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Educational, Scientific and
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Government
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Autonomous Okrug – Ugra



INTERNATIONAL
COUNCIL FOR OPEN AND
DISTANCE EDUCATION

Education
2030

Open Education Resources and Lesser Used Languages

Multilingualism and High Quality Education

Global Expert Meeting Multilingualism in Cyberspace for Inclusive Sustainable
Development Khanty-Mansiysk, Russian Federation, 5–9 June, 2017

Gard Titlestad, Secretary General

International Council for Open and Distance Education

Member of the Governing Board



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Enhancement of Cultural and Linguistic Diversity through OER

Multilingualism and High Quality Education

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ICDE



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SINCE 1938



Support
From
Norway
29 years

UNESCO
Partner
>50 years

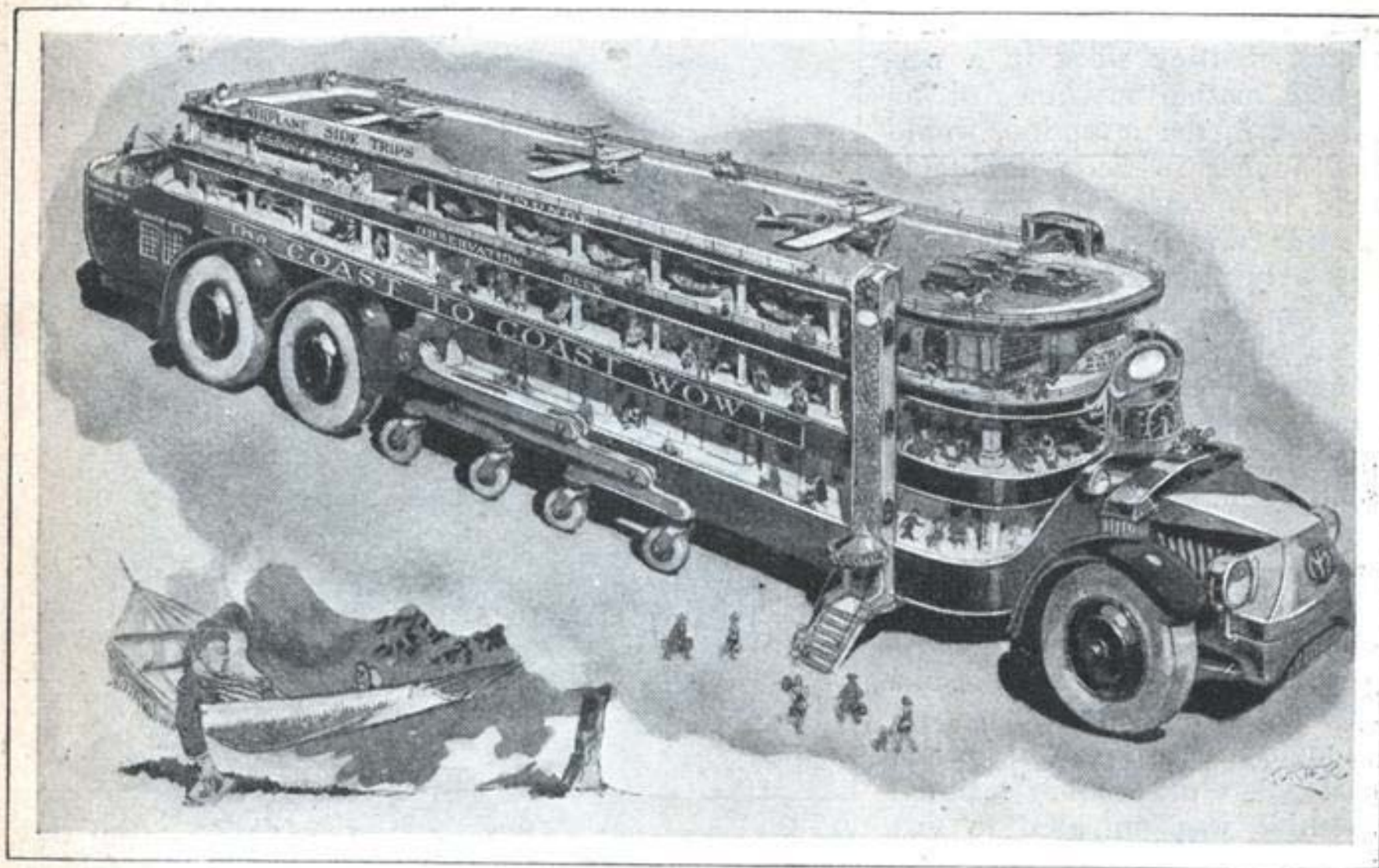


Open, Transparent,
Accountable and focus
on Good Governance



To be the global facilitator for inclusive, flexible, quality learning and teaching in the digital age.

