



THE WILLIAM AND FLORA HEWLETT FOUNDATION

# Multilingual Open Resources for Independent Learning

*A two-track concept for widening participation  
in European HE*



Dr. ir. Kees-Jan van Dorp  
Manager Academic Services  
EADTU



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## Agenda

European challenges

Increasing Europe's competitiveness (growth and jobs)

Educational systems and their contribution (statistical indicators for success)

Focus for universities in distance HE

Open Educational Resources – the MORIL project

*Demographic* developments within Europe meaning in particular the aging of the population, along with the new and more competitive *global* economy, urge a revisit on the achieving of the traditional objectives of stable and assured economic growth and employment

### Globalisation

- Opening of international markets, stimulus competitiveness, innovative products and services, shorter product cycles, quicker adaptation, more learning and faster learning
- Increased mobility of money, goods, information and citizens, including academic and labour force mobility
- Rapidly growing markets such as China and India, enforce more location/allocation decisions as potential for significant cost reduction and productivity growth

### Demographics

- Is bequeathing Europe with an aging, decreasing and more inflexible workforce
- Without counteraction, will decrease the general level of education of its population and the part that constitutes its workforce
- Shall increasingly pressurise social systems, in the sense that traditional schemes for financing the collective provisions will no longer be operable



## Increasing Europe's competitiveness



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Growth and jobs: priorities renewed Lisbon

### Actions on attracting investors for Europe

- o Complete the internal European market
- o Improve the European and national regulation
- o Removing the barriers to competition inside and outside Europe
- o Expand and improve European infrastructure

### Actions on knowledge and innovation

- o Investment in research and development
- o Facilitate innovation, ICT and sustainable resources
- o Leverage on European industrial networks of excellence

(Source: Communication to the spring European Council, 2005)



## Increasing Europe's competitiveness



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Growth and jobs: priorities renewed Lisbon

### Actions on more and better jobs

- o Boost employment and modernise social protection systems
- o Improve adaptability of businesses, workforce and labour market
- o Investment in human capital through education and skills!

*“Spreading knowledge through high-quality education system is the best way of guaranteeing the long-term competitiveness of the Union”*

(Source: Communication to the spring European Council, 2005)

Investment in education brings both *individual* and *collective* rewards

1. Statistical indicators show better-educated adults are more likely to work, and earn more on average when they do so
2. A positive relationship exists between higher educational attainment and better mental and physical health, with the mechanisms operating through income and employment, behavioural and psycho-social effects
3. Whole-economy effects: indicators show clear effects of human capital on productivity and economic growth

(Source: OECD indicators 2005)

Conclusion:

Education systems should intensify efforts to widen participation in higher education given the positive relationship between productivity, economic growth and general wellbeing, and the *change in stock of human capital*

## Comparative figures on participation in HE (formal learning)

% young people entering tertiary education* (country selection)	2002	2003
Iceland	72	83
New Zealand	66	81
Sweden	75	80
Finland	71	73
Netherlands	53	52
United Kingdom	47	48
France	37	39
Belgium	32	34
United States	64	63

(Source: OECD indicators 2004, 2005)

\*Type A programmes: the proportion of people after secondary education, which enters into tertiary education for the first time: inflow is measured rather than stock of students (i.e., enrolment rates), as of the advantage that comparability between countries is not distorted by different course lengths.

## Comparative figures on participation in HE (formal learning)

### Key observations

- Participation rates in European HE have generally risen
- Big difference between the leaders and followers
- Among the frontrunners of entry percentages, the Nordic European countries
- Percentages are indicators of *accessibility* and perceived *value* of tertiary education
- To catch up with Nordic leaders and US, *access* and *importance* of education must be promoted substantially

## Participation in continuing education and training (non formal, job-related)

participation % for 25-to-64-year-olds in the labour force\* (country selection)

	2001	2004
Denmark	49	46
Sweden	-	45
Finland	43	44
Switzerland	32	41
Netherlands	24	-
United Kingdom	40	34
France	-	23
Belgium	14	22
United States	40	44

