



INTERNATIONAL
COUNCIL FOR OPEN AND
DISTANCE EDUCATION



Annual Report

2022



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Greetings from the ICDE President

The phrase “a year unlike any other” has almost become routine in the lives of many around the world. 2022 seemed to be no exception. Unlike the two years before it, however, 2022 began to shape thoughts of hope and optimism as the globe began to emerge from over two years of pandemic response. Communities and regions around the world began to grapple with the idea of creating a sense of normalcy and consistency.

For many of us in the world of Open, Flexible, and Distance Learning (OFDL), we were excited to see that many institutions that were new to distance learning a mere two years prior now seemed steadfastly committed to making OFDL a central component of their goals.

Despite the ebbing of the pandemic, the importance of creating equitable access to quality learning through OFDL remained high as the world grappled with escalating conflicts in war torn regions, geopolitical instability, and accelerating economic pressures. Examples abound of ICDE members responding without hesitation and with the utmost of professionalism and urgency to adapt and support learners from around the world continue their studies. The personal agency that is created through learning that these students will carry throughout their life will forever have transformed their own lives and the lives of others in the communities they call home.

Significant progress was made toward achieving the goals outlined in ICDE’s strategic plan in 2022. It is hard to imagine that the end of 2022 marked the halfway point of bringing the ICDE’s strategic ambitions to life. The culture of ICDE members continues to inspire. Across all projects and initiatives in 2022,



members consistently demonstrated the values of ICDE – Access, Equity, Equality, Collaboration, and Connectivity. The ICDE is truly an incredible group of institutions and individuals who believe in the power of learning for all people and in all aspects and all stages of life. I am honored and humbled to be part of such an incredible community. I cannot thank ICDE members enough for their dedication, commitment, and engagement toward making the ICDE vision a reality.

“The importance of creating equitable access to quality learning through OFDL remained high as the world grappled with escalating conflicts in war torn regions, geopolitical instability, and accelerating economic pressures.”

- Neil Fassina, ICDE President

I would like to extend a sincere thank you to the Norwegian Government for their ongoing support of ICDE. Their trust and confidence in the ICDE global community to make a difference in the lives of people on a global scale is both appreciated and inspiring.

The commitment of the Secretariat team is amazing. They are tireless in their efforts to support members and advocate on our behalf locally, regionally, and internationally. To Torunn and the entire team at the ICDE Secretariat, thank you.

Respectfully,

Neil Fassina
President of the International Council for Open and Distance Education

Reflections from the ICDE Secretary General

The Transformative Power of Inclusive Education

2022 was the year when the United Nations elevated education to the top of the global political agenda to redeem pandemic-related learning losses and mobilise action for equity, inclusion and sustainable development.

ICDE participated together with members in the UNESCO Transforming Education Pre-Summit in Paris in June, and showcased how global partnerships and collaboration across regions may benefit learners, leaders and policy makers in the area of open education and OER. The United Nations stated in October that the digital revolution is key to transformation, and that if properly harnessed, connectivity and openly accessible digital teaching and learning resources can contribute to the transformation and democratisation of education.

ICDE members have been change agents for inclusive education since the establishment of our association in 1938. Our members have been using available resources and tools from postal letters to broadcasting radio, television, local study centers, internet and mobile phones, and a variety of platforms and technologies, such as virtual and augmented reality, learning analytics and artificial intelligence. Still today, it is a mix of the technologies and methodologies that are available and appropriate in the various local contexts, and for different types of learners, that forms the base of what we call Open, Flexible and Distance Learning (OFDL). Even though these terms may be used differently in different regions, they all point towards the same target: inclusive and equitable education for all.



“ICDE members have been change agents for inclusive education since the establishment of our association in 1938.”

- Torunn Gjelsvik, Secretary General

2022 was an active year, where the ICDE Secretariat and Board members had the opportunity to reconnect with members and partners in various world regions through numerous events, projects and activities. Thanks to your active engagement and support, we can continue to fulfill our vision of achieving the potential of open, flexible and distance learning created through our members and learning communities.

I would like to take this opportunity to thank the ICDE Board members, and the ICDE President Neil Fassina in particular for their active involvement and support to me and my Secretariat team members in Oslo. We hope this annual report will be an enjoyable read and inspiration for the way forward.

In 2023, ICDE will be celebrating its 85th anniversary. The occasion will be marked widely through our communication channels as well as in our upcoming World Conference in Costa Rica in November this year. After almost 3 pandemic years, we are looking so much forward to convening face to face with our global community members, and I hope to see you all in San José in November! Each and everyone of you have a major role to play in the endeavor of shaping the futures of education and contributing to a more sustainable world.

A handwritten signature in black ink that reads "Torunn Gjelsvik".

Torunn Gjelsvik
Secretary General

This is ICDE



320+ members and partners



70+ countries in all world regions



Impacting over **15 million** students across all continents



Non-profit NGO hosted by **Norway**



Consultative partnership with **UNESCO** since 1967



6 employees, representing **4** different nationalities

Our work includes:

- Creating a worldwide network of online educators, policymakers, and innovators who collaborate on projects and initiatives, sharing best practices and industry knowledge.
- Publishing and contributing to reports, surveys and articles on emerging topics in the field of OFDL.
- Facilitating intercultural cooperation at our various conferences, summits, and events.
- Campaigning and advocating for progress and recognition of OFDL on a worldwide basis, through our members.

ICDE's History

From Correspondence to Distance

In an era of societal advancements ICDE was founded in 1938 in Canada as the International Council for Correspondence Education (ICCE). Biannual conferences were consecutively organized by and at member institutions worldwide, which further included hosting a secretariat in between the conferences.

