

OER for equitable and quality education for all in the Arab region

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MENA Regional Consultation on OER Agenda

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February 27-28, 2017



المنظمة العربية للتربية والثقافة والعلوم
ALECSO

المنظمة العربية للتربية والثقافة والعلوم



Introduction

- The Arab League of Educational, Cultural and Scientific Organization (**ALECSO**) is a governmental organization working under the umbrella of the Arab League and it has the membership of 22 Arab countries.
- **ALECSO** is leading promising programs related to education, culture and science in the Arab world.
- The ICT department of **ALECSO** initiated several strategic projects aiming to promote the effective use of ICT in education.

Introduction



SUSTAINABLE DEVELOPMENT GOALS



Introduction



1 NO POVERTY 	2 ZERO HUNGER 	3 GOOD HEALTH AND WELL-BEING 	5 GENDER EQUALITY 	6 CLEAN WATER AND SANITATION 	4 QUALITY EDUCATION 
7 AFFORDABLE AND CLEAN ENERGY 	8 DECENT WORK AND ECONOMIC GROWTH 	9 INDUSTRY, INNOVATION AND INFRASTRUCTURE 	10 REDUCED INEQUALITIES 	11 SUSTAINABLE CITIES AND COMMUNITIES 	12 RESPONSIBLE CONSUMPTION AND PRODUCTION 
13 CLIMATE ACTION 	14 LIFE BELOW WATER 	15 LIFE ON LAND 	16 PEACE, JUSTICE AND STRONG INSTITUTIONS 	17 PARTNERSHIPS FOR THE GOALS 	

Introduction



SUSTAINABLE DEVELOPMENT GOALS

4 QUALITY EDUCATION



Introduction



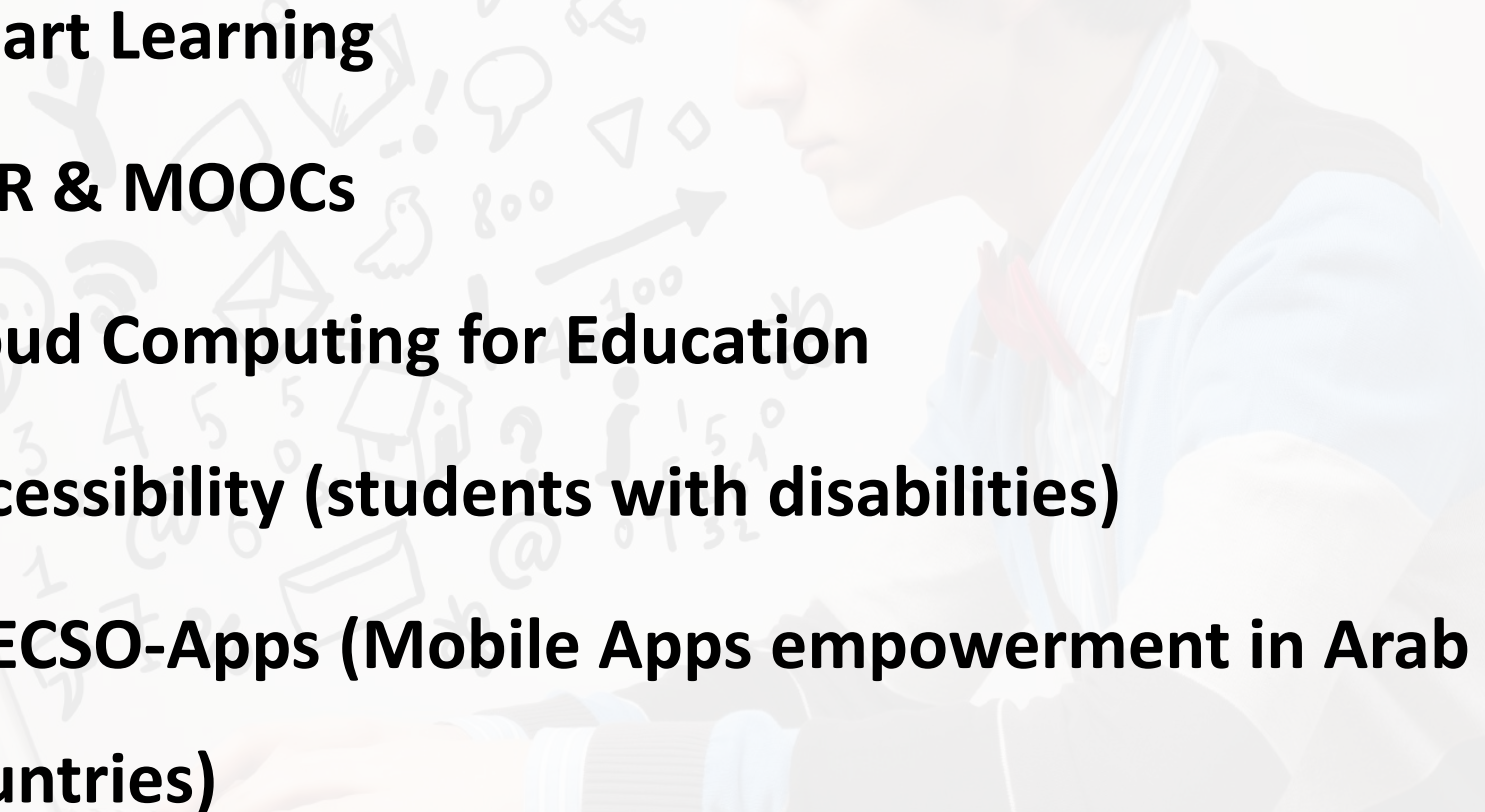
- **Increase the number of youth and adults who have relevant skills**
- **Ensure equal access to all levels of education and vocational training for the vulnerable, including persons with disabilities, indigenous peoples and children in vulnerable situations**
- **Build and upgrade education facilities that are child, disability and gender sensitive and provide safe, non-violent, inclusive and effective learning environments for all**



*“The remarkable advances in Information and Communication Technologies (ICT) and the rapid expansion of internet connectivity have made today’s world increasingly interconnected and made the knowledge more accessible for every girl and boy, woman and man. **To achieve the goal of Inclusive and Equitable Quality Education and Lifelong Learning by 2030, ICT must be harnessed to strengthen education systems, knowledge dissemination, information access, quality and effective learning, and more efficient service provision”.***

(From the Qingdao Declaration, which is the first global declaration, on ICT in education)

Overview of ALECSO ICT PROJECTS

- **Smart Learning**
 - **OER & MOOCs**
 - **Cloud Computing for Education**
 - **Accessibility (students with disabilities)**
 - **ALECSO-Apps (Mobile Apps empowerment in Arab countries)**
- 

The ALECSO Smart Learning Framework

Vision and Preparedness

Vision – Policy –
Strategy – Action
plan

Raising Awareness

Capacity Building

Technologies

Mobile Technologies

Cloud Computing

Smart Learning Environments
Smart Tools, Devices, Applications,

BYOD, BYOT, Big Data

Educational resources

Digital Educational content

Online Learning

Open Learning

OERs, Online Courses, MOOCs..

