



OPEN EDUCATION
CONSORTIUM
The Global Network for Open Education

Lang OER



INTERNATIONAL
COUNCIL FOR OPEN AND
DISTANCE EDUCATION

How can OER enhance the position of less used languages on a global scale?

Workshop

The OCW Consortium global conference, Ljubljana 25 April 2014

Gard Titlestad

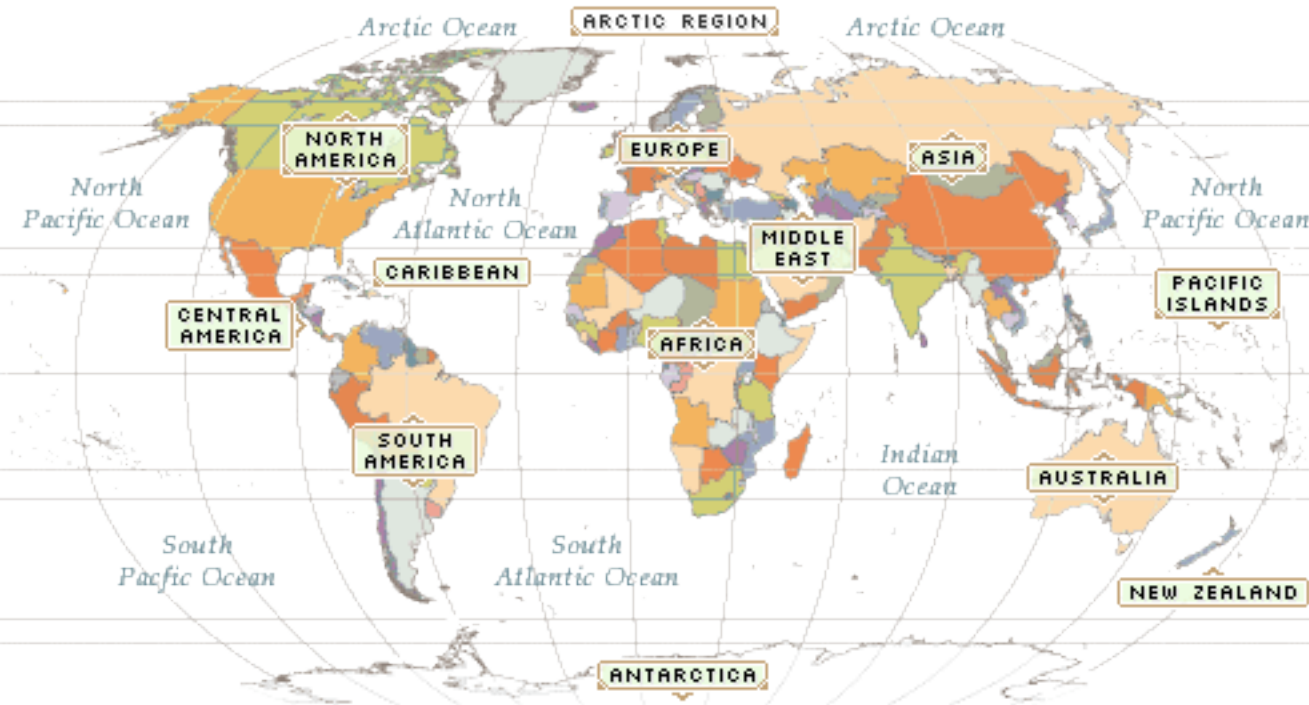
Secretary General

International Council For Open and Distance Education, ICDE



INTERNATIONAL
COUNCIL FOR OPEN AND
DISTANCE EDUCATION

- The leading global membership organization for open, distance and online education
- An NGO official partner of UNESCO, and shares that agency's key aim – the attainment of quality education for all
- ICDE believes that in pursuing education as a universal right, the needs of the learner must be central.
- Members in all regions of the world