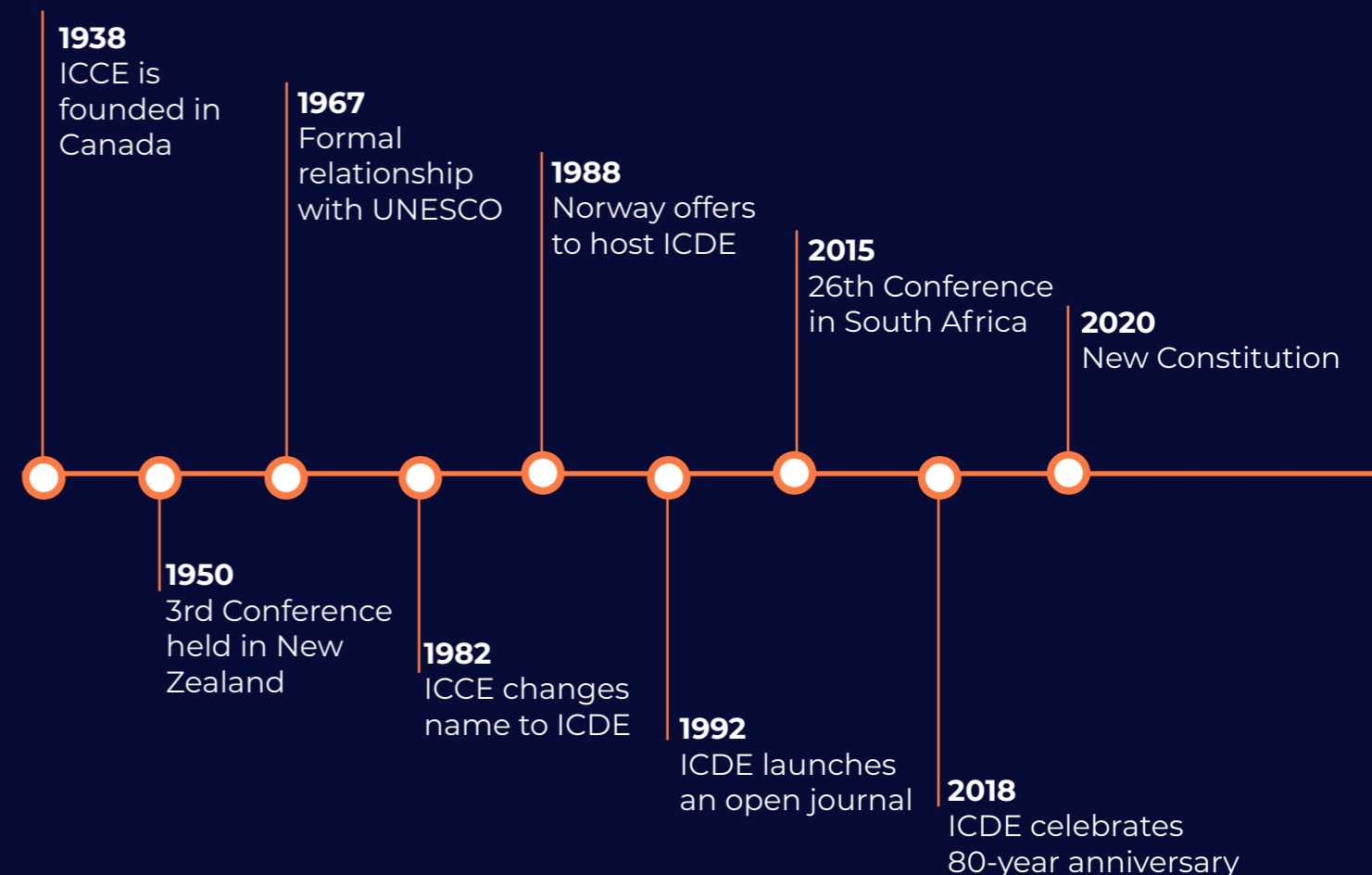
In 1982, at the 12th World Conference, ICCE changed its name to International Council for Open and Distance Education (ICDE).

Permanent Secretariat

The Permanent Secretariat of ICDE was established in Oslo in 1988 on the invitation of the Norwegian Government. ICDE is today a modern non-profit and non-governmental organisation.



ICDE's founders at the first World Conference in Victoria, B.C., Canada, 24 August 1938.



2022 in Brief

The year kicked off with the ICDE Leadership Summit in January, hosted by Korea National Open University in Seoul, as a hybrid event.

A few months into the new year, travel could finally start up again after the pandemic. ICDE had an active year, taking part in several events and activities hosted by members and partners on different continents, and undertook a site visit to Costa Rica in preparation of the next ICDE World Conference in 2023. The ICDE Global Presidents' Forum was organised virtually in November.

Activities

1. South Korea

The ICDE Leadership Summit 2021 with the theme “Leadership for Ed Tech oriented innovation in education” was hosted as a hybrid event in Seoul. The ICDE Secretary General and the ICDE President gave virtual keynote presentations at the 35th AAOU Annual conference.

2. Rwanda

ICDE together with members participated in the Elearning Africa Conference in Kigali with presentations from the ICDE Francophone OER project and the ENCORE + project.

3. Spain

The ICDE Secretary General moderated a round table discussion on “Quality in online, open and distance higher education across borders” at the UNESCO World Higher Education Conference in Barcelona.

4. France

The ICDE coordinated ENCORE + project presented at the Open Education Global Conference in Nantes. The ICDE Secretary General attended the UNESCO Transforming Education Pre-Summit in Paris and met with francophone and lusophone partners within OER.

5. Estonia

The ICDE Secretariat together with Board member Ebba Ossiannilsson participated in the program of the EDEN Digital Learning Europe conference in Tallinn.

6. Malaysia

The ICDE Secretary General participated in a High Level roundtable for Vice Chancellors and Senior officials organized by the Commonwealth of Learning and Asia eUniversity in Penang.

7. United Arab Emirates

The ICDE Secretary General and Board member Melinda Bandalaria participated in the Times Higher Education Digital Universities MENA conference in Abu Dhabi.