ICT-CFT Framework

Best Practices / OEP

21st Century Skills

E-Learning, M-Learning, U-Learning

Learning :
Personalized,
Learner-focused,
Flexible,
Accessible,
Engaged,
Effective,
Thoughtful,
lifelong ...

Status of ICT use in education and Smart Learning in the Arab region

Status of ICT use in education and Smart Learning in the Arab region



Smart Learning Readiness and Future Plans الوضع الحالي والخطط المستقبلية للتعليم الذكي



- This questionnaire survey is being conducted to assess the status of Smart Learning in the Arab countries as a first step to implement the newly adopted Regional Initiative on Smart Learning adopted by the ITU World Telecommunication Development Conference 2014. These regional initiatives are designed to prioritize specific issues such as Smart Learning for the ITU to focus on in the coming four years in this case 2015-2018. This questionnaire is developed in collaboration with ALECSO and is addressed to both Ministries of ICT and Ministries of Education in the countries of the Arab region.

- يهدف هذا الاستبيان لتقييم وضع التعلم الذكي في الدول العربية كخطوة أولى لتنفيذ المبادرة الإقليمية الحديثة للتعلم الذكي التي اعتمدها المؤتمر العالمي لتتمة الاتصالات (ITU 2014). ويهدف هذه المبادرات الإقليمية لتحديد أولويات قضايا محددة لاتحاد الدولي للاتصالات مثل التعلم الذكي للتركيز عليها في السنوات الأربع القادمة (في هذه الحالة خلال الفترة من 2015 إلى 2018). تم تطوير هذا الاستبيان بالتعاون مع الألكسو والموجه إلى كل من وزارات الاتصالات وتكنولوجيا المعلومات ووزارات التعليم في دول المنطقة العربية.

- Through this questionnaire, a general overview of the status of Smart Learning will be developed and used as a basis to plan for activities in the coming four years. Moreover, a regional workshop will be organized in the first quarter of 2015 to present the analysis of this survey and suggest the outputs and activities planned for the coming four years by the ITU in this Regional Initiative.

- سوف يسهم هذا الاستبيان في وضع لمحة عامة عن وضعية التعلم الذكي والتي سيتم استخدامها كأساس للتخطيط لأنشطة خلال السنوات الأربع القادمة. وعلاوة على ذلك، سيتم تنظيم ورشة عمل إقليمية في الربع الأول من عام 2015 لعرض التحليلات الخاصة بهذه الدراسة واقتراح مخطط الأنشطة للسنوات الأربع المقبلة لهذه المبادرة الإقليمية من قبل الاتحاد الدولي للاتصالات.

- Inputs to the questionnaire from Ministries of Education should be sent to kinshuk@ieee.org with a copy to kouthear@alecso.org.

- برجاء ارسال المساهمات على الاستبيان من قبل وزارات التعليم إلى : kinshuk@ieee.org مع نسخة إلى kouthear@alecso.org.

- Inputs to the questionnaire from Ministries of Communications and Information Technology should be sent to kinshuk@ieee.org with a copy to karim.abdelghani@itu.int.

- أما بالنسبة إلى وزارات الاتصالات وتكنولوجيا المعلومات فالرجاء ارسال المساهمات على الاستبيان إلى kinshuk@ieee.org

- علماً بأن الموعد النهائي لتقديم هذه الاستبيانات هو 10 نوفمبر 2014. يرجى استكمال الاستطلاع باللغة الإنجليزية قدر الإمكان و استخدام اللغة العربية فقط إذا كان من غير الممكن الرد على سؤال معين باللغة الإنجليزية.

- For further inquiries please contact Mr. Karim Abdelghani, Programme Coordinator, ITU Arab Regional Office: karim.abdelghani@itu.int.

- لمزيد من الاستفسارات يرجى الاتصال بالمسيد / كريم عبد الغني، منسق البرنامج، المكتب الإقليمي العربي لاتحاد الدولي للاتصالات: karim.abdelghani@itu.int.



Country:	الدولة	Egypt
Ministry:	الوزارة	Egyptian Ministry of Education
Contact person's name for smart learning in your ministry:	اسم الشخص المسؤول عن التعلم الذكي في وزاراتكم	[REDACTED]
Contact person's email address:	البريد الإلكتروني للشخص المسؤول	[REDACTED]
Contact person's postal address:	العنوان البريدي للشخص المسؤول	12 Elfalaky, ST – Ministry of Education

Section 1: Smart Learning Strategies:

Kindly indicate the **current status** of each of the following items, whether already developed, currently in development phase, or no current plans to develop, focusing **ONLY** on smart learning (**Applications related to learning** not just availability of hardware or software)

القسم الأول: استراتيجيات التعلم الذكية

يرجى توضيح **الوضع الحالي** لكل من العناصر التالية، سواء طورت بالفعل ، أو حالياً في مرحلة التطوير، أو لا خطط حالية للتطوير، مع التركيز **فقط** على التعلم الذكي (**تطبيقات تتعلق بالتعلم** وليس فقط بتوافر الأجهزة أو البرامج)

Guidelines for Formulating National Strategies on Smart Learning

- The Guide provides a framework and methodology for the development of national strategy for smart learning, action-plan and monitoring system.
- It is targeted for use by the Ministries of Education and the Ministries of ICT for various countries in the Arab region.
- The Guide aims to help developing infrastructure and policies for smart learning, irrespective of the current level of ICT.



**Guidelines for Formulating
National Strategies on Smart Learning**
Advanced Draft

www.alecso.org/site/sectors/ict.html

Key Issues

- Policy development, Raising awareness and capacity building
- Technological infrastructure (mobile access, cloud computing, smart classroom infrastructure)
- and digital educational content
- Open learning

*ALECSO/ITU Smart Learning Forum,
Dubai-UAE, 14-16 Dec. 2015*



**ITU-ALECSO Smart
Learning Forum**



Final Report

Introduction:

The ITU-ALECSO Smart Learning Forum was organized by International Telecommunication Union/Arab Regional Office in partnership with the Arab League Educational, Cultural and Scientific Organization (ALECSO) in Dubai-UAE from 14 to 16 December 2015, kindly hosted by the Government of the United Arab Emirates represented by the Ministry of Education and Telecommunications Regulatory Authority (TRA) and Mohammed Bin Rashid Smart Learning Program in collaboration with Intel and Millennium@EDU.