(Source: OECD indicators 2002, 2005)

\*Selection of participation rates for 25-to-64-year-olds in the labour force during one year, all levels of education

## Participation in continuing education and training (non formal, job-related)

### Key observations

- o Significant variation across European Countries
- o Nordic European countries along with US are leading
- o More likely participation in CTE when having received *tertiary* education (not depicted here)
- o Workers in *service* industries are more likely to participate in CTE (not depicted here)



## Focus for universities in distance HE



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dedicated to lifelong open and flexible learning

### Distance HE

- Special in nature, differs from traditional universities
- Courses specifically designed, developed for distance learning
- Materials intended for independent self-study
- Consisting of *pedagogically-rich* learning materials

### Learning opportunities

- Off-campus learning
- Choice, and offers of small building blocks
- Converting parts into individual learning pathways
- State-of-the-art *technology* and *platforms* for highest accessibility
- Both formal and informal learning activities
- More often, multilingual study materials



## Focus for universities in distance HE



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dedicated to lifelong open and flexible learning

### Target groups

- Those who are not served by traditional universities (earning and learning, career shift, personal enrichment)
- Individuals who have not entered into higher education because of multiple deprivation (social status, handicapped, minorities)
- Labour force participants and in-company learning activities (skilling, retraining)
- Persons who have prematurely dropped out and are opting for a second chance (educational re-entry, renewed motivation)

*"Universities in distance HE, dedicated to lifelong open and flexible learning, have an approach of leveraging important target groups, currently not addressed (or in part) by traditional universities"*



# Open Educational Resources



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*OER*: digitised materials offered freely and openly for educators, students and self-learners to use and re-use for teaching, learning and research

- o Learning content: full courses, courseware, content modules, learning objects, collections and journals
- o Tools: software to support the development, use, re-use and delivery of learning content including searching and organisation of content, content and learning management systems, content development tools, and online learning communities
- o Implementation resources: intellectual property licenses to promote open publishing of materials, design principles of best practice, and localisation of content

\* first adopted at a meeting sponsored by the William and Flora Hewlett Foundation at UNESCO in 2002



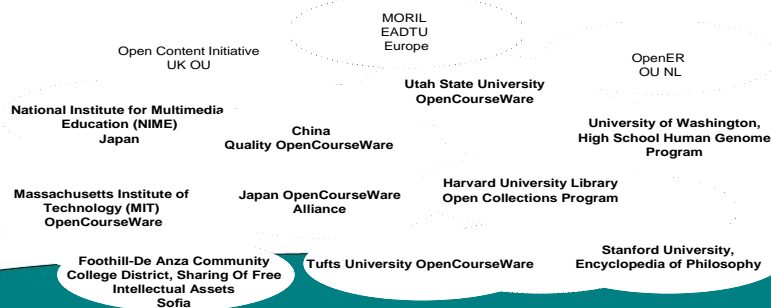
# Open Educational Resources



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- o OER began in 2001 with MIT OpenCourseWare (OCW) (jointly funded by Hewlett and Andrew W. Mellon foundations)
- o More than 60 institutions now have OpenCourseWare websites
- o Already more than 2,000 courses published
- o Altogether up to a million visits a month

## OER: a growing movement





## Open Educational Resources



EU eLearning  
Conference 2006

### the MORIL project

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#### Open course offers

- o Politics
- o Pedagogy
- o Marketing
- o Psychology
- o Computer and information technologies
- o Physics and astronomy
- o etc.

