



Open and Distance Education International Trends and Perspectives

Dr. Carl Holmberg,
Secretary General

International Council for Open and Distance Education

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UNIVERSIDAD TÉCNICA PARTICULAR DE LOJA
La Universidad Católica de Loja

Loja, August 16th, 2010

Mr. Carl Holmberg

GENERAL SECRETARY

INTERNATIONAL COUNCIL FOR OPEN AND DISTANCE EDUCATION- ICDE

Dear Sir:

Ecuador is now debating a new general higher education law. The project has been accepted by the National Assembly and sent to the President for his final approval.

The ~~parts~~ of the text of this law, in a sense, ignore the great advances in Open and Distance education in recent years. In fact, the only mention of distance education in regards to its great scope and importance is as a means of promoting educational programs for Ecuadorian immigrants all over the world; and to require that the diploma, in a completely discriminatory way, make mention of the modality in which the degree was obtained.

As you are aware, distance education has been widely recognized worldwide. In fact, UNESCO considers it to be a valuable means for improving equity in access and quality of higher education and a restriction such as the one proposed in the new law is a serious threat to these opportunities.

Consequently we wish, ask you to write a letter to our President, Mr. Rafael Correa Delgado, in which you let him know about the advantages and possibilities distance education provides. Your personal and institutional opinion would provide a very convincing argument about distance education.

We also request you express that the inclusion of a mention of the modality of study on the diploma would be erroneous and is surly a result of a misunderstanding of the potential of distance education for the promotion of quality in higher education.

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You will find the President's address below. We ask you to mail your correspondence to him as soon as possible.

Sincerely yours,

Santiago Acosta Aide, Ph.D

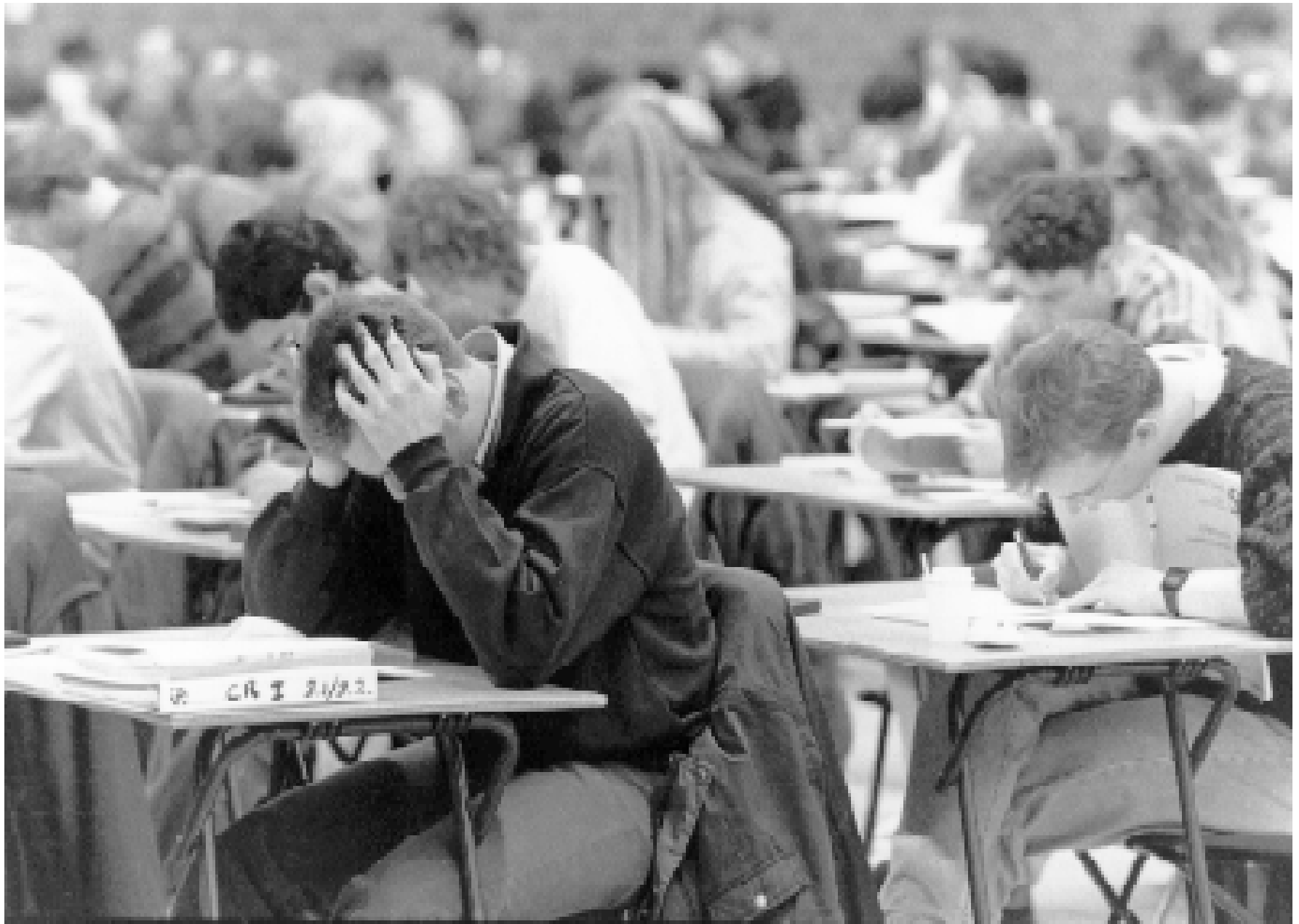
RECTOR - CHANCELLOR (acting)