The purpose of this forum was to bring all stakeholders from the education and ICT sectors on the same table to create a common vision for smart learning in the Arab region. Participants of the forum were officials from the Ministries of Education and Ministries of Information and Communication Technologies.

Main Projects

1. Fostering the mobile industry by promoting the development and use of **Mobile Apps** for all :
ALECSO Apps
2. Promoting the development and use of **open educational resources (OER)** and **Open Online Courses (MOOCs, SPOCs, etc.)**
3. Promoting the adoption of **Cloud Computing technology** to improve Education

ALECSO-APPS : Mobile Initiative for the Arab World

- **Mobile learning**



- **Youth**



- **Arab countries**



Mobile Learning



ALECSO-APPS Key-Components

Award

Motivate
developers to
create Arab
Apps

Apps Store

Infrastructure
Warehouse for
hosting
educational
Arab content



Mobile learning

ALECSO-Apps Project

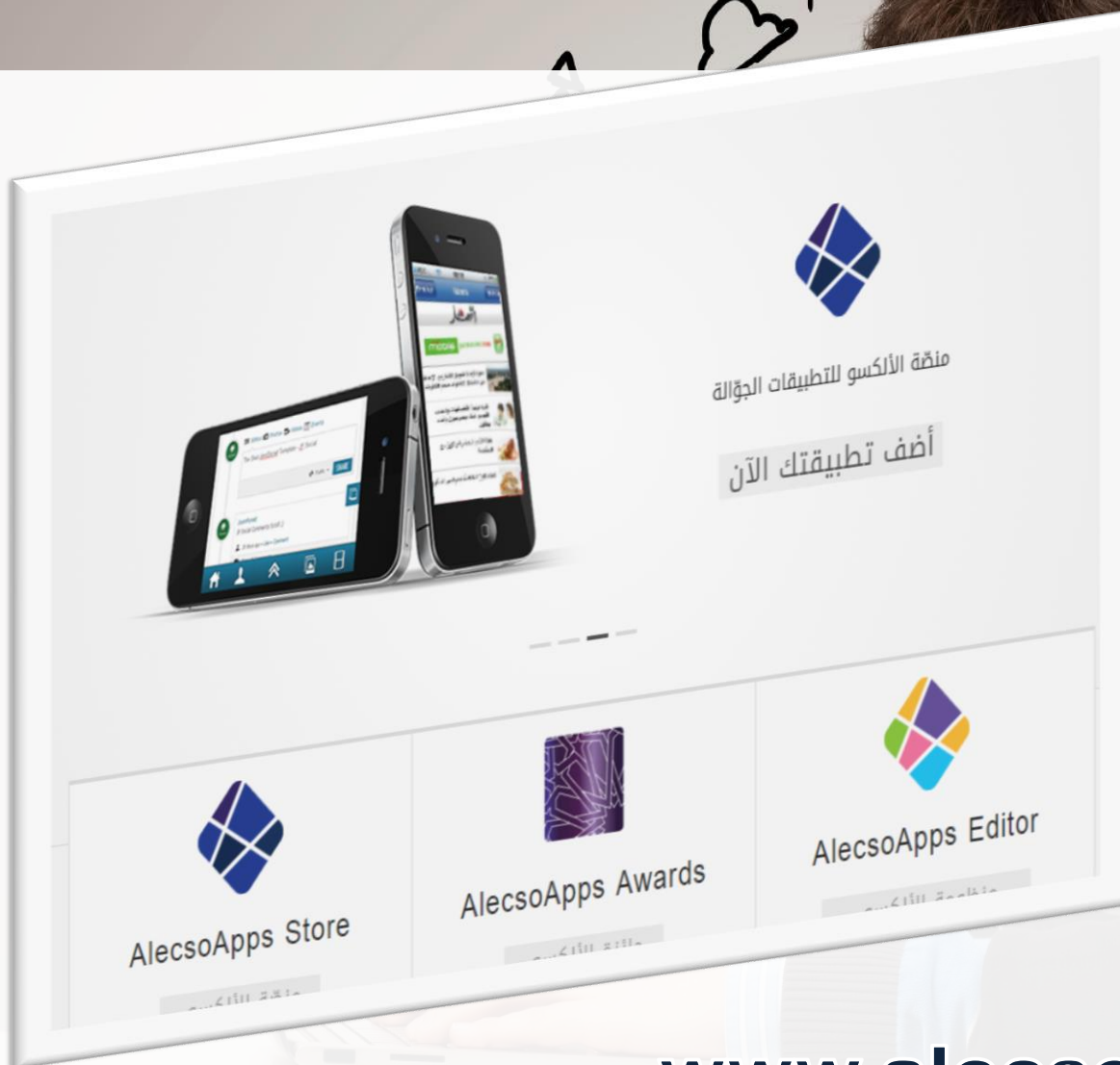
Training

Building
capacities

Apps Editor

Tools for
creating
educational
Arab content

ALECSO-Apps Store



منصة الألكسو
للتطبيقات الجوّالة



www.alecsoapps.com

ALECSO-Apps Store



Android Apps



Web interface

www.alecsoapps.com

ALECSO-Apps Editor



منظومة الألكسو لإنتاج
التطبيقات الجوالّة



الشركاء والمساهمون

أخبار التقيّة

الدورات التدريبية

المستجدّات

المزايا

طريقة الاستخدام

عن البرنامج



أنشئ تطبيقك الجوّال في 4 خطوات

خلال بضعة دقائق فقط يمكنك إنتاج تطبيق هاتف ذكيّ أو لوحة رقميّة
داعمة لتكنولوجيات أندرويد أو ويندوزفون

ALECSO-Apps Editor

First step : The design

معالج صور مساعدة خروج

منظومة الألكسو لإنتاج التطبيقات الجواله



المرحلة الأولى: اختر التصميم

تتيح لك ...

المرحلة الثانية: اختر النموذج

المرحلة الثالثة (اختياريّة): صورة الخلفيّة

اختر صورة جديدة للواجهة
الحجم : 640*1096 بيكسل

اختر صورة جديدة للواجهة
الحجم : 920*640 بيكسل

استعمال الصورة المضافة في جميع واجهات التطبيق

التصميم

الألوان

الصفحات

التطبيق

النشر

ALECSO-Apps Editor

منظومة الألكسو لانتاج
التطبيقات الجواله



Second step : Choose colors



مرحباً الكسو

< Retour News

عنوان الواجهة

تسجيل النحول

عنوان

هنالك العديد من الأنواع المتوفرة لنصوص لوريم إيبسوم، ولكن الغالبية تم تعديلها بشكل ما عبر إدخال بعض النواذر أو الكلمات العشوائية إلى النص. إن كنت تريد أن تستخدم نص لوريم إيبسوم ما، عليك أن تتحقق أولاً أن ليس هناك أي كلمات أو عبارات محرجة أو غير لائقة مخبأة في هذا النص.

