Keynote Speaker #2

- Gard Titlestad, Secretary General for International Council for Open and Distance Education (ICDE)

The Responsibility of the Higher Education Sector
• Introduction
• Global issues 2000 - 2016
• The Sustainable Development Goals, SDGs
• SDG 4 Education 2030: “Towards inclusive and equitable quality education and lifelong learning for all”
• Framework for Action
• Higher education
• Gaps and challenges
• Examples
• Ambitions
• The future
Why is ICDE here?

- To be the leading global network for making **quality learning accessible** throughout the world using online, open, distance and flexible education.
- To **connect institutions, organisations and professionals** from across the globe so that they can share ideas, resources and best practices, partner on major projects and advocate together.
- To be the official **partner of UNESCO**, that shares that agency’s key aim inclusive and equitable quality education and lifelong learning for all.
- ICDE believes that in pursuing education as a universal right, the needs of the learner must be central.
- To organize members in **all regions of the world** – global balance.

Support From Norway 25 years
UNESCO Partner 50 years

Platinum open access

OPEN PRAXIS

Map View: Robinson Projection
ICDE Executive Committee

Tian Belawati, Rector, Universitas Terbuka, Indonesia

Maxim Jean-Louis, President - Chief Executive Officer, Contact North | Contact Nord, Canada

Marta Mena, Director of Virtual Training Program for Researchers, National Technological University, Argentina

Mandla S. Makhanya, Principal and Vice Chancellor, The University of South Africa (Unisa)

Alan Tait, Director of International Development and Teacher Education, The Open University, UK

Yang Zhijian, President, The Open University of China
Information Superhighway
Knowledge based economy
Information Society

Research area
Higher education area
Mobility and internationalisation

Globalisation
Economic growth
Jobs
Education for all

2000
What are the 10 biggest global challenges?

2016

Image: REUTERS/Daniel Munoz
On 25 September 2015, the United Nations General Assembly formally adopted the universal, integrated and transformative 2030 Agenda for Sustainable Development, along with a set of 17 Sustainable Development Goals and 169 associated targets.
“Education is the most powerful weapon which you can use to change the world”

NELSON MANDELA

GLOBAL CITIZEN®
Main principles

• Education is a fundamental human right and an enabling right.
• Education is a public good, of which the state is the duty bearer.
• Gender equality is inextricably linked to the right to education for all.
Towards inclusive and equitable quality education and lifelong learning for all

1. By 2030, ensure that all girls and boys complete free, equitable and quality primary and secondary education leading to relevant and Goal-4 effective learning outcomes
2. By 2030, ensure that all girls and boys have access to quality early childhood development, care and preprimary education so that they are ready for primary education
3. By 2030, ensure equal access for all women and men to affordable and quality technical, vocational and tertiary education, including university
4. By 2030, substantially increase the number of youth and adults who have relevant skills, including technical and vocational skills, for employment, decent jobs and entrepreneurship
5. By 2030, eliminate gender disparities in education and ensure equal access to all levels of education and vocational training for the vulnerable, including persons with disabilities, indigenous peoples and children in vulnerable situations
6. By 2030, ensure that all youth and a substantial proportion of adults, both men and women, achieve literacy and numeracy
7. By 2030, ensure that all learners acquire the knowledge and skills needed to promote sustainable development, including, among others, through education for sustainable development and sustainable lifestyles, human rights, gender equality, promotion of a culture of peace and non-violence, global citizenship and appreciation of cultural diversity and of culture’s contribution to sustainable development
8. Build and upgrade education facilities that are child, disability and gender sensitive and provide safe, nonviolent, inclusive and effective learning environments for all
9. By 2020, substantially expand globally the number of scholarships available to developing countries, in particular least developed countries, small island developing States and African countries, for enrolment in higher education, including vocational training and information and communications technology, technical, engineering and scientific programmes, in developed countries and other developing countries
10. By 2030, substantially increase the supply of qualified teachers, including through international cooperation for teacher training in developing countries, especially least developed countries and small island developing states
Millennium Developments Goals
2000 – 2015

Education for All

• Addressing developing countries - south
• Addressing primary education

Sustainable Development Goals
2015 – 2030

"Towards inclusive and equitable quality education and lifelong learning for all”

• Addressing all countries, all the world
• Addressing all education, including higher education
Education 2030 Framework for Action (FFA)

• UNESCO is entrusted to lead Sustainable Development Goal 4 (SDG4) - Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all - through the Education 2030 Framework for Action (FFA).
"Towards inclusive and equitable quality education and lifelong learning for all"

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3. By 2030, ensure equal access for all women and men to affordable and quality technical, vocational and tertiary education, including university.
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Target 3, point 43.: A well-established, properly-regulated tertiary education system supported by technology, Open Educational Resources (OERs) and distance education modalities can increase access, equity, quality and relevance, and narrow the gap between what is taught at tertiary education institutions and what economies and societies demand. The provision of tertiary education should be progressively free, in line with existing international agreements.

November 2015
The Gaps
Source: Aftenposten/OECD. How Was Life?
Shows long-term progress in key areas of well-being

This is our Challenge

Teachers are a key

Education
Average years of education

Years of education
West-Europe
The world
Africa south of Sahara

12
10
8
6
4
2
0
2007 - 2030

EU/OECD projections the need for HE by 2030: 410 mill.

This is our Global Challenge

Cannot be solved by bricks and mortar

Combine Bricks and Clicks
EU/OECD projections the need for HE by 2030: 410 mill.