Unique Bus of Future to Duplicate Speed of Railroads



Although still a dream, the bus with landing fields, swimming pool and hotel services is not far away.

RECENT developments in everything for trips not on the regular schedule. For



Visionary Leadership for Digital Transformation

Higher education for the sustainable world we want

24 May 2017

UNESCO HQ, Paris, France

Hosted by UNESCO, organised by all three partners



United Nations
Educational, Scientific and
Cultural Organization





The **vision** is that for the first time in human history it is possible to achieve **inclusive and quality education for all**.

(Sustainable Development Goal 4)

Enabled by Open and Digitalisation



Creative Commons



Incheon Declaration and Framework for Action

for the implementation of
Sustainable Development Goal 4

Ensure inclusive and equitable
quality education and promote lifelong
learning opportunities for all



II. Goal, strategic approaches, targets and indicators

Focusing on quality and learning

Education institutions and programmes should be adequately and equitably resourced, with safe, environment-friendly and easily accessible facilities; sufficient numbers of teachers and educators of quality using learner-centred, active and collaborative pedagogical approaches; and books, other learning materials, open educational resources and technology that are non-discriminatory, learning conducive, learner friendly, context specific, cost effective and available to all learners – children, youth and adults.



Incheon Declaration and Framework for Action

for the implementation of
Sustainable Development Goal 4

Ensure inclusive and equitable
quality education and promote lifelong
learning opportunities for all



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.

Where are we now?

One year after.....

Education
2030 

Incheon Declaration
and
Framework for Action

for the implementation of
Sustainable Development Goal 4

Ensure inclusive and equitable
quality education and promote lifelong
learning opportunities for all



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GLOBAL EDUCATION MONITORING REPORT

2016

Education for people and planet:

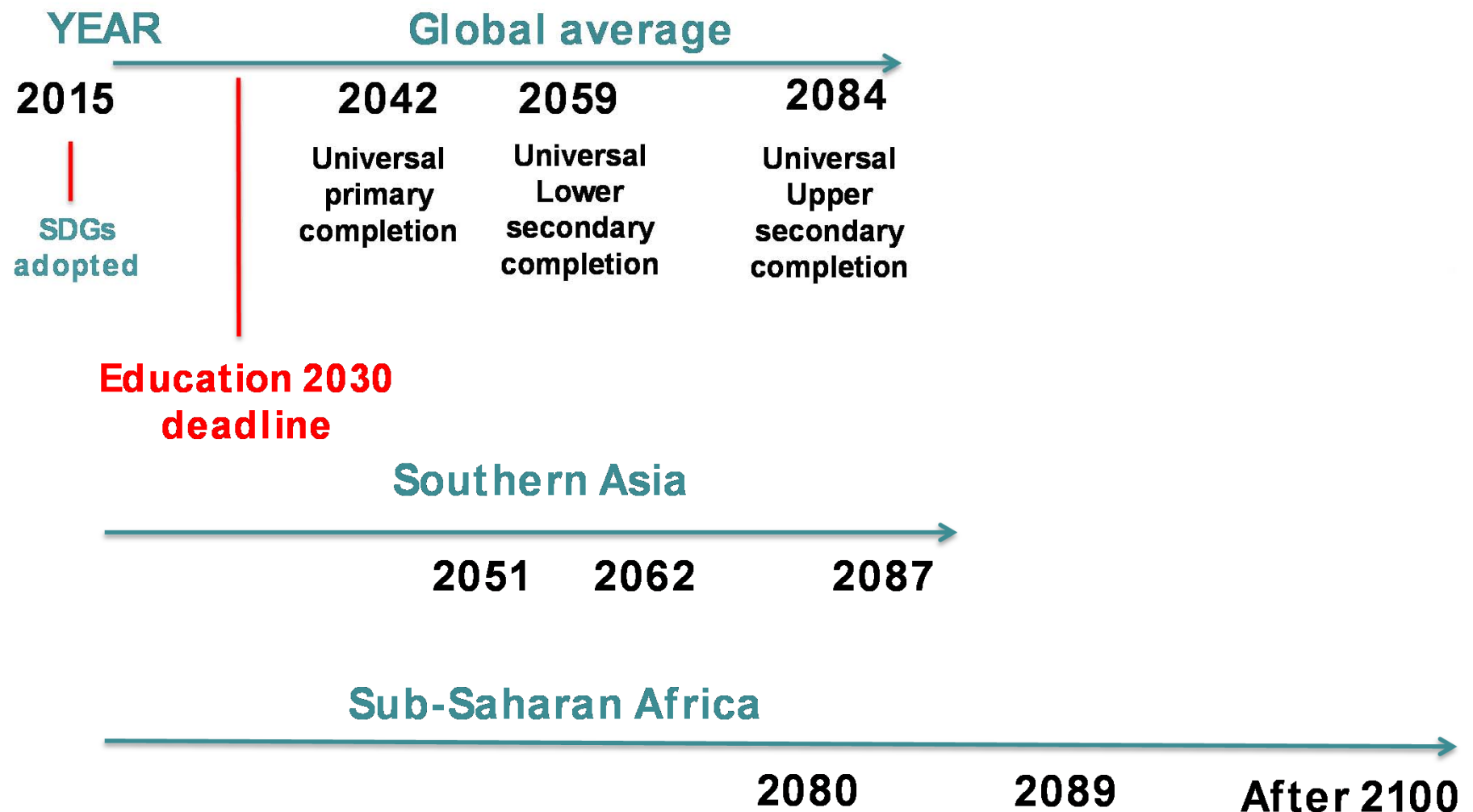
CREATING SUSTAINABLE FUTURES FOR ALL



<http://gem-report-2016.unesco.org/en/home/>

PROJECTIONS FOR EDUCATION 2030

World is not set to achieve key global education commitments until 2084.