Map View: Robinson Projection

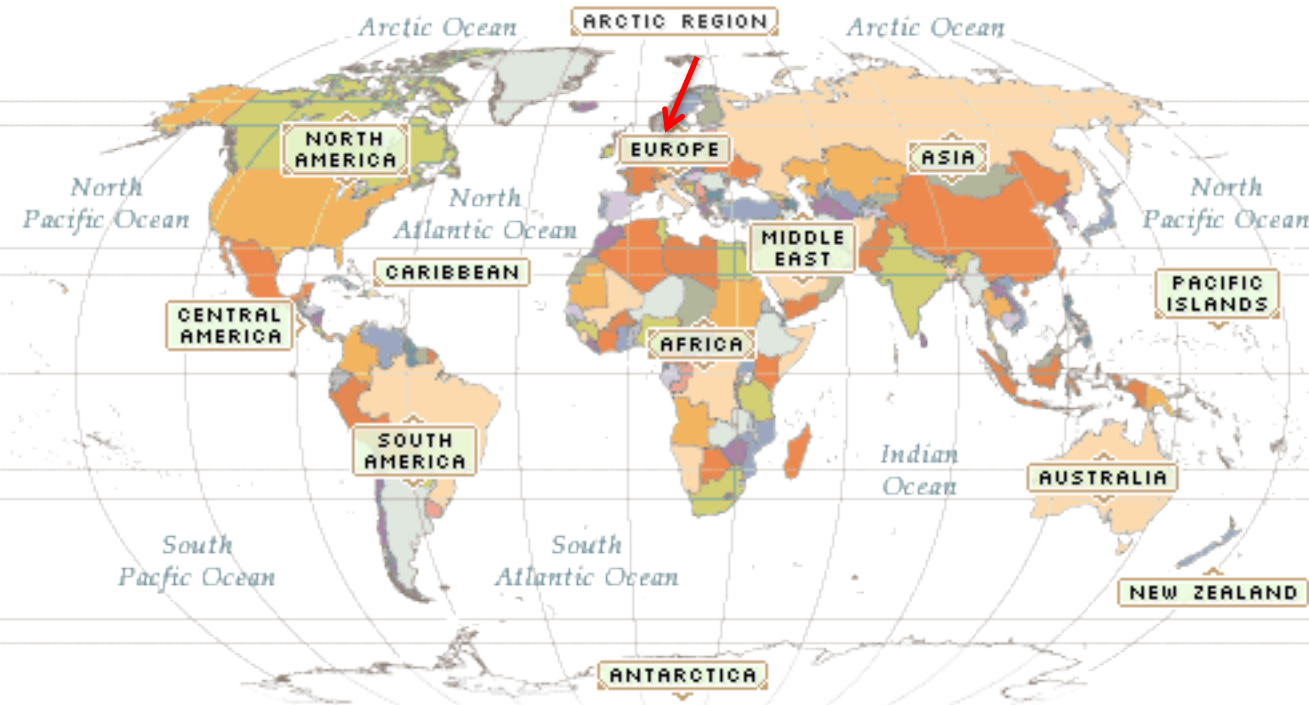


**25 Years Support
From Norway**



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Universitas Terbuka,
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Argentina



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Members



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DISTANCE EDUCATION

- **150 institutional members**
 - All parts of the world
 - All type of higher ed. institutions
 - Most of the mega-universities (>100.000 students)
 - Incl. some governmental agencies
- **16 regional and national associations**
- **40 individual members**



Strategic Objectives

The ICDE Strategic Plan 2013 - 2016



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1. To promote the importance of open, distance, flexible and online education, including e-learning in educational policy.
2. To encourage quality in open, distance, flexible and online education, including e-learning.
3. To support the development of new methodologies and technologies.
4. To facilitate cooperation and networking among members.
5. To strengthen ICDE membership and governance, and engage members in collaborative activity and organizational development.

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THE PRESIDENTS SUMMIT **On Open Education Models**

“Leadership Challenges: Approaches To Successful Open Education Models”

Bali, Indonesia from 19-21 November 2014, hosted by Universitas Terbuka.



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The 26th ICDE World Conference *International Council for Open and Distance Education*

*Growing capacities for sustainable
& distance e-learning provision*

14 - 16 October 2015

South Africa

Academic track

Policy – governmental track

Blended learning track

North – South – South track



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THEME OF THE ICDE INTERNATIONAL CONFERENCE 2014:

**Connecting the World through Open,
Distance and e-Learning**



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ICDE and OER

- Partnership on OER with UNESCO
- ICDE Chairs on OER – global network
 - Fred Mulder, Rory McGreal, Wayne MacIntosh
 - + 2 more soon
- Partnership on open education with OCWC (ex. Open Praxis at this conference), European Commission and others
- Prepares global monitoring together with partners
- BERTA: Bringing Educational Resources to Teachers in Africa (OER as OCW - online)
- Participate in concrete projects

Lang OER

How can less used languages, including Regional and Minority languages, benefit from Open Educational Practices (OEP)? How can Open Educational Resources (OER) be shaped to foster linguistic and cultural diversity in Europe? What policies are favorable to the uptake of quality OER in less used language communities?