رابط اوزر

اسم ولقب 1000 نقطة

اسم ولقب 1000 نقطة

قم باختيار الألوان

<input type="checkbox"/>	عنوان	<input checked="" type="checkbox"/>	عنوان (الخلفية)
<input checked="" type="checkbox"/>	عنوان ثانوي	<input type="checkbox"/>	عنوان ثانوي (الخلفية)
<input type="checkbox"/>	زرّ / رابط	<input checked="" type="checkbox"/>	زرّ / رابط (الخلفية)
<input checked="" type="checkbox"/>	الخلفية	<input type="checkbox"/>	الخلفية (الخلفية)
<input checked="" type="checkbox"/>	فقرة	<input type="checkbox"/>	فقرة (الخلفية)
<input checked="" type="checkbox"/>	تعاليق	<input type="checkbox"/>	تعاليق (الخلفية)
<input checked="" type="checkbox"/>	المحتوى	<input type="checkbox"/>	المحتوى (الخلفية)
<input checked="" type="checkbox"/>	المحتوى الثانوي	<input type="checkbox"/>	المحتوى الثانوي (الخلفية)

قم باختيار الألوان الخاصة بالأيقونة

التصميم

الألوان

الصفحات

التطبيق

النشر

ALECSO-Apps Editor

Third step : Create content

منظومة الألكسو لانتاج
التطبيقات الجواله



الصفحات التي تم ادراجها

إضافة صفحة

جديدة



مستجدات



تخفيض



التصميم

الألوان

الصفحات

التطبيقية

النشر

رواق



وفاء



مناقسات



محتوى متعدد



مرحبا الكسو



رواق صور



إسم الصفحة:

محتوى متعدد

إضافة عنصر جديد:



Format Taille

تأتي تسمية البلاد من تسمية عاصمتها التي تحمل نفس الاسم. وتختلف الآراء حول تسمية هذه المدينة حيث يعتقد البعض أن اسم تونس يعود إلى الحقة الكنعانية لأنه عادةً ما تسمى المدينة بألقابها الرئيسية وفي حالة تونس فهي أنه أنشئ. بعض

Retour محتوى متعدد

تأتي تسمية البلاد من تسمية عاصمتها التي تحمل نفس الاسم. وتختلف الآراء حول تسمية هذه المدينة حيث يعتقد البعض أن اسم تونس يعود إلى الحقة الكنعانية لأنه عادةً ما تسمى المدينة بألقابها الرئيسية وفي حالة تونس فهي أنه أنشئ. بعض

ALECSO-Apps Editor

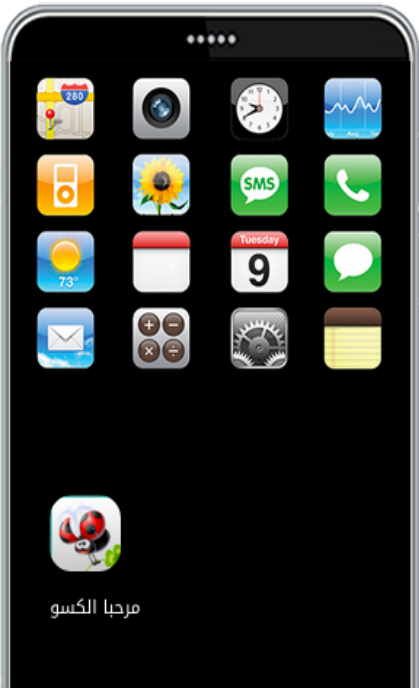
منظومة الألكسو لانتاج
التطبيقات الجواله



Fourth step : Choose icon and splash-screen

خروج

مرحبا الكسو



أيقونة التطبيق

تغيير أيقونة
التطبيق



صورة واجهة الإنطلاق

إختيار صورة جديدة للواجهة
الحجم : 1096*640 بيكسل

إختيار صورة جديدة للواجهة
الحجم : 920*640 بيكسل

التصميم

الألوان

الصفحات

التطبيق

النشر

ALECSO-Apps Editor

Final step : download the APK

منظومة الألكسو لانتاج
التطبيقات الجواله



التصميم

الألوان

الصفحات

التطبيقه

النشر

معلومات إضافيَّة

مرحبا الكسو

اسم التطبيقه :

com.alecsoapps.hello

المعرّف الوحيد :

تحميل التطبيقه على الهاتف الجوّال أو اللوحة الرقميّة

لتحميل التطبيقه على هاتفك الجوّال، يرجى الضغط على أيقونة نظام التشغيل الخاصّة بهاتفك