ICDE and open

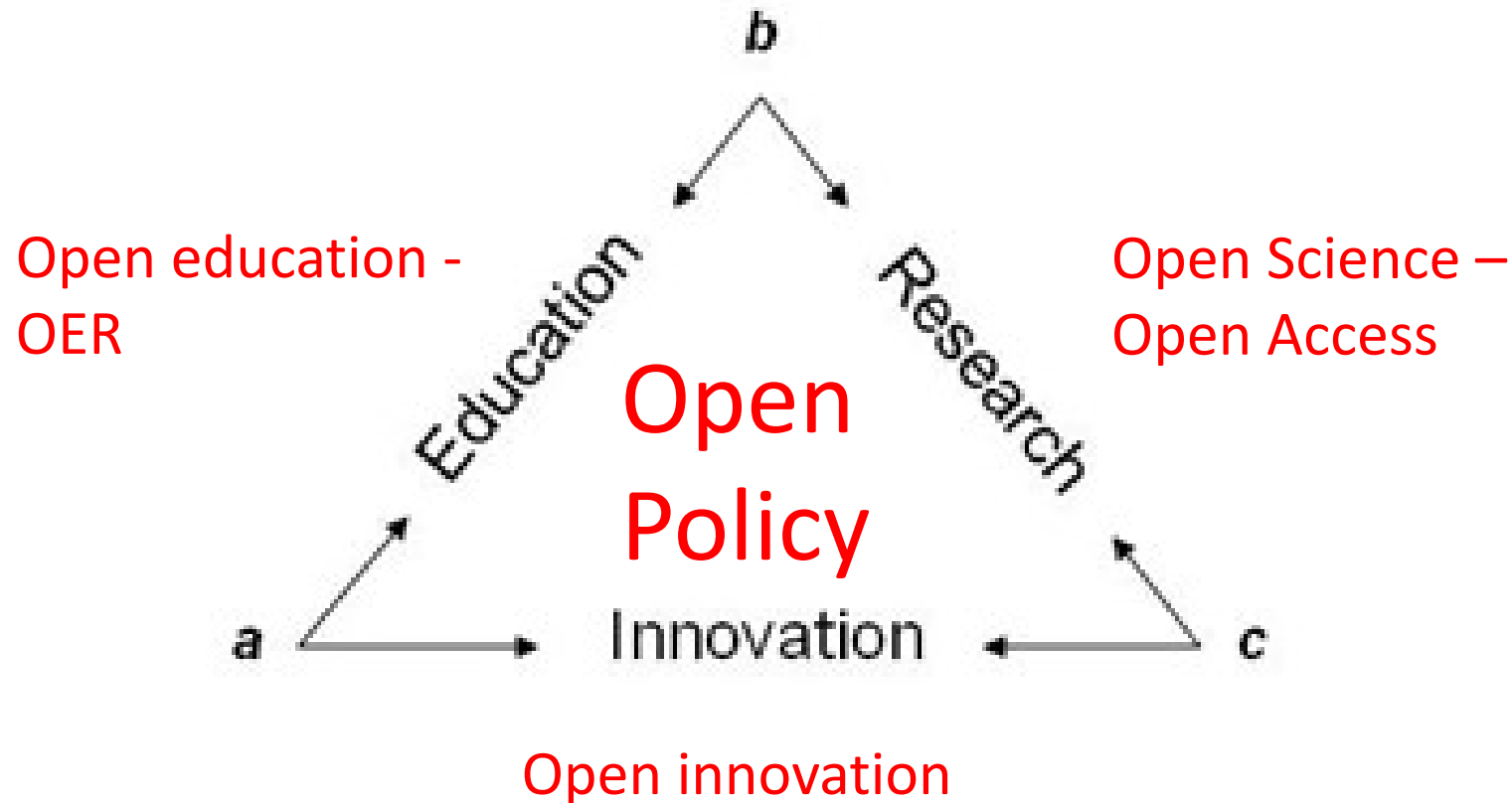


ICDE Strategic Plan 2017 - 2020

1.3 Contribute to successful development and utilisation of Open:

- Open Education Resources
- Open Licensing
- Open Access
- Open Learning and Education
- Open Knowledge
- Open Source
- Open Innovation
- Open Policy

The Knowledge Triangle and Open

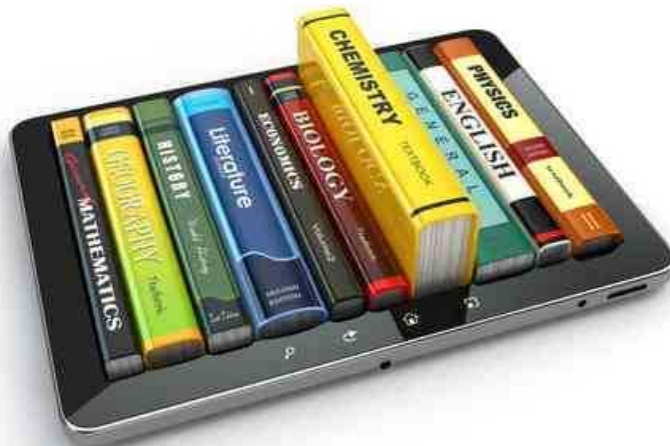


What is **Open** Educational Resources

A catalyst for
innovation



Educational Resources



Open, Licensed Resources



+ 5 R

The 5R Permissions of OER

Retain

- Make and own copies

Reuse

- Use in a wide range of ways

Revise

- Adapt, modify, and improve

Remix

- Combine two or more

Redistribute

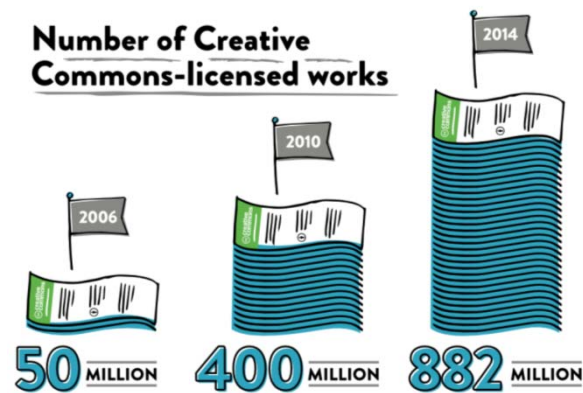
- Share with others

OER has a great potential to achieve:



- Economic savings
- Higher quality of learning material
- Easier learning materials to work with
- Support for 21st century skills
- Public benefits
- Opportunities for the EdTechs
- Better effect of public investments

OER: A catalyst for innovation (OECD)



A community college in New York City has taken on the challenge of showing the rest of the [City University of New York \(CUNY\)](#) system how to percolate open educational resources (OER) throughout its courses. The [Borough of Manhattan Community College \(BMCC\)](#) estimated that it has saved its students \$450,000 in textbook fees since implementing OER in 175 sections. The college has an enrollment of almost 27,000 students, half of whom have household incomes under \$20,000 and 4,000 of whom have taken one of the classes using OER. Now the school intends to expand the use of no-cost materials and generate cumulative savings of a million dollars. For example, the school's criminal justice program is expected to be fully converted by fall 2018.

Does it work?