8. Costa Rica

The ICDE Secretariat undertook a site visit to Costa Rica in preparation of the next ICDE World Conference 2023.

9. Switzerland

The ICDE Secretary General and Board member Ebba Ossiannilsson participated in the Globethics.net “Building new bridges conference” in Geneva, and launched the “Living letters campaign” as part of the ICDE Global Advocacy Campaign.

10. Australia/New Zealand

The ICDE Secretary General presented a framework for the global advocacy

of OFDL during APODE week, hosted by the Open and Distance Learning Association of Australia and Flexible Learning Association of New Zealand.

11. Norway

ICDE presented at Flexible Education Norway’s annual conference in Oslo. The ICDE Secretariat undertook a site visit to Lillehammer in preparation of the Lillehammer Lifelong Learning ICDE Conference.

12. Germany

ICDE together with francophone partners hosted a workshop on how international collaboration can boost OER at the OEB conference in Berlin.

13. United Kingdom

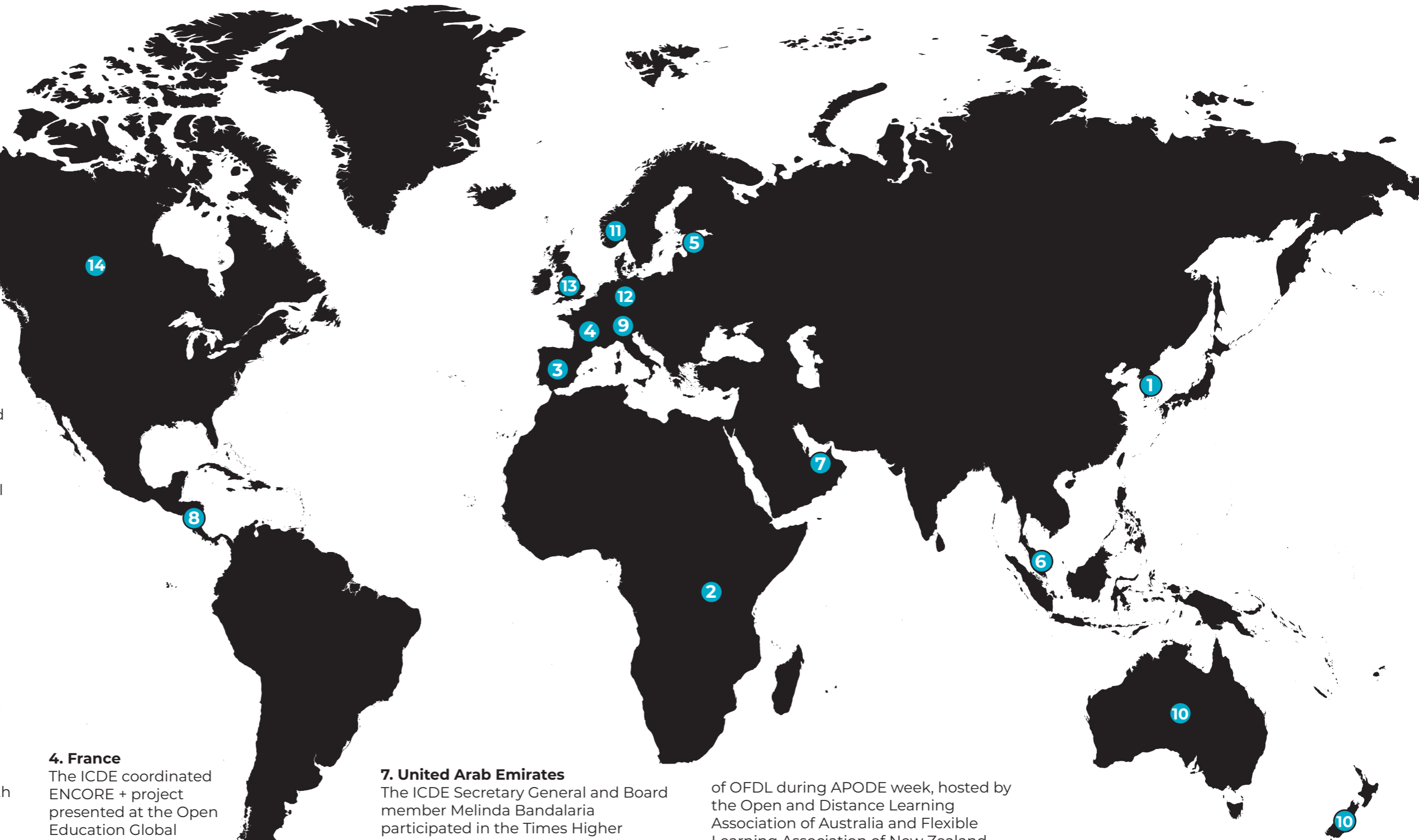
The ICDE Project and Development Manager participated at the Knowledge Equity Network Summit in Leeds.

14. Canada

The ICDE President together with Board members organized a workshop for the ICDE Global Advocacy Campaign at the PCF10 Conference in Calgary, hosted by the Commonwealth of Learning.

15. Virtual/Global

The ICDE Secretariat hosted two virtual members forums, where members were invited to present and share their work. The ICDE Global Presidents' Forum was hosted virtually in two time zones, moderated by the ICDE President and Board members. The ICDE Global Doctoral Consortium was relaunched together with ICDE members and core partners.



The Year 2022 in Highlights



ICDE Leadership Summit in South Korea, 20-21 January 2022



PCF10, Canada. Board Member Mark Nichols accepts Award of Excellence. September 2022



ENCORE+ team meeting in Nantes, France. May 2022



Anaïs Malbrand and Juliane Granly at eLearning Africa in Kigali, May 2022.