Address:

Mr. Rafael Correa Delgado
 PRESIDENT OF ECUADOR
 Presidencia de la República del Ecuador,
 García Moreno N 10-43, Chile y Espejo
 QUITO ECUADOR.

Web page:

<http://www.presidencia.gov.ec/contacto>





Developments

→ ODE never been so popular

- > 1960's growing correspondance schools (Hermods, ..
- < 1960's increasing number of Open Universities (UNISA,..
- < 1970's traditional universities apply ODE
- < 1990's almost all HE institutions have ODE programmes
- How many students? (ICDE members approx 20 millions, ...)
- In many countries 10 – 30% of all students on ODE

→ ODE responding to social needs

- Education for all (UNESCO)
- Massification of education, MEGA universities
-



International Council for Open and Distance Education (ICDE)

- **Established in 1938**, 71 year history in the field of distance education
- Formal consultative status with UNESCO
- Cooperates with:
 - Southeast Asian Ministers of Education Organization (SEAMEO)
 - Regional and national associations (ABED, AAOU, ACDE, EDEN, ..)



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Overview of ICDE's business bodies

Board of Trustees

David Sewart (Chair), UK
Svein Haaland (Vice Chair), Norway
Ezra Maritim, Kenya
Atwi Suparman, Indonesia
Ingeborg Boe, Norway

Executive Committee

Frits Pannekoek : President, Canada
Tian Belawati, Indonesia
Denise Kirkpatrick, UK
Fredric Litto, Brazil
Marta Mena, Argentina
Barney Pityana, South Africa

Election Committee

Ingeborg Bø, Norway
Gary Miller, USA
Helmut Hoyer

Key objectives for ICDE 2009-2012

- To be the global arena for the discussion of distance education policies
- To promote quality in distance, flexible and ICT-based education
- To contribute to the development of new methodologies and technologies
- To foster co-operation between members

Environmental Scan - Purpose

- examine the key global trends in higher education, adult and distance learning
- identify issues confronting open and distance learning in particular
- provide ICDE with a framework within which its strategic plan could be developed.

[may be downloaded from www.icde.org]

Increasing Globalization and Internationalization

- Exposure of traditional learners to international experiences
- Economic, technological, political, societal forces opening access to 21st century Higher Education

- Almost 1/5 of Australian Students are international students
- Regulatory framework of DE
- Brain drain
- Cross-border activities supports development
- Commoditisation and commercialization of HE a risk
- Impact on cultures and traditions of learning?

Economic Drivers and Motivations for Internationalization

- HE policy increasingly ranked high on national agendas
- HE accepted as major driver for economic competitiveness
- Key decision makers see HE as a tradable commodity and a social service
- Opportunity for branding a nation's knowledge prowess

How to ensure mass access to quality HE?