AlecsoApps Store

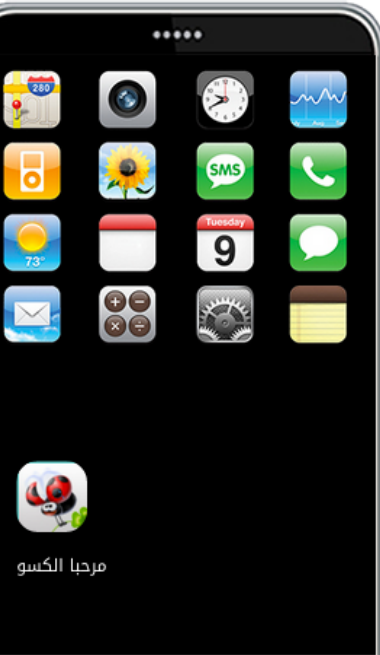


Android



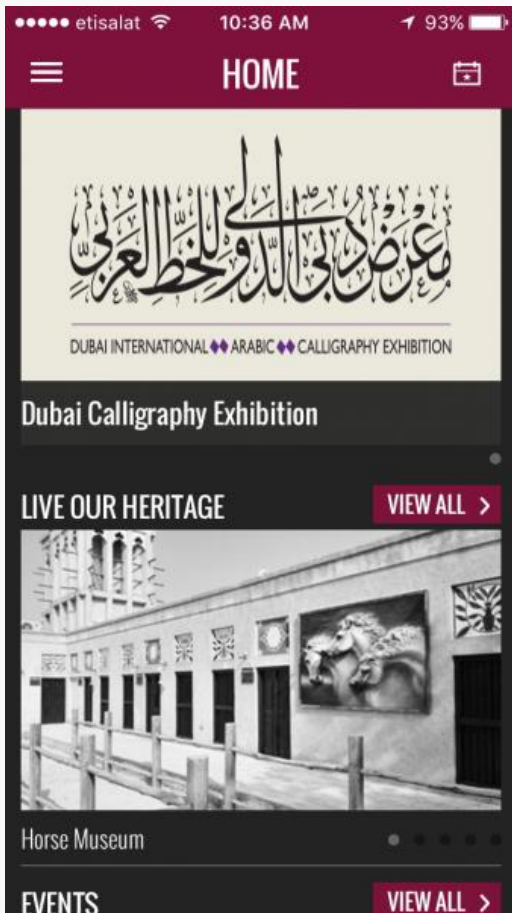
Windows Phone

مرحبا الكسو



مرحبا الكسو

ALECSO-Apps Award



ALECSO-Apps Award

The award concerns 4 domains:
Education, culture, Sciences and educational games

آخر أجل لتقييم الأعمال	التطبيقات المتبقية	عدد التقييمات	التطبيقات المسندة
2015-07-05	0	13	13
مجال الثقافة التطبيقات المسندة: 2 عدد التقييمات: 2 التطبيقات المتبقية: 0 عرض التطبيقات	مجال التربية التطبيقات المسندة: 6 عدد التقييمات: 6 التطبيقات المتبقية: 0 عرض التطبيقات	مجال الألعاب التعليمية التطبيقات المسندة: 3 عدد التقييمات: 3 التطبيقات المتبقية: 0 عرض التطبيقات	مجال العلوم التطبيقات المسندة: 2 عدد التقييمات: 2 التطبيقات المتبقية: 0 عرض التطبيقات

ALECSO-Apps Award

دبي
2016
DUBAI



ALECSO

جائزة الألكسو
للتطبيقات الجواله

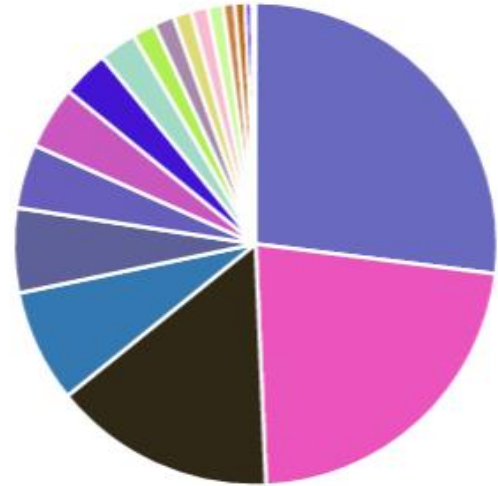


تقديم الترشيحات قبل 15 مايو 2016
جوائز بقيمة 50 ألف دولار
www.alecsoapps.com/award

ALECSO-Apps Award

Dubai 2016

العشر دول الأكثر مشاركة



 **1350**

Number of participants

 **19**

Number of countries

 **510**

Number of accepted Apps

 **56**

Number of winners in the regionals competitions

تونس
المملكة العربية السعودية
مصر
المملكة المغربية
فلسطين
الجزائر
المملكة الأردنية الهاشمية
الإمارات المتحدة العربية
قطر
عمان

ALECSO-Apps Award


ألكسو
ALECSO
MOBILE APPS AWARD

تونس
2017

المنظمة العربية للتربية والثقافة والعلوم



Capacity building

Face to face training (Workshops)




ALECSO English (en) Log In

منصة الأكسو للتدريب

منصة الأكسو للورشات التدريبية

تتضم الأكسو ورشات تدريبية في مجالات عديدة مثل تطوير التطبيقات الجوالية و الحوسبة السحابية . ويمكنكم متابعة الدروس و الانضمام الى الورشات التدريبية البرمجة في تولتك من خلال هذه المنصة



جائزة الأكسو للتطبيقات الجوالية

انطلاق فتح باب الترشيحات لجائزة الأكسو للتطبيقات الجوالية العربية بداية من اليوم 1 فبروري/يناير 2015 ويستمر الى 15 ماي/مايو 2015. الإعلان عن الفائزين على المستوى الهنلي في كل دولة عربية خلال شهر جوان 2015

الإعلان عن الفائزين على المستوى العربي (الجائزة العربية الكبرى) ويحل الترتيب النهائي خلال الثلاثي الأخير من عام 2015

مستودع الموارد التعليمية العربية المفتوحة

هي الموارد التعليمية المفتوحة (Open Educational Resources) هي موارد تعليم وتعلم وتدريب وبحث متوفرة للجميع. يتم إصدارها برخصة ملكية فكرية تسمح باستعمالها وتعديلها وإعادة توزيعها دون مقابل. ويمكن النفاذ إلى هذه الموارد على نطاق واسع. مما يشجع على نشر ثقافة العمل التعاوني والتشاركي وتنمية المهارات والقدرات

نظم التعلم الإلكتروني المفتوح عالي الاستقطاب في الوطن العربي

اليوم ظاهرة (MOOC) يمثل التعلم الإلكتروني المفتوح عالي الاستقطاب عالمياً تثير اهتمام كافة المعنيين بمجال التعلم والتعليم والتدريب. لما تبيته لأعداد هائلة من المتعلمين من فرص للنفاذ عبر الإنترنت إلى موارد تعليمية وتدريبية مفتوحة، يرفع النظر عن جنسية المتعلم أو جنسه أو مستواه التعليمي أو انتماءه الاجتماعي

On Line training (MOOC)

المحتويات عن البرنامج

التطبيقات الجواله العربيه

مشروع ايكسو للتطبيقات الجواله العربيه

دعم الطاقات الشابه

يعد الاعداد السليمه في الوطن العربي وتطويرها

يتمكنون على الابداع والابتكار

إشياء شبكة لتطوير التطبيقات الجواله في المنطقه

شاركه الان

0:00 / 6:11

المواد

+ مادة جديدة

رواق



ALECSO MOOCS

نظم التعلم الالكتروني المفتوح
عالي الاستقطاب في الوطن العربي



جامعة الدول العربيه
الجمعية العربيه للتعليم الالكتروني
والتعليم المفتوح

ALECSO M-Developer

**Blended training
(ALECSO M-Developer Project)**

→ Develop a capacity in the realm of mobile technology for 500 students enrolled in the Tunisian universities.



ALECSO M-Developer

- The M-Developer program is a specific hybrid training program.
- It aims to build a capacity in the realm of mobile technology for 500 students enrolled in the Tunisian universities.