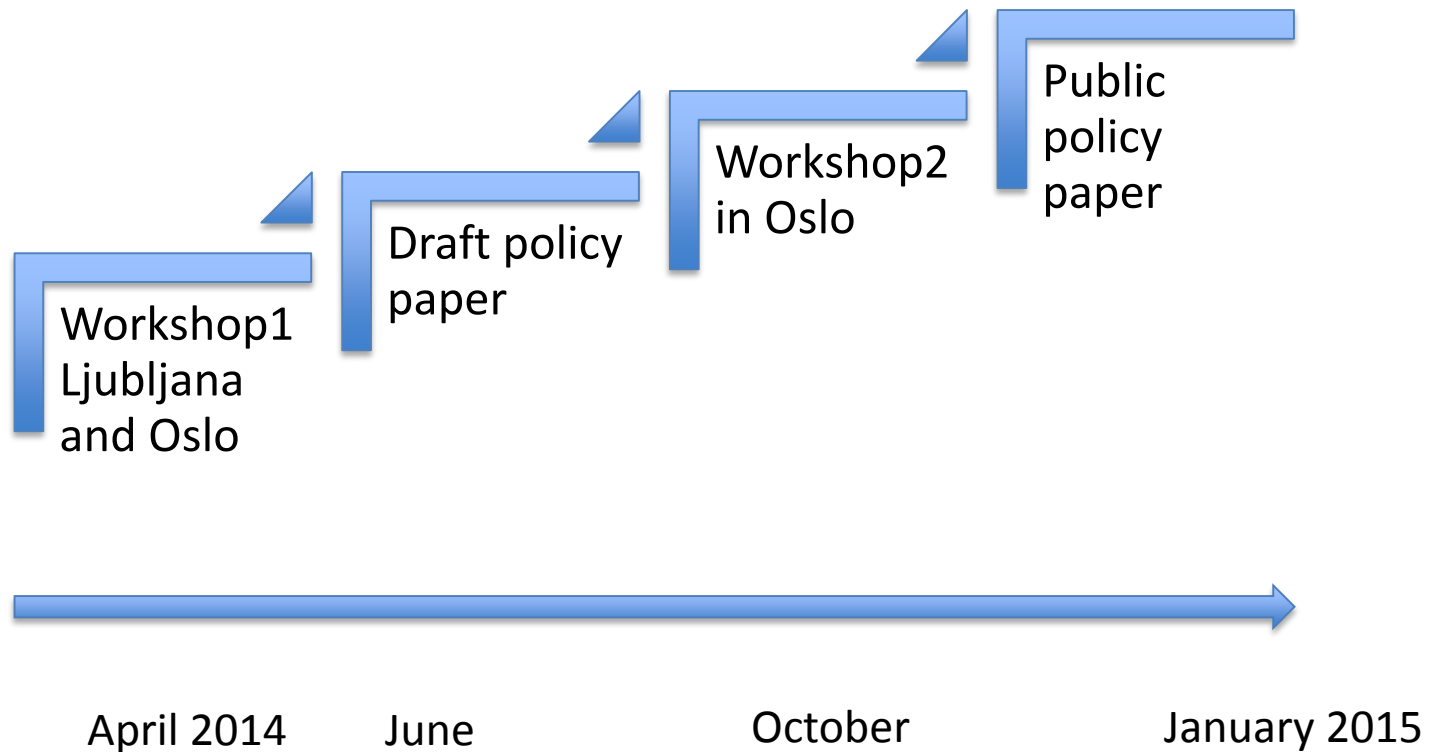


**Lifelong
Learning**

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



Tentative title: "Challenges and opportunities for less used languages. A global and European perspective. Recommendations for governments and educational institutions"