This is our Global Challenge

Cannot be solved by bricks and mortar

Combine Bricks and Clicks
Examples initiatives 1/4

• Preparation of a GLobal Convention on the Recognition of Higher Education Qualifications – to be decided 2019 (UNESCO)

• Quality assurance: Acheiving sustainable development through a diverse provision of higher education, regional meetings and studies leading up to a global conference issuing guidance 2018 (UNESCO, INQAAHE, ICDE and COL)
Examples initiatives 2/4

- Models for Online, open, flexible and technology enhanced higher education (ICDE, UNESCO, COL and other core partners)
- Making Sense of MOOCs: A Guide for Policy Makers in Developing Countries (UNESCO, CoL)
Examples initiatives 3/4

• The International Task Force on Teachers for Education 2030. (UNESCO and many partners)
• To support the establishment of an OER Normative instrument. The first milestone will be the next global OER conference, 5 years after the first, organised by UNESCO in partnership with Commonwealth of Learning, hosted by Slovenia in September 2017.
The Paris Message:

http://icde.org/en/.b7C_wRzGYG.ips

There is no time to lose. Now is the time for action.

We call on Governments to:

1. **Recognise the important contribution** of Online, Open and Flexible systems to meet the challenge of scale and quality in the provision of Higher Education and Lifelong Learning for the period 2015-2030.

2. **Create effective policies** and enable regulations for Online, Open and Flexible systems at all levels based on equity principles. These should include contributions from both public and private initiatives (not for profit and for profit) for the next 15 year-period.

3. **Recognise that funding is critical**, and needs to include both initial and ongoing investment in high-capacity network infrastructure, faculty development, quality assurance and regulation and to encourage multistakeholder co-operation, including the business community, in order to provide adequate technology infrastructure as well as equitable and affordable access to quality education.
There are risks to such an ambitious education agenda...

Example: what are the prospects of achieving universal secondary completion by 2030?

Based on recent trends across low and middle income countries:

- **not even** universal **primary** completion will be achieved by all in 2030...
- ...only 75% of adolescents to complete **lower secondary**...
- ...only half to complete **upper secondary**; 26% in low income countries

![Graphs showing educational attainment rates](image)
Although still a dream, the bus with landing fields, swimming pool and hotel services is not far away.

RECENT developments in everything are beginning to make the future seem almost immediate. What will the future ways of travel be? Everyone says they'll be different, but what will they be different from? Are they different now? It is hard to say when you see the ways of travel we now have. For instance, it is hard to believe that we are building the Pacific Highway to extend our surface transportation. It is even harder to believe that the trains can cross the continent in less than 70 hours. And what will be the next step in air travel? Will it be a bus with landing fields, swimming pool and hotel services? It is a question that only time can answer.
The Knowledge Future: Intelligent policy choices for Europe 2050
A report to the European Commission

December 2015

An Education 2030 foresight

Simplified version
Megatrends

Globalisation
Demography
Technology

SDG4 Education 2030
Incheon-declaration
Qingdao-declaration
Paris-message

Option A:
The world’s Success

Option B:
The world misses out
• Option A: The world’s Success
• Flourishing regions – a much more balanced world
• Education core value from cradle to grave
• Open innovation – Smart cities leading developments
• Automation for human expansion and a sustainable world
• Regional creative knowledge clusters
• Equality, openness, social inclusion and environmental responsibility

• Option B: The world misses out
• The Globe victim for megatrends beyond human control. Automation triggered massive discontent.
• Inequality, creative jobs for the few
• Coalitions of rich and poor. Low regional coordination
• A few universities dominate. Online has become the way to satisfy big companies need for cheap graduates
• Innovation without borders – regional growth disintegrate
• Regions fear the future
Megatrends
- Globalisation
- Demography
- Technology

Megapolicies
- Openness
- Flexibility and innovation
- Collaboration

Ethics

Option A: The world’s Success

Option B: The world misses out

SDG4 Education 2030
- Incheon-declaration
- Qingdao-declaration
- Paris-message

Education 2030

2015

2030

2030+
What is ethics in action to support achieving Education 2030?

Invitation for this conference to deliver on Higher Education
Sustainable Development Goal 4: **Education 2030**

”**TOWARDS INCLUSIVE AND EQUITABLE QUALITY EDUCATION AND LIFELONG LEARNING FOR ALL”**

Seize digital opportunities, lead education transformation

**THANK YOU**

titlestad@icde.org

www.icde.org
Connected education

A network for evolution to online and open learning

High Level Policy Forums in partnership with UNESCO to mobilize for action on equity, access, and quality learning outcomes for the post-2015 education agenda.

Quality models in online and open education around the globe – the first global overview of quality models, offering insight and guidance for all involved in quality systems for online and open education.

Student success in open, distance and e-learning – a unique guide to how success can be ensured for online and open students.

Bringing Educational Resources to Teachers in Africa initiative – a training course in online learning for teacher trainers.

Open Praxis

ICDE’s peer-reviewed, open access scholarly journal on research and innovation.

Enabling change

A global platform

Quality reviews of student services – a member service.

The Doctoral Consortium – building the future of quality education through collaboration and support.

Access to quality higher education for adult learners – new knowledge, guidance and capacity building tools for increasing access to learning, with partners including the UNESCO Institute for Lifelong Learning.

Chairs in Open Educational Resources – ICDE’s commitment to improved global access to quality learning materials.

Conferences – networking and exchange on innovation, policy, development and leadership.

Partnership for the future we want

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