ALECSO M-Developer

Blended learning

Coaching
Using the ALECSO
platform

8 Weeks



Learning using a
SPOC

6 Weeks



Face-to-face
Workshops
(Groups of 25
students)

5 Days (6h/Day)

ALECSO M-Developer M-Developer MOOC (SPOC)

The screenshot shows the user interface of the MOOC. At the top, it says 'developper SPOC' and 'Mes cours'. The main header is 'DÉVELOPPEMENT MOBILE' with a green button 'ACTIVER LE MODE ÉDITION'. Below this, there are sections for 'Forum des nouvelles', 'Forum de support technique', 'Projet ALECSO - M-Developer', 'Modalités et déroulement de la formation Fichier', and 'Prise en main de la plateforme Moodle'. The 'Introduction [Semaine 1 du 9 au 22 Mai 2016]' section is active, showing a video player with the title 'Présentation2+MOOC+Dr KOUTHEIR'. On the right, there is a 'NAVIGATION' sidebar with a 'Tableau de bord' and a list of course items including 'Accueil du site', 'Pages du site', 'Cours actuel', 'Développement Mobile', 'Participants', 'Badges', 'Généralités', 'Introduction [Semaine 1 du 9 au 22 Mai 2016]', 'Programmation mobile native et hybride [Semaine 2]', 'Programmation Web [06 Juin au 13 Juin]', 'Journée présentielle [20 Juin - 25 Juin]', 'Introduction à Cordova [27 Juin - 03 juillet]', 'Query et JSON [04 juillet - 11 juillet]', 'Cordova Advance [18 juillet - 30 juillet]', 'Test Final', and 'Proposition des applications mobiles'. Below this is the 'ADMINISTRATION' sidebar with options like 'Administration du cours', 'Activer le mode édition', 'Paramètres', 'Achèvement de cours', 'Utilisateurs', and 'Me descripteur de Mobile-Dev'.

ALECSO ORGANISATION a mis en ligne une vidéo. il y a 1 mois



Marché du mobile
ALECSO ORGANISATION
il y a 1 mois • 24 vues

ALECSO ORGANISATION a mis en ligne une vidéo. il y a 1 mois



Situation du mobile
ALECSO ORGANISATION
il y a 1 mois • 22 vues

ALECSO ORGANISATION a mis en ligne une vidéo. il y a 1 mois



Systèmes d'exploitation mobiles - 2
ALECSO ORGANISATION
il y a 1 mois • 35 vues

ALECSO ORGANISATION a mis en ligne une vidéo. il y a 1 mois



Systèmes d'exploitation mobiles - 1
ALECSO ORGANISATION
il y a 1 mois • 24 vues

The ALECSO OER project

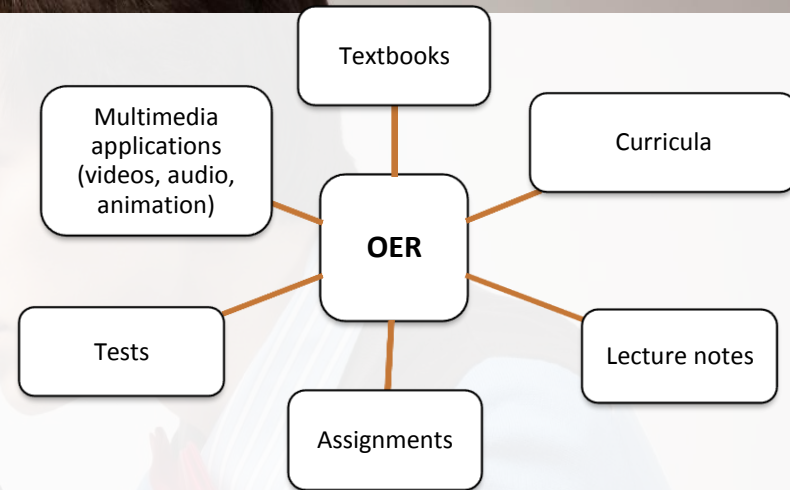
→ **Different levels of awareness and aptitudes** of using and developing OER in the Arab countries, in the absence of an explicit vision or policy to empower and encourage such movement.

→ **Towards promoting the use and development** of Open Educational Resources in the Arab region for :

- Better access to education;
- More opportunities for individual anytime and anywhere learning;
- Extra learner-centred focus;
- Life-long learning promotion;
- Flexible, adaptive and engaged learning;
- High quality online educational content development.

What are Open Educational Resources (OER)?

Any educational resource that may be freely accessed, copied, re-used, adapted and shared
....available on an open license or in the public domain for use without paying royalties/license fees



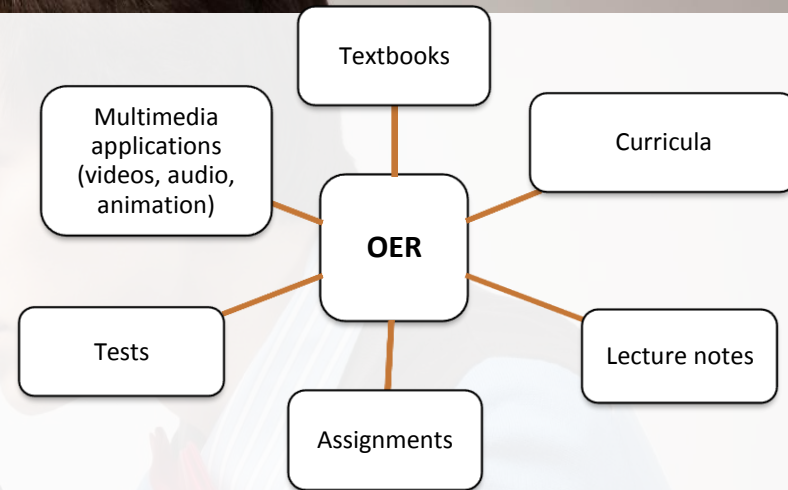
The term OER was firstly coined at UNESCO's 2002 Forum on Open Courseware and in 2012, OER was formally adopted at the 2012 World Open Educational Resources (OER) Congress held at the UNESCO Headquarters in Paris.

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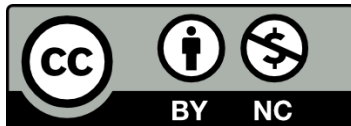


The 5R Permissions of OER

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

Open Licensing

most free



least free

CREATIVE COMMONS LICENSES

Creative Commons (CC), which is a non-profit organization, has released several copyright-licenses known as Creative Commons licenses free of charge to the public. These licenses allow creators to communicate which rights they reserve, and which rights they waive for the benefit of recipients or other creators.