Torunn Gjelsvik and Sophia Javaid at site visit in Costa Rica, 8-14 October 2022



Torunn Gjelsvik at the High Level Roundtable for Vice Chancellors & Senior Officials in Malaysia, July 2022



Roundtable discussion at UNESCO World Higher Education Conference in Barcelona, May 2022



Globethics Conference Living Letter campaign launch in Geneva, October 2022



The ICDE Global Presidents' Forum 2022

On 15 November, ICDE hosted a virtual Global Presidents' Forum (GPF), an event which saw registration of over 100 delegates representing top leadership from our member base including Presidents, Rectors, and Vice Chancellors. The GPF supports ICDE's vision to achieve the potential of Open, Flexible, and Distance Learning (OFDL) created through its members and learning communities.

Two interactive sessions led by the ICDE President, Neil Fassina, and ICDE Board member, Mark Nichols, were based around the topic of Building future resiliency in OFDL Environments. This focus was developed by the ICDE President for the forum due to the significant impact COVID-19 had on views of remote learning, and in particular, the uncertainty that challenged the common assumption that in-person learning, and physical classrooms would always be accessible.

As summarised by ICDE President, the discussions in breakout room debates during the forum led us to a clear conclusion - in order to be resilient, we need to adapt. In order to adapt, we need to collaborate. We need to consider how new models can be implemented across OFDL. By recognising that OFDL is not simply an extension of classroom-based learning, the OFDL community needs to consider how best to create the point of exchange between the OFDL environment and an in-person or classroom-based learning environment. We need to consider an adapted and strengthened quality framework.

The Global Presidents' Forum Summary Report is available on the [ICDE Knowledge Centre](#).



Sophia Javaid
Senior Adviser for
Membership and
Communication



Anna Fredriksen
Communication and
Administration
Adviser



Communication and Social Media in 2022

Increasing ICDE's visibility through our members

From March to July 2022, ICDE ran a general membership campaign on social media, with the aim of targeting new audiences and reaching potential new members and partners. The campaign consisted of sponsored campaigns on Facebook and LinkedIn, targeting both regional and global audiences.

The campaign highlighted various ICDE membership benefits and member testimonials in the form of quotes and videos provided by institutional, individual and student members from across the world, using the hashtags [#ICDEMembershipMondays](#) and [#ICDETestimonialThursdays](#).

In total, the social media campaign reached 50.5 million people and resulted in an increase of 290 new followers on Facebook and 32,775 campaign reactions. Additionally, the campaign rendered over 10,000 unique page visits to the ICDE Facebook page and over 8,700 unique page visits to the ICDE Membership page on www.icde.org.

Improving ICDE's online presence

In 2022, a new version of the ICDE website was developed. Guided by the results of a workshop with a digital agency, the web project put the needs of existing and potential members at the heart of the new design. Focus was placed on increasing user friendliness, ease of use and accessibility, as well as creating a prominent Knowledge Centre for the distribution of reports, surveys and articles on the emerging topics in the field of Open, Flexible and Distance Learning. The new website also features an improved Members Directory.

The website was launched in January 2023, and work will continue to optimize the website throughout the coming year.

Visit www.icde.org and follow ICDE on social media!

2022 Statistics

Facebook followers:

2021: 3,864

2022: 4,362

LinkedIn followers:

2021: 1,829

2022: 2,521

Twitter followers:

2021: 5,477

2022: 5,751

Newsletter contacts:

2021: 12,154

2022: 12,935

Website unique visits:

2021: 65,831

2022: 58,278

ICDE Collaborations and Partnerships in 2022

Benchmarking Framework for Online, Open, Smart and Technology enhanced Higher Education

Initiated in 2019 by ICDE member Hamdan Bin Mohammed Smart University from Dubai, the Benchmarking Framework has now reached its first three year mark as a global consortium for institutional quality assurance of online and open education, with ICDE as main partner.

During 2022, the consortium has extended its membership, now counting more than 20 institutions and regional associations representing all world regions. The official [website](#) was launched in January, and in March the initiative moved into its full global implementation phase with the participation of 10 university members. These members assessed their own institution's performances across the 6 dimensions and 37 indicators that have been collectively developed as the benchmarking framework.

The benchmarking framework as embedded on the website includes two layers – one that is openly available and one that is available to participating members only – including the detailed data and institutional score on the dimensions and indicators.

The overall purpose and objective of the members are:

- **A shared understanding and common criteria for quality of online, open and technology enhanced education across borders and continents**
- **An evaluation framework that fully reflects the work of the providers**
- **Sharing of best practices and continuous improvement**

The Benchmarking Framework has been showcased in several high-level events during 2022, such as the UNESCO World Higher Education Conference in Barcelona (below, left) and the Times Higher Education Digital Universities Mena conference in Abu Dhabi (below, right).



Knowledge Equity Network

In 2022, ICDE partnered up with the [Knowledge Equity Network \(KEN\)](#).

KEN brings together educational leaders and institutions from around the world in an effort to reduce knowledge inequality globally.

The network was launched during the KEN Summit in November 2023, hosted by the University of Leeds.



Left to right: Antonio Martínez-Arboleda, Simone Buitendijk, Dr Margaret Korosec (University of Leeds), Juliane Granly (ICDE)

NordFlexOn

NordFlexOn is a Nordic network that was first established by OFDL professionals from educational institutions in 2019. As ICDE works at all levels, actively supporting local positive change through international collaboration, we volunteered to host NordFlexOn for an initial period of four years.



Through knowledge exchange, networking and project coordination, the network aims to:

- ◇ Identify potential and current challenges for the uptake and development of OFDL in the Nordic region
- ◇ Advocate for quality OFDL in Nordic countries and beyond
- ◇ Facilitate cross-country collaboration and disseminate practice-based and research-based knowledge on OFDL across the Nordic region

The development of the network was halted during the pandemic. 2022 saw this network revitalised with a relaunch event together with the assigned network country leads. Based on the initial input from the network, shared challenges and opportunities for the Nordic region were identified and events scheduled for 2023.