Participants next WS

28 April in Oslo:



- Tora Aasland, President, Norwegian National Commission for UNESCO; Former Minister of Research and Higher Education, Norway
- Mansoor Al Anwar, Chancellor, Hamdan Bin Mohammed Smart University, United Arab Emirates
- Tian Belawati, Rector, The Indonesian Open University
- June M. Breivik, Development Manager e-learning, The Norwegian Business School BI; member of the Norwegian Government MOOC Commission
- Abel Caine, Programme Specialist for Open Educational Resources, UNESCO
- Marianne Granfelt, Secretary General, The Association of Swedish Higher Education
- Christian Hjort Lund, Basidia, Denmark
- Tore Hoel, Senior Advisor, Oslo and Akershus University College of Applied Sciences, Norway; Coordinator, Nordic OER network
- Øivind Høines, Norwegian Digital Learning Arena - Open Educational Resources For Secondary Schools
- Maxim Jean-Louis, President - Chief Executive Officer, Contact North - Ontario's Distance Education & Training Network, Canada
- Wayne Mackintosh, UNESCO/ COL/ ICDE Chair in OER; The Open Education Resource Foundation – the Open Educational Resource university (OERu)
- Mandla S. Makhanya, Principal and Vice Chancellor, The University of South Africa; Deputy Chair, the South African National Commission for UNESCO
- Marta Mena, Director of Virtual Training Program, National Technological University, Argentina
- Arnfinn Muruvik Vonen, Director General, The Language Council of Norway
- Anne-Mette Persdotter, The Nordic Council Secretariat
- Ebba Ossiannilsson, Lund University, Sweden
- Alan Tait, Director, International Development and Teacher Education, The Open University, UK
- Gard Titlestad, Secretary General, ICDE
- Lars Utstøl & Gunnar Wettergren, U Nordic
- Sylvi Vigmo, Senior Lecturer and Director of Studies, Department of Education, Communication and Learning, University of Gothenburg, Sweden; Leader of in-depth investigation of OER in 17 less used European languages, LangOER network
- Yang Zhijian, President, The Open University of China; former Deputy Director-General, Higher Education Department, Ministry of Education of China

Vision for OER



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“For the first time in human history we have the tools to enable everyone to attain all the education they desire.”

(Wiley, Green, & Soares, 2012)

Dramatically bringing down the cost of education with OER: How open education resources unlock the door to free learning.

Expectations to OER



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“OERs have the potential to solve the global education crisis and contribute to sustainable economic growth”

Sir John Daniel, former CEO for Commonwealth of Learning and David Killion, US ambassador to UNESCO said in Guardian in July 2012

And.....reality



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- “Concerning OER open for adaptation and innovation regarding less use languages, the emerging landscape seems rather static and OER are scarce.”
 - Sylvi Vigmo, Director of Studies, Department of Education, Communication and Learning, University of Gothenburg – findings to be presented 28 April 2014.



Definition

- Less used languages are languages such as Norwegian, Swedish, Slovenian, Xhosa and Zulu which find themselves needing to contend with a fast evolving educational landscape currently dominated by English. Less used languages also include regional and minority languages.



Internet and languages

- “Of the approximately 7,000 languages spoken today, some 2,500 are generally considered endangered. Here we argue that this consensus figure vastly underestimates the danger of digital language death, in that less than 5% of all languages can still ascend to the digital realm. We present evidence of a massive die-off caused by the digital divide.”

Kornai A (2013), “Digital Language Death”:

http://eprints.sztaki.hu/7564/1/Kornai_1_2441287_ny.pdf

Size does not (necessarily) matter!



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- The example of Piedmontese, still spoken by some 2–3 m people in the Torino region
- And Faroese, with less than 50 k speakers, but with a high quality Wikipedia