Worldwide Growth and Increasing Demand for Access

United Nations:

- *everyone has the right to education*
- *HE shall be equally accessible to all on the basis of merit*

- 120 million students projected for 2020
- 68 million students 1991
- 132 million students 2004 (annual growth from 1991 5.4%)
 - China and India have doubled their enrolments last ten years
 - 24% of students in India enrolled in DE institutions
 - 30% in some of North European countries follow DE (dual mode)

Growth and Impact of Open and Distance Universities

Evolution of OU around the world characterized by :

- educational opportunity for many
- movement from elitist to mass higher education
- formalizing independent and lifelong learning opportunities adults
- promoting the use of ICT in distance and conventional higher education
- cost effectiveness through large scale operations (mega universities)
- promoting internationalization through cross-border delivery of courses and programs

Growth and Impact of Open and Distance Universities

Goals differ from campus universities:

Open universities endeavour to:

- produce more graduates at a lower per student cost
- provide for greater equality of educational opportunity
- provide access to adult students
- provide professional qualifications
- assist in the development and democratization of their respective countries

Diversification of Distance and Higher Education Providers

- Convergence between the DE format and on-campus format
- Adopting ICT means adopting methodology from DE
- More blended learning
- On campus universities delivering online learning programmes
- Private provision of HE is growing worldwide
- Support structures – embedding e-Learning

Changing Learner Demographics, Experience, and Demands

Increasing participation of

- Women (60% of student population in Northern Europe)
- Students with heterogeneous socio-economic Background
- Digital generation/ Net generation [half of the world's population (6.5 billion) under 20]

Increasing Focus on Accountability, Quality, and Performance

- Quality assurance and accountability systems
- Need for international review systems of DE
- DE practice is contextual but key performance indicators should be established

Increasing ICT Access

Internet expanding dramatically but for large parts of the world radio and television still the best option

2006

90% of Africans lacked access to a phone,
98,5% without Internet access

Pocket university - Mobile learning - phones

UNESCO conference 2009:

The New Dynamics of Higher Education and Research for Societal Change and Development

- ODL approaches and ICTs present opportunities to widen access to quality education, particularly when Open Educational Resources are readily shared by many countries and higher education institutions. (article 13)
- The application of ICTs to teaching and learning has great potential to increase access, quality and success. In order to ensure that the introduction of ICTs adds value, institutions and governments should work together to pool experience, develop policies and strengthen infrastructure, especially bandwidth. (article 14)

- Our ability to realize the goals of EFA is dependent upon our ability to address the worldwide shortage of teachers. Higher education must scale up teacher education, both new approaches, including open and distance learning pre-service and in-service, with curricula that equip teachers to provide individuals with the knowledge and skills they need in the twenty-first century. This will require (ODL) and information and communications technologies (ICTs). (article 11)

- The conference *Call for action of the Members States* stresses:
Member States, working in collaboration with all stakeholders, should develop policies and strategies at system and institutional levels to:
- Support the fuller integration of ICTs and promote ODL to meet increasing demands for higher education.

http://www.unesco.org/fileadmin/MULTIMEDIA/HQ/ED/ED/pdf/WCHE_2009/FINAL%20COMMUNIQUE%20WCHE%202009.pdf

UNESCO conference 2009:
***The New Dynamics of Higher Education and
Research for Societal Change and
Development***

Identified trends:

Rising demand and massification
Diversification of providers and methods
Private provision
Distance education
Cross-border higher education
Quality assurance
Teacher education
Challenges to the academic profession



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INTERNATIONAL COOPERATION

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Threats towards ODE

Backdrops

- Ethiopia – 26/8 2010 all ODE programmes closed
- China – ODE limited to max 3-year programmes
- India – no new ODE coming 5 years
- USA – no state loans for citizens studying with foreign providers
- Brazil - F2F in minimum 80% of ODE courses
- Malaysia - F2F in minimum 20% of ODE courses
- Discrimination between degrees obtained via ODE



QUESTIONS

Where are we heading?

- Still ongoing battle between methods – how to reach the decision makers?
- Education for All, massification of education – how? The OUs?

QUESTIONS

Where are we heading?

- Future scenario of learning – 2015, 2020, 2025?
- Trends not covered in the overviews?
- Cases of threats



24th World Conference
2 – 5 Oct 2011

Nusa Dua Bali, Indonesia
Hosted by Universitas Terbuka