faculty and Student Mobility** We prioritize exposure to diverse academic environments through both physical and digital pathways.
5. **Quality Assurance** We align our program learning outcomes with the **ASEAN University Network-Quality Assurance (AUN-QA)** framework.

While the university provides the institutional pillars, the ultimate success of this global pivot depends on your personal commitment to the student journey.

5. The Student Journey: Milestones for Global Competence

As an MAEd-EM student, you are no longer a passive recipient of information. You are a "producer" of knowledge whose work must stand up to international scrutiny. Your path to graduation is marked by high-stakes professional milestones.

Professional Milestone Checklist:

- [] **Mandated COIL Modules:** Successfully complete all virtual collaborative projects integrated into your coursework.
- [] **International Masterclass Attendance:** Attend at least two (2) international educational management webinars or masterclasses per academic year.
- [] **Mentorship for Publication:** Complete the structured academic writing program designed for the peer-review process.
- [] **International Discourse:** Present your research findings at a recognized international graduate research conference.
- [] **Knowledge Production:** Submit proof of publication or acceptance of your research in a refereed or internationally indexed journal (e.g., Scopus or Web of Science).

These requirements ensure that your professional future is not restricted by local boundaries but is instead empowered by a global reputation for excellence.

6. Futureproofing: Transforming from Manager to Visionary Leader

The rapid "digital acceleration" of our era means that a traditional school manager is no longer sufficient. An insular manager is reactive, waiting for disruptions to happen. A **glocalized leader** is proactive and visionary.

By exposing you to international administrative standards and EdTech paradigms from highly digitized regions like Japan and South Korea, this program prepares you for 21st-century challenges. You will learn to navigate the ethics of AI, ensure cybersecurity in student data management, and build schools that are resilient to both climate change and technological disruption.

Final Insight: Ultimately, glocalization is an act of service. By evolving into a visionary leader with a global perspective, you are better equipped to serve the children and communities of the Southern Philippines. From the central offices of CHED to the most remote classroom in a BARMM school, your mission is to bring the best the world has to offer back home—ensuring that the learners of Mindanao are not merely survivors of the future, but its architects.

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