Tweet



 [Printable Format](#)
 [E-Mail this page](#)

Open Educational Resources

Major Study Finds OER Students Do Just as Well — or Better

By Dian Schaffhauser | 11/10/15

In the largest study of its kind, a group of researchers has examined the use of open educational resources (OER) and found that students who used OER in their undergraduate courses performed as well or better than those assigned commercial textbooks.

The project was undertaken by researchers from [Brigham Young University](#), the [Michigan State Department of Education](#) and [Lumen Learning](#), a not-for-profit focused on the use of open courseware.

What is the situation for languages?

<HAVING BIAS IN MIND> PIMENTA

<http://langoer.eun.org/>



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LangOER



LangOER aims at enhancing teaching and learning of less used languages through OER/OEP



ABOUT LANGOER

3-year network (January 2014- December 2016) supported by action KA2 Languages of the Lifelong Learning Programme, European Commission



How can less used languages, including Regional and Minority languages, benefit from Open Educational Practices (OEP)? How

LANGUAGE

[English](#) | [svenska](#) | [polski](#) | [Lietuvių](#) | [Ελληνικά](#) | [Nederlands](#) | [Frisian](#) | [Latviešu](#)

FOLLOW US:



GOING OPEN WITH LANGOER

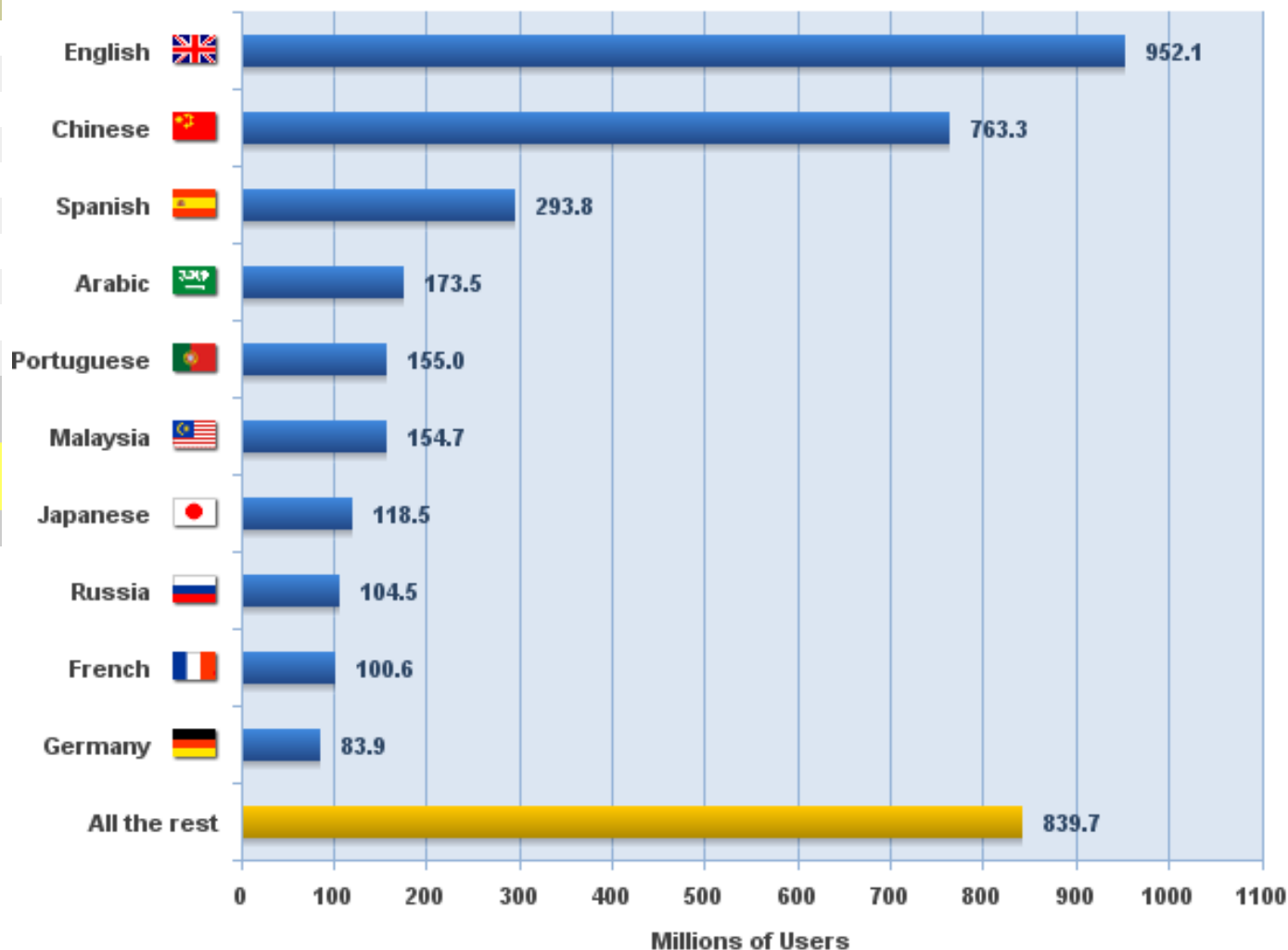


#LANGOER TWEETS

Tweets about [#langOER](#)