The network is open and free to join for all those connected to OFDL in the region. [Find out more about the network and how to join.](#)

ICDE Collaborations and Partnerships in 2022

ICDE Global Advocacy Campaign

As a response to the ICDE Strategic Objective 1 - "Increase the impact of ICDE's advocacy regarding OFDL globally and enable greater regional and national influence through members and partners" - ICDE has launched its [Global Advocacy Campaign \(GAC\)](#).

The idea is to change the partly negative narrative of online and distance education that has been fueled by the pandemic by empowering members to act locally within a global advocacy framework.

Presidents and Rectors of ICDE member universities have collectively developed advocacy messages through dedicated ICDE Presidents' Forums, and the Secretariat has created an Advocacy Toolkit to support members in the practical work. The toolkit consists of various materials which all are openly licensed and currently available in English, Spanish, Portuguese, and Japanese.

Task Forces

The ICDE Global Advocacy Campaign is growing, with seven task forces currently in **Asia, Oceania, Latin America, and Europe**, working within their regions or on specific topics within OFDL.



ICDE Global Doctoral Consortium

In 2022, ICDE re-launched its [Global Doctoral Consortium \(GDC\)](#), a virtual community platform for post-graduate and doctoral students that offers a network of expertise and advice from experts in the field of Open, Flexible and Distance Learning (OFDL).

ICDE has partnered with institutional members, **Hamdan Bin Mohammed Smart University (HBMSU), University of South Africa (UNISA), Asia e University and the Inland Norway University of Applied Sciences (INN)**, who work together to make the GDC possible.

HBMSU has offered a digital community platform on Moodle, which will function as the consortium meeting place. This digital platform enables two-way communication, knowledge exchange and support between scholars and students, across institutions and geographical locations.



GDC Core Partners



ENCORE+ Project in 2022

ENCORE+ is a 3 years Erasmus+ project coordinated by ICDE, in partnership with eight other European partners, co-funded by the European Commission. It supports the uptake and innovation of Open Education Resources for Education and Business.

The ENCORE+ Network, the community developed through the ENCORE+ project, has continued to show relevance to the development of open education, facing a steady growth in the number of members and followers during 2022.

It exists as a meeting space that brings stakeholders together in discussions, events, and research pointing towards an open future for learning. Furthermore, the ENCORE+ Network acts as a multiplier for initiatives and developments in OER in Europe and beyond.

In 2022, the project partners finally had the opportunity to meet face-to-face for the first time, after having established the ENCORE+ network completely virtually in 2021. The first project meeting took place in Nantes, France, in conjunction with the Open Education Global Conference in May.



Juliane Granly
Project and Development
Manager



Dr. Orna Farrell (DCU), Prof. Dr. Ulf-Daniel Ehlers (DHBW), Fiona Schmidbauer (DHBW), Juliane Granly (ICDE), Dr. Rob Farrow (OUUK), Dr. Alan Masson (Canvas), Mihajela Crnko (K4A), Stefania Aceto (UNIR), Davor Orlic (K4A), Ana Cecilia Rivera Alvarado (FPM), Prof. David Griffiths (UNIR), Ola Eloranta (ICDE)

Project reports and other resources and outputs can be found [here](#).

The ENCORE+ Network [LinkedIn Group](#) is open for anyone interested in OER.

ENCORE+ Network Events 2022

Nine interactive virtual events have facilitated discussion and experience sharing during 2022. By the end of the year, the project had more than 700 registrations from more than 70 countries to ENCORE+ events. Recording from all events can be accessed through the following links:

-  **2 May 2022:** Innovation and Business Models: repository offerings, technologies, and strategies and the integration of existing innovations in the OER domain.
-  **3 May 2022:** AI and OER: Integrating Ecosystems
-  **4 May 2022:** Policy & Practice in educational and business contexts - Connecting OER and business strategy
-  **5 May 2022:** Key quality concerns for future OER repositories, communities and users
-  **26 September 2022:** Foresight on the European OER Ecosystem 2030 and Credentialing learning in the European OER Ecosystem
-  **26 October 2022:** Understanding Vectors for Innovation in Open Education
-  **10 November 2022:** What makes OER repositories work? Is it human services or technology (artificial intelligence)?
-  **30 November 2022:** A landscape snapshot of European OER Policy
-  **12 December 2022:** Panel Discussion: Credentialing Learning in the European OER Ecosystem

ENCORE+ Project Partners



Francophone Africa Project



Torunn Gjelsvik
Secretary General

The ICDE Francophone Africa project has been actively presenting its work at several events during 2022.

Firstly, at the eLearning Africa conference in Kigali in May and secondly at the OEB Conference in Berlin in November.

A meeting was held in Paris in conjunction with the UNESCO Transforming Education Pre-Summit in June, where a Brazilian delegation headed by Board member Carlos Oliveira met with francophone partners to discuss opportunities for expanding activities to lusophone contexts.

Later in the year, ICDE and UNESCO signed an agreement for the next phase of the ICDE Francophone Africa Project, focusing on capacity building and supportive policies of OER in francophone Africa.