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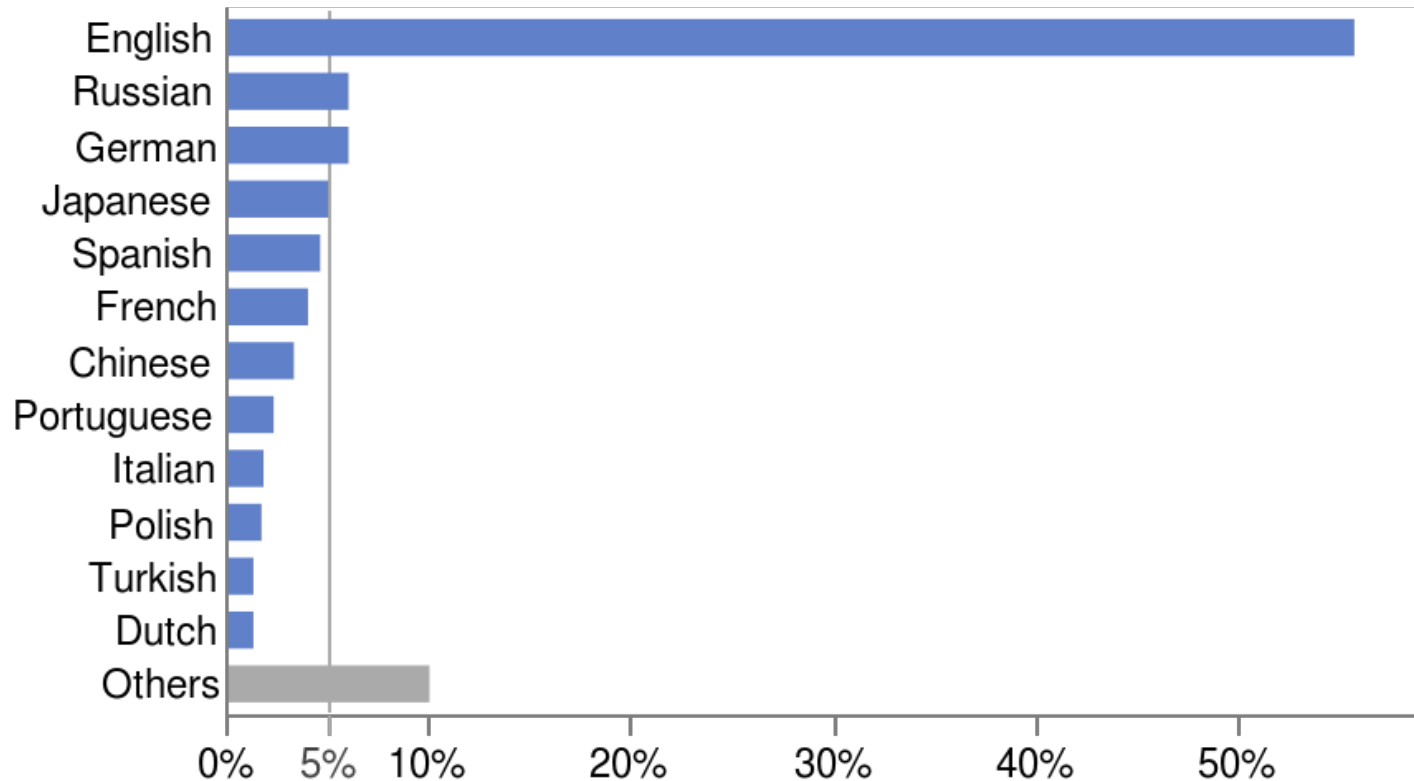
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Content languages for websites