TOP TEN LANGUAGES IN THE INTERNET	Users Growth in Internet (2000 - 2017)
English	576.4 %
Chinese	2,262.8 %
Spanish	1,516.1 %
Arabic	6,805.9 %
Portuguese	1,946.4 %
Malay	2,599.7 %
Japanese	151.6 %
Russian	3,272.7 %
French	738.3 %
German	205.1 %
TOP 10 LANGUAGES	877.2 %
Rest of the Languages	1,207.5 %
WORLD TOTAL	936.0 %

Top Ten Languages in the Internet in millions of users - March 2017



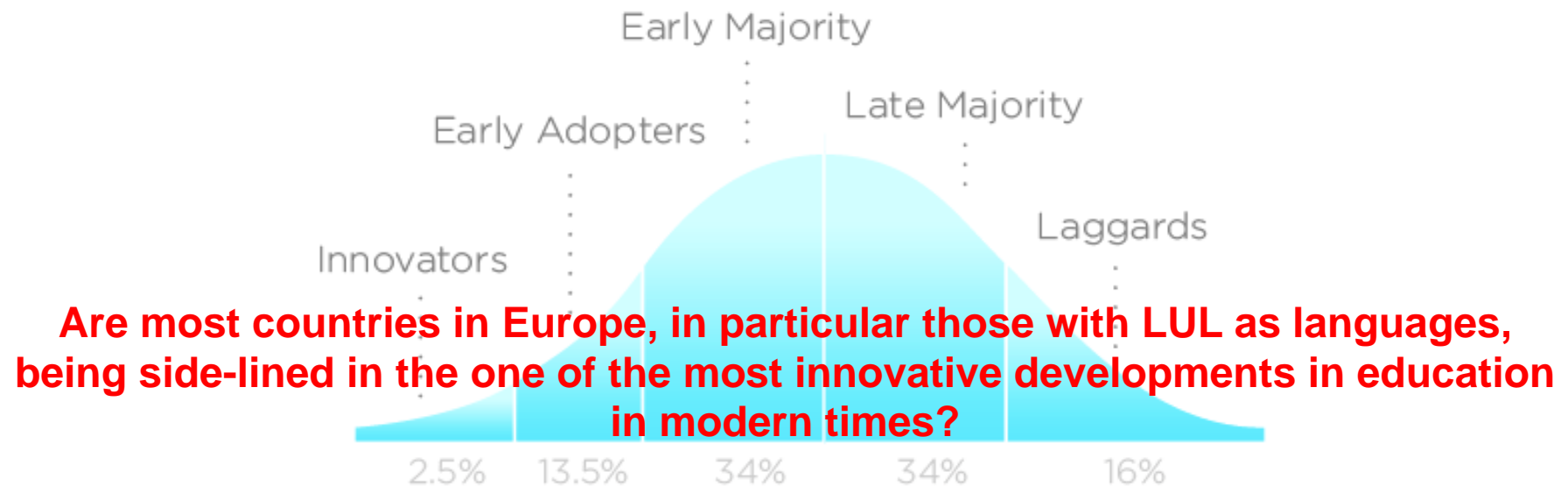
Source: Internet World Stats - www.internetworldstats.com/stats7.htm
 Estimated total Internet users are 3,739,698,500 for March 31, 2017
 Copyright © 2017, Miniwatts Marketing Group

What about the development of OER in LUL?

- First an interesting, but not encouraging observation: the bold initiative **for Opening up Education**, taken by the EU in 2013, now in 2016 seems to have lost momentum for OER – in particular when observing the global development and comparing with North America.
- Second what we observe from the LangOER project, is that **most LUL countries in Europe are lagging when it comes to OER**, in particular when observing holistic initiatives which in these countries seem to be totally absent.
- For regional and minority languages, the situation is even worse.
- Still, for all of these LUL communities – positive exemptions exist, but the main picture is relatively speaking worse than in 2014.