#### MORIL objective

- o Widening participation in HE (contribution to renewed Lisbon)
- o Facilitating international learning experiences
- o Branding of European LOF-learning universities (first European, next global)
- o Gaining experience with Open Educational Resources (OER)
- o Providing a new gateway to university education



## Open Educational Resources



EU eLearning  
Conference 2006

### the MORIL project

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#### MORIL characteristics

- o Open educational resources
- o Academic council reviewed
- o Pedagogically-rich materials
- o Informal/formal learning
- o Delivered fully on-line
- o Multilingual versions
- o Localisation options
- o Large scale enrolment

## MORIL: a two-track concept



### A non-matriculated offer

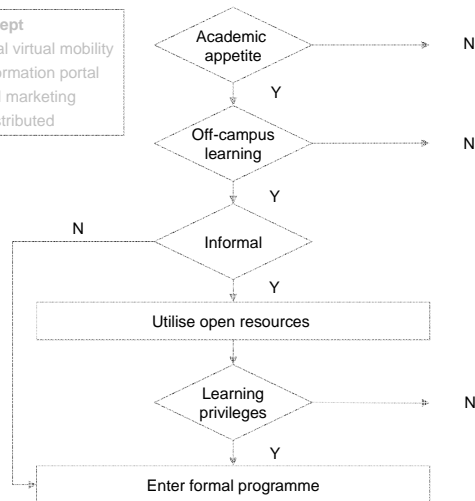
- open and free '2 ECTS sized' courses
- entry-level bachelor
- freely acquire knowledge and skills
- online informal learning surrounding
  - discussion boards, online communities
  - build-in self-evaluation quizzes

### A matriculated offer





- the same '2 ECTS sized' courses
- certification and labour market recognition
- online formal learning surrounding
  - formal tutoring
  - formal assessment
  - formal examination
  - teacher communication
  - learning privileges

- MORIL concept**

  - International virtual mobility
  - Central information portal
  - Institutional marketing
  - Content distributed



## Partners

Open Universiteit Nederland (OUNL)	Netherlands	
The Open University (UKOU)	United Kingdom	
FernUniversität in Hagen	Germany	
Network per l'Universita Ovunque (Nettuno/UniNettuno)	Italy	
Universidad Nacional de Educación a Distancia (UNED)	Spain	
Centre National d'Enseignement à Distance (CNED)	France	
Anadolu University	Turkey	
Universidade Aberta	Portugal	
Moscow State University (MESI)	Russia	

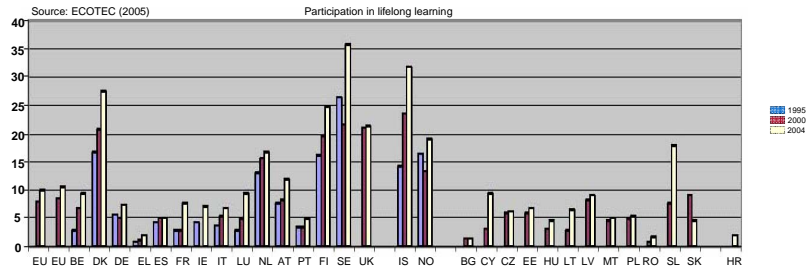
### coordinated by:

European Association of Distance Teaching Universities (EADTU)

## MORIL and importance to lifelong learning

- Non-formal and informal provisions critical to enhancing educational access
- Countries progressing with non-formal and informal learning provisions display *greater* participation in lifelong learning
- General growing acknowledgement of non-formal and informal learning
- Associated job assessments of previous non-formal or informal learning
- Development of systems for validating previous learning

(Source: ECOTEC, 2005)



Nordic countries progressing with non-formal and informal learning  
⇒ High participation in lifelong learning

MORIL and progression

Task Force

- Chaired by OUNL
- Steering committee
- Approval of Work Packages
- Monitoring of progress

Work Packages

- Technology, portal, web
- Exploitation
- QA, certification, ECTS
- Courses, IPR, multilingualism
- Promotion, marketing
- Registration, evaluation

Planning

- 2006: finalising preparations
- 2007: start implementation



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## Multilingual Open Resources for Independent Learning



Thank you  
[kees-ian.vandorp@eadtu.nl](mailto:kees-ian.vandorp@eadtu.nl)