as of 12 March 2014



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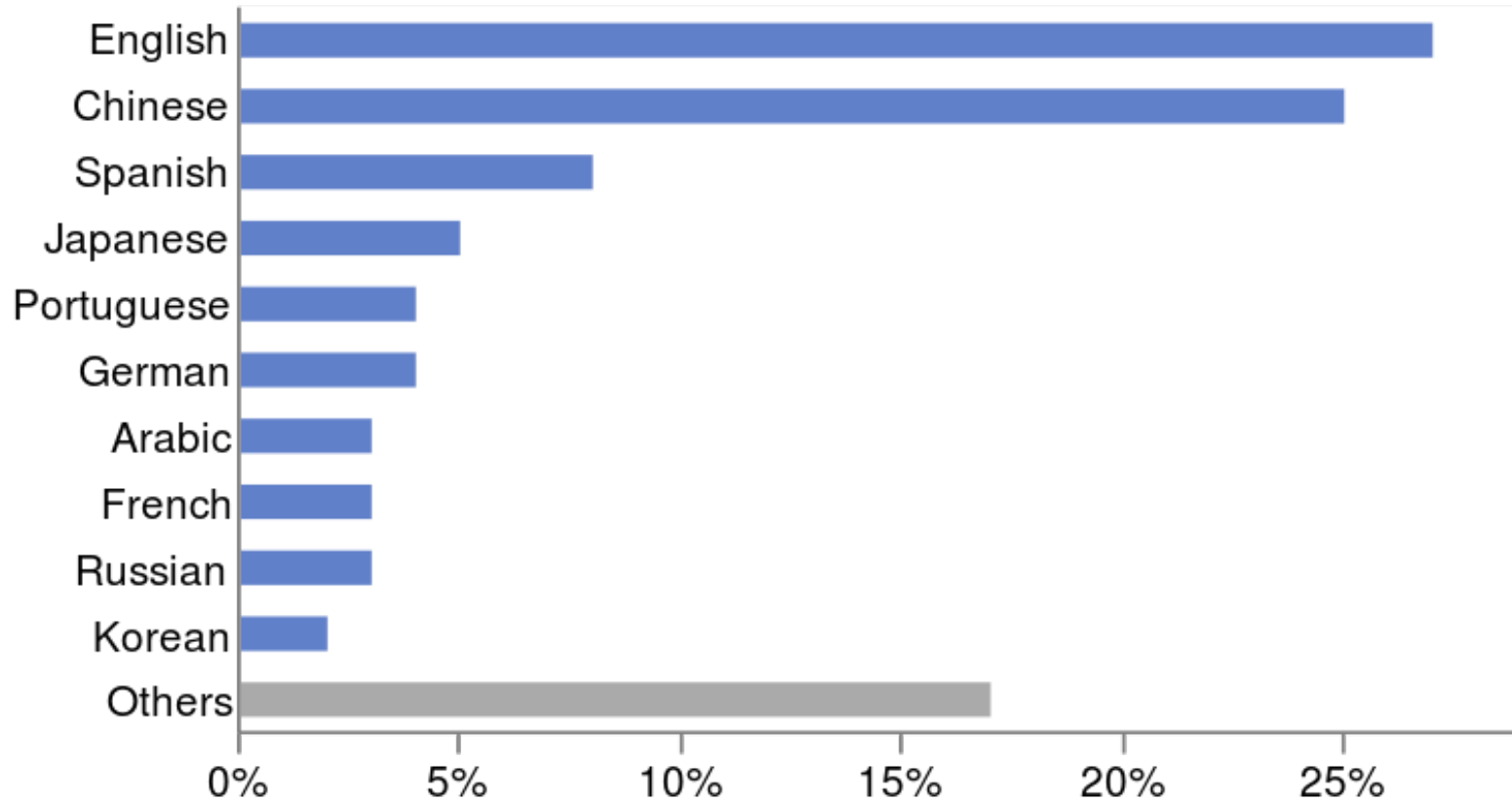
Ref: http://en.wikipedia.org/wiki/Languages_used_on_the_Internet

Internet users by language

2011



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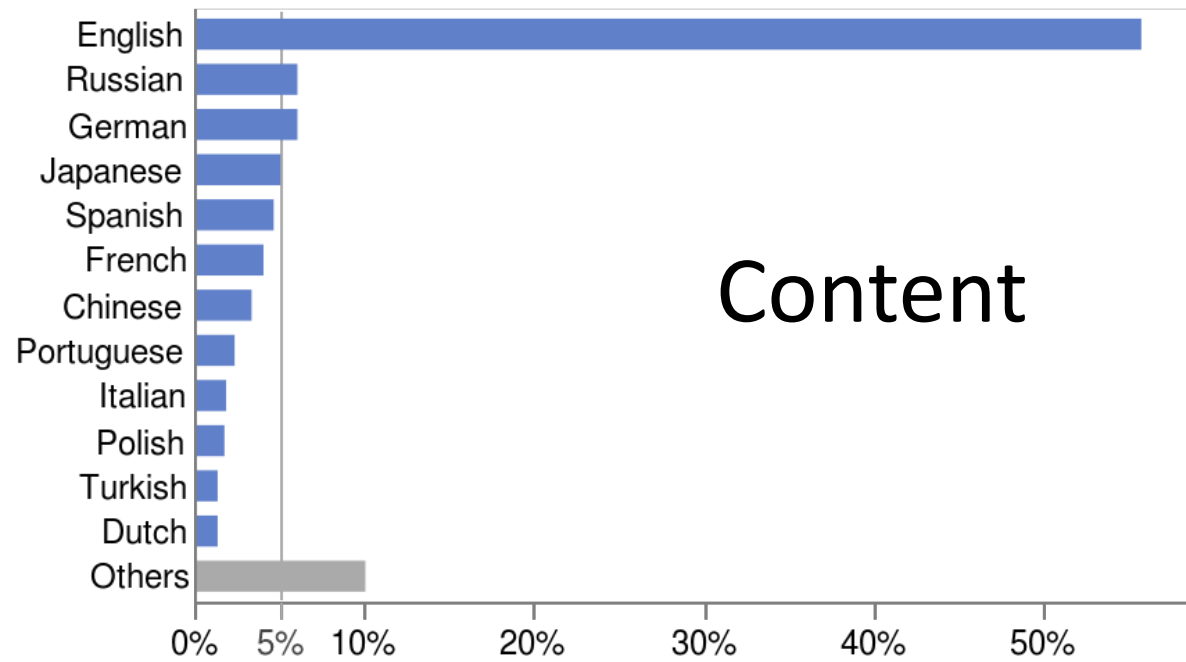