“Using the **innovation adaption lifecycle** as illustration, we will place the good example from North America and France in the innovators and early adopters group – but most LUL countries in Europe unfortunately are in the laggards group.”

https://en.wikipedia.org/wiki/Technology_adoption_life_cycle



INNOVATION ADOPTION LIFECYCLE

<http://langoer.eun.org/>

Policy Recommendations:

Enhancement of
Cultural and Linguistic
Diversity through OER

1. Develop a well-functioning OER lifecycle – “create-access-use-adapt”

Concrete steps which can potentially be taken are:

1. To develop and implement a strategy for OER, in particular addressing quality OER for grades, degrees and diplomas.
2. To publish all publicly funded online educational material under an open license.
3. To make a commitment to and organise public procurement of OER.
4. To organise calls for proposals with action lines addressing specific issues highlighted in the LangOER recommendations, including research that provides evidence on OER impact and benefits at EU member state level.
5. To stimulate development of multilingual environments (platforms), that give the opportunity to add subtitles or to make other versions of learning material (i.e. to facilitate adaption).
6. To create a system on a university or governmental level that will take responsibility to keep open educational resources up-to-date in terms of content.
7. To create materials in easily transposable file formats (to facilitate re-use and adaptability).
8. To stimulate social media content curation of open educational resources (e.g. Pinterest, Twitter).
9. To support R&D on translation from English and other world languages to LUL.
10. To revitalise the commitment to OER, that is expressed in Opening Up Education, with a particular focus on OER in LUL (as a means of maintaining cultural and linguistic diversity).

2. Provide professional development and support for teachers

Concrete steps which can potentially be taken are:

1. To include training on the creation and use of learning resources (with a particular focus on OER) within initial teacher education and continuing professional development programmes for teachers, including via online platforms (MOOCs).
2. To establish guidance, tools and toolboxes for all relevant aspects of OER, in particular how OERs can support 21st century teaching and learning skills.
3. To train regional and minority language educators on the use and benefits of open educational resources.
4. To provide support to teachers and school leaders via the creation of a network of OER Ambassadors.
5. To put in place frameworks that ensure a holistic approach to formal, non-formal, informal and lifelong learning.
6. To link open educational practices to the career spectrum: e.g. by working with an open badges system, pulling together skills which are discipline or practice specific.

3. Community and network building for quality learning outcomes

Concrete steps which can potentially be taken are:

1. To support knowledge sharing events and peer exchange and capacity building networks at a regional, country and pan-European level.
 2. To ensure collaborative open learning within and among institutions for sharing quality learning materials, for example by using social media.
 3. To provide incentives for collaboration, good practice and knowledge sharing.
 4. To organise workshops between regional and minority stakeholders, educational stakeholders and majority language OER initiatives to foster further collaboration.
 5. To collaborate with other institutions and stakeholders in stimulating a community of practices for OER.
-

The ICDE response



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Support
From
Norway
29 years