*Dr Cable Green, Director
Global Learning, Creative
Commons*

The ALECSO OER project

The promotion of open educational resources at Pan-Arabic level presents several benefits related primarily to OER':

- ❑ **Exchange:** OER can be exchanged widely across borders of the different Arab countries;
- ❑ **Scope:** OER that are developed at Pan-Arabic level have a wider scope, since they are not driven only by local/national needs or requirements;
- ❑ **Community:** educational communities across borders of the different Arab countries can be created around OER, which can lead to the exchange of good educational practices;
- ❑ **Quality:** OER that are developed and promoted at Pan-Arabic level can increase their quality through extensive authentic use, reflections and modifications from communities of educational practitioners.

Promoting Open Educational Resources in the Arab region

→ **Three main milestones are defined:**

- ❑ **Policies for OER:** to support different stakeholders in Arab countries towards using and developing OER at both national and Pan-Arabic level.
- ❑ **Raise Awareness and capacity building on OER:** It is of the utmost importance to raise awareness, inform and train different stakeholders about the added value of OER and their expected benefits in accessing and enhancing education.
- ❑ **Technical Infrastructure:** offering a Pan-Arabian OER Infrastructure where teachers will be able to search and retrieve suitable OER. The proposed infrastructure could be deployed nationally at different Arab counties (as national OER Portals) and then it could be integrated into a federated Pan-Arabian infrastructure promoting interoperability of these national OER portals.

Collaboration on Regional and International OER activities

ALECSO participated and/or co-organized the following seminars and workshops:

- The regional seminar on Open Educational Resources for GCC States and Yemen, held in Doha, Qatar - 18-19 March 2015, Organized by UNESCO and funded by William and Flora Hewlett Foundation.
- The UNESCO-ALECSO inception meeting on 'ICT-CFT: contextualization harnessing OER', held in Tunis, Tunisia, 17-18 August 2015. This meeting brought together senior national representatives from seven Arab countries : Algeria, Egypt, Jordan, Mauritania, Morocco, Sudan, and Tunisia as well as regional and international experts .
- The OER National Meeting in Doha, Qatar October, 27th – 28th 2015. This meeting was organized by the UNESCO Doha office and the Ministry of Education in Qatar.

Open Educational Resources

- The international expert meeting, towards preparing the OIF action plan on OER. The workshop was held in Tunis 18-20 November 2015, and organized by the International Organization of Francophonie OIF, with the collaboration of the Virtual University of Tunis and participation of UNESCO and ALECSO Organizations.



OER Competency Framework

Référentiel de compétences REL v1.1

Domaine de compétences D1. Se familiariser avec les REL	
Compétences	Capacités
D1.1 Distinguer une REL d'une autre ressource	<ol style="list-style-type: none"> Définir une REL en ses propres mots Citer les caractéristiques essentielles d'une REL
D1.2 Citer quelques facteurs de l'émergence des REL	<ol style="list-style-type: none"> Décrire la place de l'éducation dans les objectifs de développement durable de l'ONU Nommer des acteurs et des déclencheurs qui ont rendu possible les REL
D1.3 Envisager un rôle concret dans le mouvement des REL	<ol style="list-style-type: none"> Nommer les « 5R » qui caractérisent une ressource libre de droits Déterminer quelles pourraient être vos contributions au mouvement des REL

Domaine de compétences D2. Rechercher des REL	
Compétences	Capacités
D2.1 Utiliser un outil de recherche pour trouver des REL	<ol style="list-style-type: none"> Comprendre la signification des différents termes banque, dépôt, répertoire et référentiel de ressources et être en mesure de les reconnaître comme source d'une REL Rechercher des REL dans internet par les mécanismes de recherche simple et avancée en manipulant les paramètres de recherche de manière à moduler la découverte de REL suivant les besoins Connaître les grands répertoires de REL et être en mesure de préciser ceux qui sont les plus appropriés à ses propres besoins Comprendre le rôle que joue la standardisation des métadonnées dans l'interopérabilité des banques
D2.2 Sélectionner les REL appropriés	<ol style="list-style-type: none"> Connaître les critères de qualité d'une REL Connaître les mécanismes de validation de la qualité des REL Nommer quelques-unes des principales informations à noter pour attribuer correctement une REL Reconnaître une licence et savoir comment déterminer si une ressource en dispose

Domaine de compétences D3. Utiliser les REL	
Compétences	Capacités
D3.1 Distinguer les types de licences <u>Creative Commons</u>	<ol style="list-style-type: none"> Énoncer en termes simples les avantages comparatifs offerts par les licences <u>Creative Commons</u> Comprendre les exceptions aux lois de propriété intellectuelle et pouvoir en citer au moins deux qui s'appliquent dans l'enseignement Nommer les quatre options de base des licences <u>Creative Commons</u>, connaître leur sigle et pouvoir expliquer leur signification Pouvoir nommer au moins l'une des raisons citées par les objecteurs au système de licences
D3.2 Respecter les termes des licences <u>Creative Commons</u>	<ol style="list-style-type: none"> Utiliser une ressource sous licence <u>Creative Commons</u> Démontrer sa compréhension appliquée du système de licences <u>Creative Commons</u>

Domaine de compétences D4. Créer des REL	
Compétences	Capacités
D4.1 Concevoir une REL	<ol style="list-style-type: none"> Produire des contenus originaux ou réutilisables qui peuvent être assemblés en une œuvre susceptible d'être licenciée pour devenir une REL Connaître les bonnes pratiques de conception de ressources qui prennent en compte les dimensions pédagogique et culturelle de la ressource, sa qualité technique et son ergonomie, ainsi que des notions de base pour assurer sa découverte et son accessibilité
D4.2 Modifier une REL	<ol style="list-style-type: none"> Être capable d'identifier et de distinguer une REL modifiable au format ouvert (en s'assurant notamment de disposer du format original de conception) Connaître les différentes possibilités d'adaptation d'une REL (traduction, sonorisation, illustration, accessibilité, contextualisation, etc.)
D4.3 Combiner des REL	<ol style="list-style-type: none"> Savoir créer une REL composée de différentes REL en tenant compte des spécificités de licences et de leur potentiel de dissémination Savoir créer une REL composée de différentes REL et de contenus qui ne sont pas ouverts en respectant les contraintes liées à ce type d'œuvre composite et en spécifiant les droits associés à chaque contenu
D4.4 Co-créer des REL	<ol style="list-style-type: none"> Distinguer les différents modes de co-création afin de pouvoir se les approprier judicieusement pour la création de REL Identifier les contributeurs impliqués dans la réalisation de la REL en établissant et en mentionnant clairement les niveaux de contributions et de propriété intellectuelle de chacun