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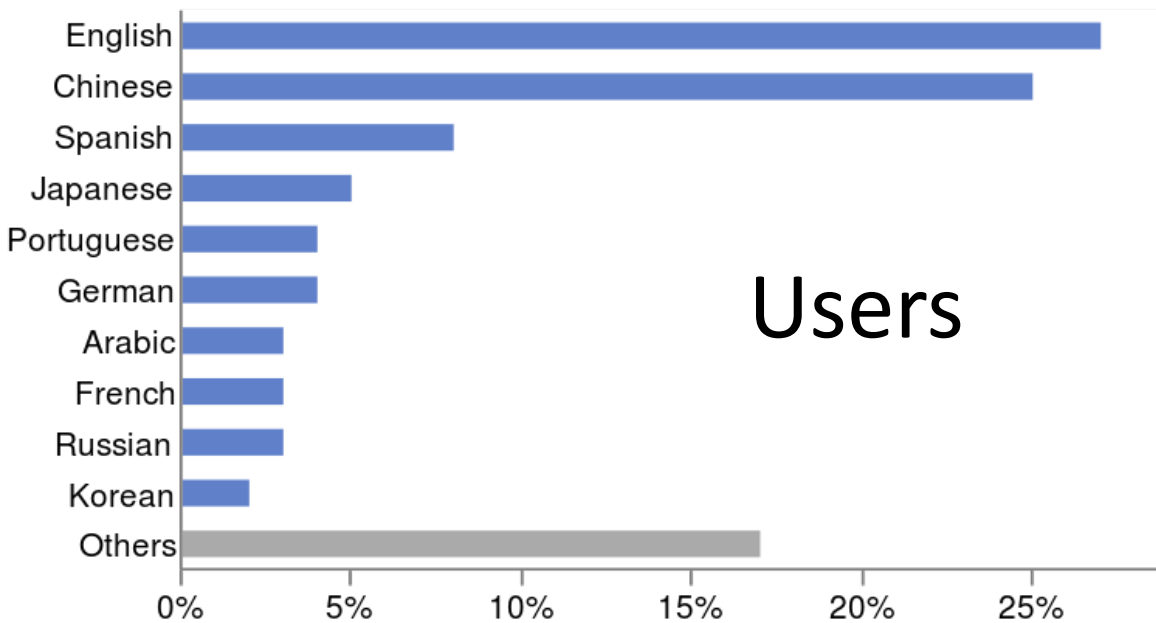


