

tertiary educational communities as multi-cultural sensitive and friendly campuses.

If there is any, the blacks' recurring concern lies in the problem of language that serves as barriers for a more open and constructive communication between them and the Filipinos. Color is not the problem, it is the language. At times, blacks may feel annoyed and insulted when Filipinos speak in Tagalog in their presence depending in the circumstances in which Filipinos do not necessarily intend to. Blacks consider this language barrier a legitimate concern to be addressed, a problem so counterproductive to our aim of becoming truly prepared to accept foreigners in our academic communities. Nonetheless, with the right amount of determination and focus, blacks are confident to finish their studies here. This is actually made easy because people that surround them in the campus are generally seen as helpful individuals who are always ready to assist them. They maintain that with that positive attitude and the Philippine schools' physical, academic and social preparedness to provide learning environment conducive for multi-cultural sensitivities and needs, they can be successful in the future as holders of Philippine diplomas.

The absence or lack of concrete activities and policies to further promote inclusiveness and friendliness between Africans and Filipinos are obviously not a priority of Philippine tertiary schools. Though their establishment could have advantageous impacts in the academic communities (as the cited related literatures would say), those are not seen as necessary.

Theorizing from Experience (with recommendations)

Countries with "questionable" quality of education and difficult tertiary admission system drive away home grown economically capable students to study abroad. Destinations in this regard point out to countries with quality education and easier admission process and affordable fees. This makes the Philippines a top contender and a logical choice. As foreigners or blacks continue to flock here for purposes of getting tertiary education, the Philippines would have to expect more and more aliens to study here in the next years to come. If there is one thing which is clear in this scenario, it is the foreigners' assumption that our higher learning institutions are up to their standards and that their expectations would be fulfilled.

RECOMMENDATIONS

The Philippines must maintain and work out further advancement of quality of education in order to ensure influx of foreign students that seek affordable but good education away from their home country if such a goal is of our national interest. We must also further formulate measures that allow easier access to Philippine education by foreigners but without compromising academic quality and security. This is to secure our spot in the most visited schools in Asia as we introduce and showcase the quality of 21st Philippine tertiary education.

Language barrier is a problematic factor of Filipino-blacks relations in the campus. Though not really alarming in the sense that blacks would get out of the country, speaking in the local language has been expressed by blacks with a serious tone which at times could be interpreted in a very negative light.

The schools, its students and academic staff, must acknowledge and understand the negative sentiments of blacks (foreigners) regarding speaking in Tagalog in some circumstances. To avoid miscalculations and frictions between locals and blacks, the school administration has to do something in order to ensure that every encounter between locals and foreigners is a potential encounter for friendship and inclusiveness.

Instituting concrete activities and explicit policies that convey and promote social harmony and inter-racial integration to diminish or eradicate racism or discrimination in the campus is not seen as a priority in the Philippine tertiary educational system. This is because there is no racial discrimination to begin with. The blacks themselves deny being discriminated on account of their color so nobody in the black community complains about it, the schools find it unnecessary to provide and initiate concrete programs and explicit policies that allow more avenues for bonding and recognition between the locals and the blacks. This is a policy of complacency.

Our schools must not remain satisfied in the current social attitude towards the blacks in the campuses and indeed must introduce certain specific activities and policies to advance further inclusiveness among studentry of diverse racial backgrounds. While it is true that there is neither institutional discrimination nor widespread racism in the campus, our schools must not adapt the policy of complacency with regard to this matter. For one, schools must deny any possibility that ignorance to others' racial and cultural background may lead to racist remarks from local students as our schools must attend responsibly