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## Asian Institute for Distance Education

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### AIDE BROUGHT TO ASAIHL CONFERENCE as one of the longest stand-alone DE provider



Photo credits: University Putra MALAYSIA (UPM)

In one of the papers presented in the 2016 Association of Southeast Asian Institutions of Higher Learning (ASAIHL) which was held in the University Putra Malaysia, Putrajaya, Malaysia, Dr. Ralph Abenojar Sabio, Chairperson of the Business Management Department of St. Scholastica's College, Manila and Ms. Nhorliza Nordan, faculty from the Department of English of PLM made mention of the Asian Institute for Distance Education as one of the longest distance education institutions in the Philippines which is a stand-alone. Their paper entitled:

*"Policy Issues on the Institutionalization of Distance Education Act of 2014"* has specified various issues and concerns on the regulatory requirement, standards of quality/levels of accreditation, system of recognition, authority to operate, among others, as set forth in R.A. 10650, otherwise known as Open Distance Learning Act of 2014.

The authors named the regulatory requirements, system of recognition, and authority to operate as among the challenges being faced by distance education provider in the

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country. According to the authors, prior to the passing of the Open Distance Learning Act into a law, the Philippines has been one of developing countries in Asia which support the principle of flexibility in the delivery of educational services. The country highly regards the idea that education should be open to all regardless of their age, financial ability, social status, religious views, and geographical constraints. Several higher education institutions who offer education in the “traditional” classrooms with the need for face-to-face interaction have adopted the philosophy behind ODL thereby offering programs in their institutions through the said mode. The demand for ODL has been constantly increasing not only in the Philippines but all throughout Asia and the Pacific as several research on this have been conducted. With this trend in education, many learning institutions have been put up to offer solely ODL programs. These programs did not have a “traditional” delivery counterpart, but have produced graduates whose diplomas and certificates of completion were honoured in the workplace. Given the advantages on its flexibility and the opportunities it offers to different individuals who aim to gain education and grow academically, the Open Distance Learning Act was signed into law by former President Benigno S. Aquino III. In fact, one of the longest stand-alone distance education provider in the country, this is seen in the table below.

ODL Provider	Private/Public HEI	Year Established	HEI Type
AIDE	Private	1984	Stand-alone ODL provider
<a href="#">Benguet State University</a>	Public	1997	Classified as State Universities and Colleges (SUC)
<a href="#">Bicol University's Open University</a>	Public	1997	Classified as State Universities and Colleges (SUC)
<a href="#">CAP College Foundation</a>	Private (ODL offering only)	1988	Stand-alone ODL provider
<a href="#">CLSU Open University</a>	Public	1997	Classified as State Universities and Colleges (SUC)
<a href="#">Pangasinan State University Open University System</a>	Public	No data	Classified as State Universities and Colleges (SUC)
<a href="#">Polytechnic University of the Philippines, Open University</a>	Public	1970's,1990	Classified as State Universities and Colleges (SUC)
<a href="#">University of the Philippines, Open University</a>	Public	1995	Classified as State Universities and Colleges (SUC)
<a href="#">Western Mindanao University Open University System</a>	Public	No data	Classified as State Universities and Colleges (SUC)

Other than the list of distance education institutions in the Philippines, the author also highlighted the UNESCO's report on open and distance learning which pictures that ODL presents in the field of educating the world: *“A student's teachers need no longer be limited to those who assemble in any one place, any more than a teacher's students would have to assemble in one place. Students could learn wherever they are located from instructional resources wherever they are located. No student would need to take instruction from exactly the same teacher as any other; students could have access to teachers from any state or country at any time and in any combination; they could have access to information resources from any state or country at any time and in any combination. Students also could have universal access to advice and guidance.”* Such principle is also being adhered to by AIDE.

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