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*“Cross-boarder education can involve mobility of students, faculty and researchers, programs and institutions.”*

--Sec. 3, CMO 55, s.2016

**CHED issues Memo 55 s. 2016  
Policy Framework and Strategies on the  
Internationalization of Higher Education**

*Part 2 of 2  
(Continued from March 2018 Issue  
of the AIDE INFOBOARD)*

In our March 2018 issue of the AIDE INFOBOARD, we have featured some terms related to distance education which are taken from CMO 55 s. 2016. Those are the definitions of internationalization of higher education and transnational education.

The 2nd part of the said article is continued in this May 2018 issue of the INFOBOARD, hence the writing of this article.

Internationalization has increasingly become a key feature of higher education in the global era. In light of the freer flow of students and workers within and across regional economies and the necessity of interna-

tional linkages in the generation of productive knowledge, innovation and technology. In particular, the integration of ASEAN Member States enlarges the economic space for its members by expanding markets for goods and services. The opportunities and challenges opened by this integration are the backdrop of the Philippines’ comprehensive and far-reaching policy reforms that include internationalization of higher education. (*Article 1(3), CMO 55 s. 2016*)

Among the notable terms included in the said CHED Memo is the term cross-border education and home-based internationalization.

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*“To ensure lifelong learning opportunities, the PDP seeks to achieve quality, accessible, relevant, and improve the quality of higher and technical education and research for equity and global competitiveness.”*

-Philippine Development Plan (PDP) - 2017-2022  
Source: <http://www.neda.gov.ph>

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**AIDE INFO BOARD issued its first volume in January 2017**

## **CHED issues Memo 55 s. 2016**

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Cross-border education can involve mobility of students, faculty and researchers; programs, and institutions. Based on the UNESCO 2005 Guidelines, activities under cross-border education include:

1. Student/Faculty/ Re-searcher Mobility
2. Program mobility
3. Institutional mobility

Home-based or campus-based internationalization takes place through collaborative activities and events, networking, partnerships and other forms of linkages with foreign higher education institutions, often enabled by information technology, without the learner of the education service provider moving out of their respective national territories

## **AIDE generates cross-border enrollees**

From January to May 2018, the Asian Institute for Distance Education, Inc. recorded a number of student intake from ten (10) different countries which are composed of either Overseas Filipino Workers (OFW) or other Filipinos who are permanently residing overseas.

These overseas enrollees are from the following countries: China, Malaysia, Qatar, Singapore, Dubai, UAE, USA, Japan, Hongkong and Taiwan.

This effort of increasing student enrollment from different parts of the world realizes our mission of expanding student access to higher education not only within the country.

## **PDP ensures Lifelong Learning Opportunities for All**

Related to the goals of AIDE of offering open-distance learning courses, is to make learning a life-long pursuit for everyone, the Philippine Development Plan 2017-2022 also lays down, as part of its strategic framework, the reduction of inequalities in human development outcomes. In particular, it aims to ensure lifelong learning opportunities for all, and increase the income-earning ability of Filipinos. **See Page 3**

## PDP ensures Lifelong Learning Opportunities for All.....from Page 2

Also laid down in the PDP is the vision to equalize opportunities for human development as an important part of the Philippine Development Plan (PDP). Under the pillar **Pagbabago**, the PDP recognizes human development not just as a means to an end (i.e., human capital as a factor of production) but also an end in itself.

Thus, in the next six years, individuals and people groups will have more options to develop their full potential. Better human development outcomes will be attained by reducing inequalities in the Filipinos' ability to and **continue learning throughout their lives**. Inclusive strategies and other interventions will be directed at ensuring that all Filipinos, especially the poor and underserved, will have lifelong learning opportunities; and improved income-earning ability. This is consistent with the Filipino people's aspirations, as articulated in AmBisyon Natin 2040. (PDP, 2017-2022)

Also stated in the PDP is that *“Lifelong learning will be pursued to attain both personal and national goals. Filipinos will be equipped with 21st century skills to engage in meaningful and rewarding careers in today’s changing world of work. Lifelong learning will also contribute to the development and growth of agriculture, industry, and services in the country. To yield greater equity in human development outcomes, education will be made accessible to vulnerable groups and those not reached by formal education.”* (PDP, 2017-2022)

Aware of the need to contribute to the goals as laid down in the PDP and to generally help in nation-building, AIDE likewise advocate and embeds in its system lifelong learning activities. Currently, it responds to the needs of hard-to reach and vulnerable learners (such as school leavers, street children, indigenous peoples, PWDs and some children-in conflict with the law [CICL]).