Anaïs Malbrand and Juliane Granly at eLearning Africa in Kigali



ICDE at the OEB Conference in Berlin. Left to right: Carlos Oliveira (ICDE Board Member), Jacques Dang (Université Numerique), Zeynep Varoglu (UNESCO), Torunn Gjelsvik (ICDE)

ICDE Quality Network 2022

The 7 Regional Focal Points of the Quality Network in 2022 were:

African Region: Prof. Mercy Ogunsola-Bande, Director of Quality Assurance, National Open University of Nigeria

Arab Region: Prof. Moustafa Hassan, Vice Chancellor for International Cooperation, Hamdan Bin Mohammed Smart University, United Arab Emirates

Asian Region: Prof. Ojat Darajat, Rector of Universitas Terbuka, Indonesia

Oceania Region: Dr Rajni Chand, Director Centre for Flexible Learning, University of the South Pacific, Fiji

Latin American Region: Mary Morocho Quezada, UTPL (Universidad Técnica Particular de Loja) and CALED (Latin American and Caribbean Institute for Quality in Higher Distance Education), Ecuador

European Region: George Ubachs, Managing Director, EADTU (European Association of Distance Teaching Universities), Netherlands

North American Region: Yaping Gao, Vice President, Member Services and Global Partnerships, Quality Matters, USA

The Quality Network gives advice and collects knowledge on the latest developments of quality work related to open, flexible and distance education within their institutions and regions, and represents institutional members of ICDE. Prof. Emeritus Alan Tait from the Open University UK, who has chaired the Quality Network since its beginning in 2016, decided to step down in December, after another productive year for the network, and 7 years of service as Chair.

A main priority for 2022 was to contribute to the UNESCO World Higher Education Conference that was held in Barcelona in May. All Focal Points produced and submitted short videos on quality in open, online and distance education from their respective regions. These videos were published as open knowledge products under “resources” on the [WHEC2022 homepage](#).

Several of the Focal Points took part in the ICDE moderated roundtable discussion titled: “Quality in online, open and distance higher education across borders” that was accepted as part of the main conference programme at the UNESCO WHEC2022. A [summary report](#) from the roundtable is available in the Knowledge Center of the ICDE homepage, as well as the [2022 Report from the Quality Network](#) titled: “Global Quality Perspectives on Open, Flexible and Distance Learning 2022”.



ICDE would like to acknowledge, with deep appreciation, the outstanding leadership of Alan Tait in this key role as Chair for the Quality Network. His exceptional knowledge and insight within the field of quality in open, flexible and distance learning has been invaluable to both ICDE and the Quality Network, and his inclusive leadership style as Chair has been greatly appreciated by everyone.

ICDE OER Advocacy Committee 2022

The ICDE OER Advocacy Committee (OERAC) was first established at the 27th ICDE World Conference in Canada in October 2017 with the objective to increase global recognition of Open Educational Resources (OER), and to provide policy support for the uptake, use and reuse of OER. In 2021, the OERAC was renewed for a period of four years by the ICDE Board.

The 2021-2022 OERAC mandate was based on the ICDE Strategic Plan 2021-2024 and ICDE Activity Plan 2021-2022, the UNESCO Recommendation on OER from 2019 and ICDE's role as a partner in the UNESCO OER Dynamic Coalition.

Activities for the OERAC in 2022 included:

1. Support the development of ICDE Global Advocacy Campaigns for Open, Flexible and Distance Learning (OFDL)
2. Support key ICDE projects related to OER, such as the ICDE OER Francophone Africa initiative and the ENCORE+ Project
3. Consultation on the UNESCO OER Recommendations at national/regional and international level
4. Contribution to the ICDE website and news channels
5. Participating and presenting OERAC work at the national/regional and international level
6. Attendance at conferences, expert networks and project meetings, such as:
 - EDEN DLE 2022 conference in Tallinn
 - Globethics.net conference
 - Network of Open Orgs
 - ICDE Global Presidents' Forum
 - OE4BW mentor program
 - OEW2022
7. Translation of toolkit material for the ICDE Global Advocacy Campaign and key messages specifically related to OER. Materials can be accessed [here](#).



Ebba Ossiannilsson
ICDE Board Member and
OERAC Chair

Awards and recognitions in 2022

- **SPARC Europe Champion, Open Education**
 - Awarded to Ebba Ossiannilsson
- **OE Global Awards 2022: Open Leadership**
 - Awarded to Ebba Ossiannilsson
- **OE Global Awards 2022: Open Collaboration**
 - ICDE OER Advocacy Committee nominated

OER Advocacy Committee Ambassadors

The ICDE OER Advocacy Committee consisted of representatives from 6 different world regions and included the following Ambassadors in 2022:

Ebba Ossiannilsson, Professor, Dr. Consultant and VP, Swedish Association for Open, Flexible and Distance Education (SADE), Sweden, (Chair)

Melinda de la Pena Bandalaria, Chancellor and Professor, University of the Philippines Open University, Philippines

Xiangyang Zhang, Emeritus Professor, Open University of Jiangsu, China

Constance Blomgren, Associate Professor, Athabasca University, Canada

Rosa Leonor Ulloa Cazarez, Professor, Universidad de Guadalajara, Mexico

Cristine Gusmao, Associate Professor, Federal University of Pernambuco, Brazil

Cengiz Hakan Aydin, Anadolu University, Turkey

Daniel Burgos, Universidad Internacional de La Rioja, Spain

Trish Chaplin-Cheyne, Otago Polytechnic, New Zealand

Mpine Makoe, University of South Africa (UNISA), South Africa

Yi Yang, Franklin University, USA

Jane-Frances Obiageli Agbu, National Open University of Nigeria, Nigeria

Membership in 2022



Sophia Javaid
Senior Adviser for
Membership and
Communication

ICDE membership counts 306 members in 2022.

At the end of the year, ICDE members totalled 306: 170 institutional members, 68 individual members, 60 student members and 8 honorary members.

In 2022, ICDE maintained the total number of members achieved in 2021. Whilst we saw a decrease in the number of Institutional members, and a slight reduction in Individual members, we experienced a significant increase in our student members. This is likely due to the missed recruitment and promotion opportunities following the

cancellation of the 2021 World Conference, balanced with the positive offer to student members with the relaunch of the ICDE Global Doctoral Consortium (GDC).

2022 marked the first year since the start of the pandemic where ICDE started to see a return to the norm of pre-COVID19 times. By mid-year, ICDE staff and board members were out meeting members in-person at meetings and events. This is reflected in the member statistics as we see a leveling-out in the numbers after the slight peak witnessed in 2020 when the conditions of the pandemic put open and distance education in the spotlight.