UNESCO
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on Good Governance



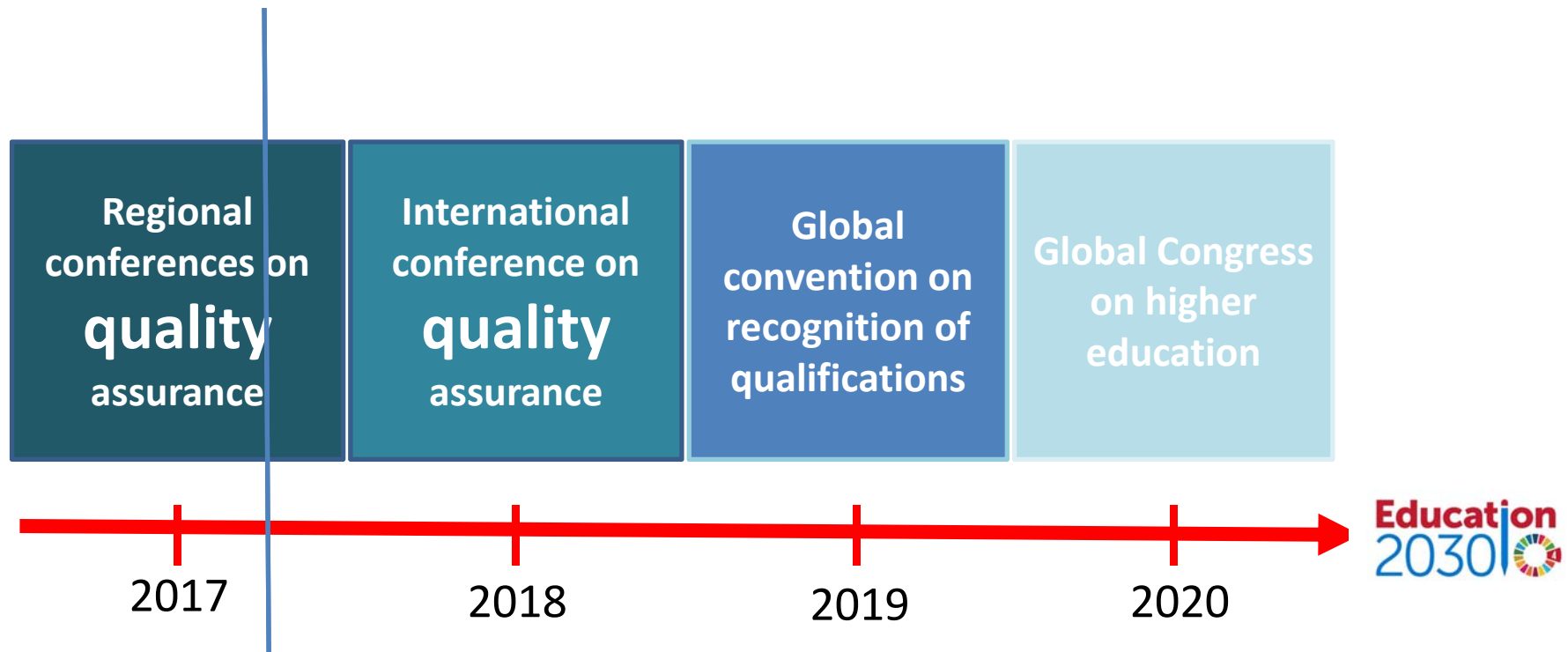
To be the global facilitator for inclusive, flexible, quality learning and teaching in the digital age.

PARTNERS AND INTERACT WITH UNESCO



UNESCO INITIATIVE FOR HIGHER EDUCATION

Core partners Quality: ICDE, CoL and INQAAHE



2nd OER World Congress September 2017

ICDE Chairs in OER

- Lead high impact events that give profile to ICDE.
- Help shape proposals for new related projects aimed at attracting funding.
- Demonstrate thought leadership through publications, videos and teaching by highlighting the link to ICDE and their position as ICDE Chairs in OER.
- Provide ICDE with advice on policy and other areas.
- Challenge the thinking about the future.



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Possible project in the pipeline:
**Connecting Quality OER
Repositories**




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icde INTERNATIONAL COUNCIL FOR OPEN AND DISTANCE EDUCATION
FONDATION UNIT
2017 ICDE LEADERSHIP SUMMIT PROGRAM
22-23 MAY
NANCY, France
Leadership: when transforming education through learning analytics and adaptive learning

Symbiosis Centre for Distance Learning will host the International Council for Open and Distance Education (ICDE) International Conference in Pune, India on 10th and 11th March, 2017 on the theme of Unleashing the potential of ODL - "Reaching the unreachable".

Education 2030 **Visionary Leadership for Digital Transformation**
Higher education for the sustainable world we want
24 May 2017
UNESCO HQ, Paris, France

Hosted by:  United Nations Educational, Scientific and Cultural Organization

Organized by:  

WORLD CONFERENCE ON ONLINE LEARNING
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Re-thinking Teaching & Learning

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2. Expanding Access, Openness and Flexibility
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4. New Delivery Tools and Resources for Learning
5. Re-designed Institutional Business Models



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Online Learning
Apprentissage en ligne

**Position OER for the next generation
learning and teaching in the digital age**

Good Teachers and Rich Content

Open up for
great learning
experience

Now what?

A photograph of a person wearing a VR headset, looking upwards with an open mouth, suggesting immersion or surprise. Another person is visible in the background, also wearing a VR headset. The scene is dimly lit with some blue and yellow light sources in the background.

37

Thanks to Martin Bean, RMIT, Australia



Thanks to Belinda Tynan, RMIT, Australia

Message:



- **Learners first. Learners are the future.**
Quality as priority 1.
- **Lead digital transformation. Lead transformation of education for SDG 4:**
Ensure inclusive and quality education for all and promote lifelong learning.
- **Go Open, Innovative and Collaborative.**



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THANK YOU!

titlestad@icde.org

www.icde.org

Sustainable Development Goal 4: **Education 2030**

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