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Content



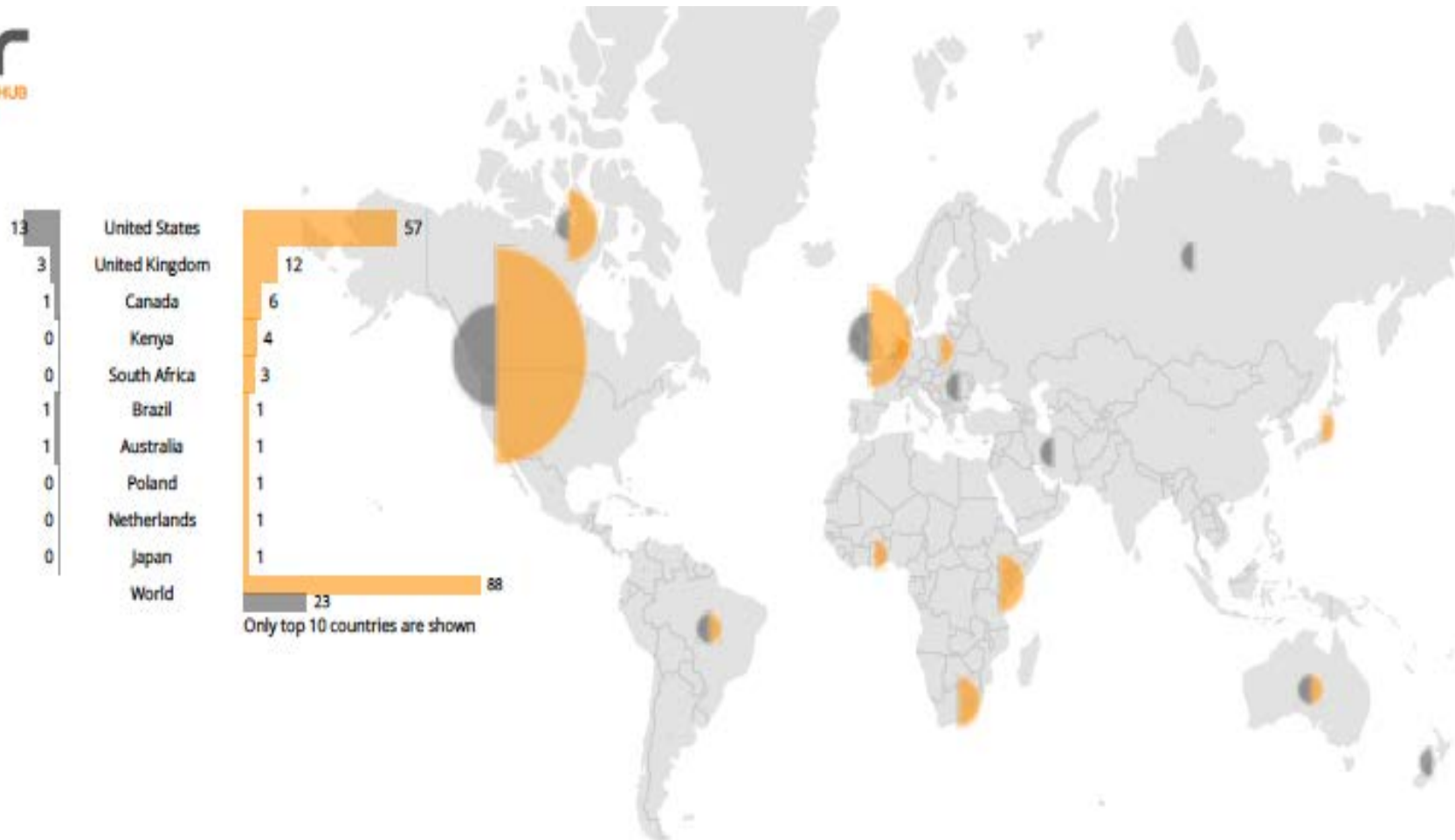
Users



OER Impact map



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The same picture....

The same picture is provided by the OER Policy Registry, which shows an overwhelming over-representation in policies from the US and UK

http://wiki.creativecommons.org/OER_Policy_Registry



What are the consequences?



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- What are the consequences for education if the OER-base in less used languages is relative weak?
- And consequences for languages?
- Other consequences? (E.g. for innovation etc.)

Preliminary: Main findings

1. Lacking common ground – interpretation to open
2. Creative Commons (CC) and Open Licensing (OL) – less explicit
3. OER linked to “open” and “accessible”
4. Engagement from grass-root level to Ministries and Agencies of Education – but few national incentives
5. Restricted innovative scope of OER and language use



Questions

- What are your observations regarding OER and less used languages?
- Which issues would you suggest arise from those observations?
- Any suggestions for future policy recommendations?

Thank you!

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