With the roll-out of key initiatives including the ICDE Global Advocacy Campaign, the relaunching of previous projects including the Nordflexon Network and the Global Doctoral Consortium, and the introduction of a new type of member-focused event, the ICDE Member Forum, the ICDE Secretariat strives to better understand its member base and improve the offers and events to meet changing needs and increased diversity. ICDE believes to be on the right track and retention numbers support this as we see a reduction in the number of cancelled/expired members for the first time since 2019.

2022 Membership Statistics



Institutional
2021: 187
2022: 170



Individual
2021: 71
2022: 68



Students
2021: 40
2022: 60



Cancelled/Expired
2021: 54
2022: 39



New Members
2021: 42
2022: 57

“ICDE membership is indispensable for organisations like my own who are involved in cutting edge research in distance education and educational technology.”

- Dr. Rob Farrow, Senior Research Fellow,
The Open University UK

“ICDE is truly an organisation that adds value to member institutions, because of its leadership and momentum in the global education landscape.”

- Dr. Santiago Acosta Aide, Rector, Universidad
Técnica Particular de Loja (UTPL), Ecuador

“The ICDE Student Membership is an essential and obvious choice for students working within the open, flexible and distance education field, and has been invaluable to my studies and research.”

- Rebecca Heiser, PhD Candidate,
Athabasca University, Canada

Financial Briefing

About the ICDE Control Committee

The ICDE Control Committee shall ensure that ICDE's funds are used in accordance with applicable law, decisions and grants, and that the financial dispositions made are in accordance with the Constitution of ICDE and relevant board resolutions. The ICDE Control Committee shall further ensure that the internal financial control of the Secretary General is appropriate and justifiable.

The Control Committee has tasks that go beyond what an external auditor is concerned and must therefore carry out its own information gathering and checks in addition to the auditor's work.

The Control Committee shall ensure that the accounting is reliable and that the annual accounts and interim reports give a correct expression of ICDE's operations and financial position. When reviewing the accounts, the control committee shall assess the financial position, management and operation of ICDE.

Comments of the Control Committee to the 2022 Accounts

The Control Committee has reviewed the minutes of the Board, as well as other documents the Committee has found necessary to review. The Control Committee has received all the information that were requested from the Secretary General and from ICDE's auditor Grant Thornton. The Annual Accounts for 2022 have also been reviewed.

The material presented to the ICDE Control Committee does not give rise to comments other than what is already stated in the notes of the accounts, and the Control Committee recommended that the Annual Accounts for 2022 is to be approved by the Board.

Jakarta/Loja/Lillehammer/Oslo, 6 March 2023

*Tian Belawati (Acting Chair), Santiago Acosta Aide, Mette Villand,
Snorre Qveim-Leikanger
ICDE Control Committee*

ICDE Governance Activities in 2022

The new ICDE Board took office in January and re-elected Neil Fassina as President for two years. The board decided to re-appoint three special advisers to complement under-represented regional knowledge and/or specific expertise among current Board members. Advisory board members are consulted on an ad-hoc basis and have no voting rights at the ICDE Board.

ICDE Board Meetings

The ICDE Board met at four virtual meetings throughout the year. These meetings led to key updates and governance decisions impacting activities for 2023, including:

ICDE Secretariat

- ◇ Renewed the annual performance process for the ICDE Secretary General
- ◇ Approved the ICDE Activity Plan 2023-2024
- ◇ Reviewed the ICDE institutional membership requirements and approval process

Member opportunities

- ◇ Selected UNED Costa Rica to host the 29th ICDE World Conference in 2023
- ◇ Appointed Anadolu University in Turkey to host the ICDE open scholarly journal Open Praxis from 2023, with Prof. Aras Bozkurt as new editor-in-chief
- ◇ Appointed two new candidates for the ICDE Control Committee and one new candidate for the ICDE Nomination Committee, taking office from January 2023

New initiatives and events

- ◇ Approved the relaunch of the ICDE Global Doctoral Consortium
- ◇ Approved the concept note for the Presidents' Forum
- ◇ Agreed to launch the call for hosts for events in 2024 and 2025

ICDE members can access the ICDE Board minutes for 2022 in the [ICDE Members Area on our website](#).

ICDE's Main Partners and Stakeholders



Torunn Gjelsvik
Secretary General

Collaborating with UNESCO at the global policy level



United Nations
Educational, Scientific and
Cultural Organization

- ICDE has been in a formal consultative partnership with UNESCO since 1967. As the oldest and leading global membership association specializing in open, flexible and distance education, ICDE has become an increasingly important partner for UNESCO, especially during and after the COVID-19 pandemic.
- In 2022, ICDE has actively taken part in several of UNESCO's main events and prioritized activities relevant to our field. A proposal for the World Higher Education Conference in Barcelona was accepted as part of the main programme, where ICDE moderated a high-level panel discussion on quality in online, open and distance education across borders. The ICDE Quality Network submitted short videos on quality assurance of online and distance higher education as knowledge products for the event.

The Secretary General together with several ICDE members participated in a panel on cross-country collaboration within OER at the UNESCO Transforming Education Pre-Summit in Paris. Assuring and improving quality public digital learning for all came out as one of the calls to actions from the United Nations Transforming Education Summit in New York later in the year, including a commitment to ensuring free, open and accessible learning resources for all, in line with the UNESCO OER Recommendation.

ICDE's leadership of the Francophone OER working group, where UNESCO and Université Numérique are core partners, has expanded capacity building and policy related activities in Francophone Africa, and agreements have been made for continuation of the ICDE Francophone Africa project in 2023.



