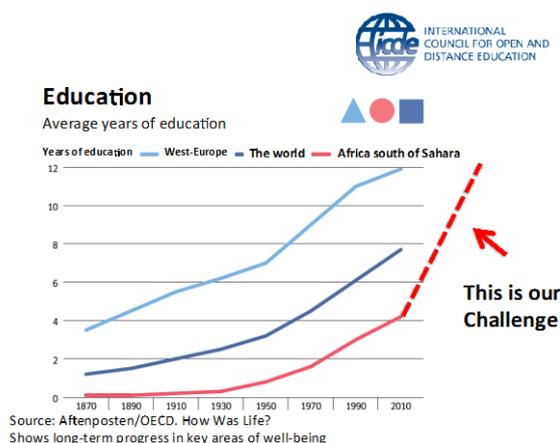


## Global Trends in Open, Distance and e-Learning Gard Titlestad

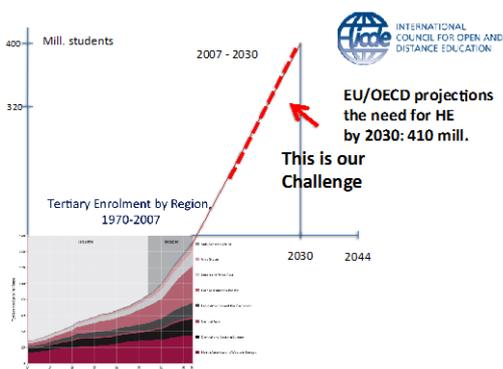
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Education and learning is probably that single phenomenon that has the greatest impact on humans and societies, in particular in a long-term perspective (OECD 2014). Grand challenge number one is to breach the trend preventing developing countries, in particular South of Sahara, taking part in the global knowledge revolution.



Today this is possible through open education and technology enhanced learning. Higher Education, HE, is increasing more rapid than ever, and the developing economies are hot spots for future HE. Higher education is crucial for our world capacity and capability to meet with the global challenges, either it is about climate change, energy, water supply, democratic participation or poverty.

Everyone aspiring for higher education should have the right to access. This is grand challenge number two. And it cannot be met without open education and technology enhanced learning.

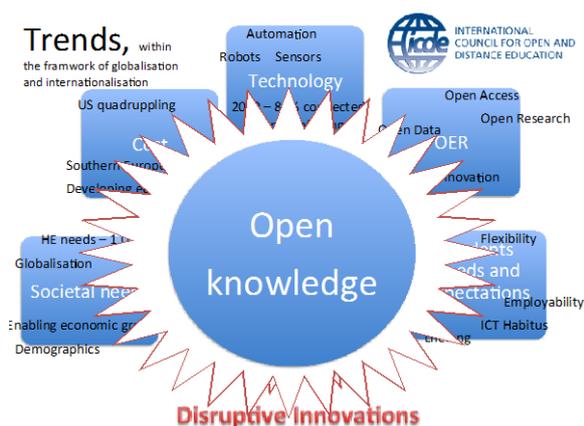


The take up of Open, Distance, Online, Flexible and e-Learning, ODL, is increasing in all regions. After MOOCs captured front-pages, Open Education has entered the educational agenda in many countries and regions.

ODL and Campus-based education are converging, with Blended Learning as a common denominator. However, the picture is not moving toward harmonisation and stability, but towards more diversity, instability and change. Institutions, actors and players have to prove their *raison d'être* and added value for their students, their community and their owners.

For the post 2015 education agenda Quality Open Education Resources, OER, and ODL can make dreams come through. In fact, without OER and ODL, dreams about equity, affordable access, life long learning and quality education for all might end up as wishful thinking.

All that glitters is not gold, and the MOOC hype has been replaced by a good portion scepticism in particular regarding target groups for education for all, the lack of student success and learning outcomes. However, the driving forces for open knowledge (HE growth, costs, technology, students demand, mature open concepts) are so strong that we again and again will see waves of disruptions and innovations, in the end of the day leaving no region of the world untouched. Disruption is becoming a part of higher education's working day.



Even Open Education and technology enhanced learning have moved in to the policy agenda for education, the understanding among policy makers is not good enough for developing a new favourable framework for these concepts.

Framework conditions promoting protection of knowledge and content have to be replaced, or modernised, with incentives for open licencing and collaboration on content, collaboration on technology enhanced learning and innovation in education.

Three messages:

- Senior management in education needs to innovate from within to open up education.
- Governments must take firm decision on holistic policies for open and distance education.
- Stakeholders should team up meeting the two grand challenges through open education and technology enhanced learning.

The 6th BRICS Summit, (15 July 2014) stated the “the development agenda beyond 2015 should ...ensure equitable, inclusive and quality education and lifelong learning for all.”

A key question for the UNESCO IITE will be:

How to position the institutes role to facilitate the horizontal take up of policies and practices for open education and technology enhanced learning, to bring these goals within reach?