ICDE's open scholarly journal

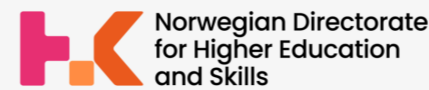
Open Praxis is a peer-reviewed open access scholarly journal focusing on research and innovation in open, flexible and distance education, published by ICDE. Since 2013, the journal has been hosted by Universidad Nacional de Educación a Distancia (UNED) in Spain, with Dr. Inés Gil-Jaurena as the editor. Since Dr. Gil-Jaurena had requested to step down by the end of 2022, ICDE published an open call to members to host the journal and allocate a new editorial team. Anadolu University from Turkey was selected among the candidates, and Prof. Aras Bozkurt appointed as the new editor-in-chief from 2023.

Open Praxis welcomes contributions which demonstrate creative and innovative research, and which highlight challenges, lessons, and achievements in the practice of distance and e-learning from all over the world. An article may present research or surveys of recent work, describe original work, or discuss new technology and its possibilities, implications and/or other related issues.

In 2022, four volumes of the journal were published. More information at openpraxis.org.

ICDE is truly grateful for the outstanding service and development work of Dr. Inés Gil-Jaurena, who has worked tirelessly to ensure Open Praxis has become the well-known and respected journal it is today.

Norwegian Directorate for Higher Education and Skills



Since 1988, the Norwegian Government has provided ICDE with an annual grant to support its operations in furthering the international development of open, flexible and distance learning. The Norwegian Directorate for Higher Education and Skills administers the grant ICDE receives annually on behalf of the Norwegian Government. The directorate is the executive agency for the Ministry of Education and Research within the higher education and higher vocational education sectors and is responsible for the national skills policy.

According to the grant, ICDE is expected to bridge the access between Norwegian institutions and the international community and expertise within distance and flexible learning. ICDE has several active institutional members in Norway and welcomed another one in 2023: Noroff School of Technology and Digital Media.

A part of the Norwegian Directorate for Higher Education and Skills' mandate is to "...strive to enhance knowledge and skills in the population, make lifelong high-quality education and learning accessible to all and ensure that the world of work has access to a competent workforce." The Directorate therefore naturally became a partner for the [Lillehammer Lifelong Learning ICDE Conference](#) that was held in February 2023, planned and prepared throughout 2022, together with the host; Inland Norway University of Applied Sciences. As the conference aimed to be an international meeting place between education, business, and the public sector, addressing lifelong learning through a variety of sub-themes on different levels, it became a natural space for furthering the partnership and collaboration between the Directorate and ICDE.

ICDE Permanent Secretariat Staff in 2022



Torunn Gjelsvik
Secretary General



Anaïs Malbrand
Senior Adviser
for Projects and
Events



Sophia Javaid
Senior Adviser for
Membership and
Communication



Juliane Granly
Project and
Development
Manager



Anna Fredriksen
Communication
and Administration
Adviser
Started September 2022



Laura Cortés Parra
Projects and Events
Adviser
*Temporary engagement,
started October 2022*



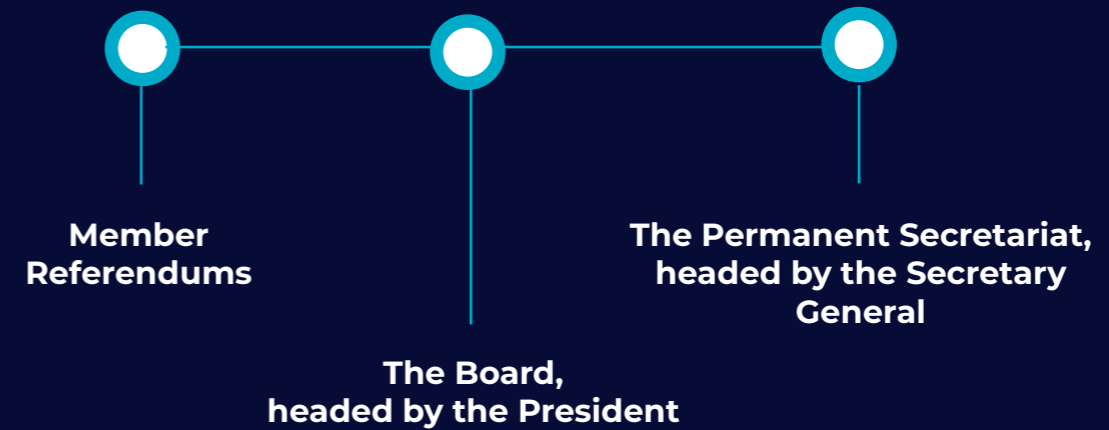
Ola Eloranta
Communication
and Administration
Adviser
Until September 2022



Caroline Seville
Manager
Communication,
Events and
Partnerships
Until March 2022

Organisation

ICDE is an independent, self-governing, non-profit and non-governmental legal entity. The association is governed by the following business bodies:



In addition, the Board is supported by the **Control Committee** and the **Nomination Committee**.

ICDE Board 2022



ICDE President: Neil Fassina
President, Okanagan College Canada



Melinda Bandalaria
Chancellor, University of the Philippines
Open University, Philippines



Mark Nichols
Executive Director, Open Polytechnic,
New Zealand



Carlos Alberto P. de Oliveira
State University of Rio de Janeiro, Brazil
(Representing individual members)



Som Naidu
Formerly representing University of the
South Pacific, Fiji



Ebba Ossiannilsson
Vice President Swedish Association for
Open, Flexible and Distance Education,
Sweden

ICDE Control Committee 2022:

- Jan-Atle Toska, Chair, Norway
- Tian Belawati, Deputy Chair, Indonesia
- Meg Benke, USA
- Snorre Qveim-Leikanger, Attorney at Law, Norway

ICDE Nomination Committee 2022:

- Jens Uwe Korten, Chair, Norway
- Asha Singh Kanwar, Canada
- Mandla Stanley Makhanya, South Africa



INTERNATIONAL
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DISTANCE EDUCATION

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