OER Competency Framework

OER Competency framework v1.1

Competency domain D1 . Become familiar with OER	
Competencies	Abilities
D1.1 Distinguishing one OER from another	<ol style="list-style-type: none"> 1. Defining an OER in one's own words 2. Naming (Mentioning) the essential characteristics of an OER
D1.2 Name (Mentioning) some of factors leading to the emergence of OER	<ol style="list-style-type: none"> 1. Describing the role of education in the UN Sustainable Development Goals 2. Naming actors and triggers that made OER possible
D1.3 Planning to have an active role in the OER movement	<ol style="list-style-type: none"> 1. Identifying the "5R" that characterize an OER 2. Determining what could be your contributions to the OER movement

Competency domain D2. Searching OER	
Competencies	Abilities
D2.1 Using a search tool to find OER	<ol style="list-style-type: none"> 1. Understanding the meaning of various terms (bank, deposit, directory, and resource repository) and being able to recognize them as sources of OER content 2. Seeking OER on the Internet using simple and advanced search paradigms by manipulating the search parameters so as to modulate the discovery of OER according to one's needs 3. Knowing the biggest OER repositories and being able to specify those which fit better his/her own needs. 4. Understanding purposes of standardizing metadata for the interoperability of banks
D2.2 Selecting appropriate OER	<ol style="list-style-type: none"> 1. Knowing quality criteria of an OER 2. Knowing validation mechanisms for the quality of OER 3. Naming some of the primarily information to noteworthy, in order to properly attributing an OER

Competency domain D3. Using OER	
Competencies	Abilities
D3.1 Identifying types of Creative Commons licenses	<ol style="list-style-type: none"> 1. Stating, using simple terms, comparative advantages provided by Creative Commons licenses 2. Understanding exceptions to the laws of intellectual property (IP) and being able to mention at least two in relation with teaching 3. Stating the four basic options of Creative Commons licenses, and being able to identify their icons and to explain their meanings 4. Being able to state at least one reason cited by objectors to the license system
D3.2 Respecting Creative Commons licensing terms	<ol style="list-style-type: none"> 1. Using a Creative Commons licensed resource 2. Showing his/her applied understanding of the Creative Commons licensing system



Competency domain D4. Creating OER	
Competencies	Abilities
D4.1 Designing an OER	<ol style="list-style-type: none"> 1. Producing original or reusable contents that can be assembled into an artwork susceptible to be licensed in order to become an OER 2. Knowing best practices in designing resources taking into account educational and cultural dimensions of the resource, its technical quality and ergonomics, as well as basics in order to ensure its discovery and accessibility
D4.2 Editing an OER	<ol style="list-style-type: none"> 1. Being able to identify and to distinguish a modifiable open format of an OER (and to get the original designing format) 2. Knowing all adaptation possibilities of OER (translation, sound system, illustration, accessibility, contextualization, etc.)
D4.3 Combining OER	<ol style="list-style-type: none"> 1. Knowing how to create an OER composed of other different OER taking into account specificities of licenses and their potential for dissemination 2. Knowing how to create an OER composed of other different OER and contents that are not open, with respect to constraints in relation with this type of combined artwork and specifying rights associated with each content

OER Competency Framework

OER Competency framework v1.1

Competency domain D1 . Become familiar with OER	
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D1. Become familiar with OER

D2. Searching OER

D3. Using OER

D4. Creating OER

D5. Sharing OER

Competency domain D2. Searching OER	
Competencies	Abilities
D2.1 Using a search tool to find OER	<ol style="list-style-type: none"> 1. Understanding the meaning of various terms (bank, deposit, directory, and resource repository) and being able to recognize them as sources of OER content 2. Seeking OER on the Internet using simple and advance search paradigms by manipulating the search parameter tools to modulate the discovery of OER according to one's needs 3. Knowing the biggest OER repositories and being able to specify those which fit better his/her own needs. 4. Understanding purposes of standardizing metadata for the interoperability of banks
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Competency domain D4. Creating OER	
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Publication du guide d'accompagnement pour le référentiel de compétences REL



Le référentiel de compétences REL pour les enseignants a été développé à l'automne 2015 par un groupe d'experts mandaté par la Direction de l'éducation et de la jeunesse de l'Organisation internationale de la Francophonie (OIF). Il compte cinq domaines de compétences qui procèdent dans l'ordre logique de la production de REL :

- se familiariser avec les REL ;
- rechercher des REL ;
- utiliser les REL ;
- créer des REL ;
- partager des REL.

Chaque domaine est constitué de compétences qui sont elles-mêmes sous-divisées en capacités que l'enseignant devrait maîtriser en vue d'adopter les REL, de favoriser leur émergence et de participer à l'essor international de l'éducation en appui aux objectifs du Plan de développement durable de l'Organisation des Nations unies (ONU).

Ce guide vise donc à cerner les connaissances relatives à chacune des capacités décrites, afin de donner au formateur un cadre de référence décrivant les connaissances, ainsi que des ressources relatives à chaque capacité du référentiel de compétences.

Open Educational Resources

- Open Educational Resources Road Map Meeting, held in Paris, 30-31 March 2016, and organized by UNESCO.
- Exploratory Workshop on the Use of Open Educational Resources (OERs) for Arab States, 21 – 22 November 2016, Amman, Jordan (With the Support of: UNESCO Beirut Office, UNESCO Amman Office, ALECSO, and UNESCO's Intergovernmental Information for All Programme (IFAP))



Open Educational Resources

منصة الألكسو للورشات التدريبية

تتضمن الألكسو ورشات تدريبية في مجالات عديدة مثل تطوير التطبيقات الجواله و الحوسبة السحابية . ويمكنكم متابعة الدروس و الانضمام الى الورشات التدريبية المبرمجة في دولتكم من خلال هذه المنصة



جائزة الألكسو لتطبيقات الجواله

مستودع الموارد التعليمية العربية المفتوحة

نظم التعلم الإلكتروني المفتوح عالي الاستقطاب في الوطن

Home Cour Open Educational Resources

Course categories: Open Educational Resources

Search courses:

Go

OER Forum for Arab Countries

Teacher: Mohamed koutheair khribi

Teacher: Andrew Moore

NAVIGATION

Home

Courses

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Open Educational Resour..

التعلم الإلكتروني المفتوح عالي الاستقطاب

Massive O...
تكنولوجيا المعلومات والاتصال لفائدة
..الأشخاص ذوي ال

ورشة تدريبية عامة

Open Educational Resources

OER Forum

Open Educational Resources



OER Forum for Arab Countries

Regional Collaboration on Open Educational Resources



News forum

Exploratory Workshop on OER Amman

Workshop Materials

- Promoting Open Learning in Arab Countries
- The Educational Case for Regional Collaboration on OER

Country Experiences

- Country Contexts

OER Proposal Writing (Group Activity)

- Case Study
- Group 1: Develop a Arab States Policy Towards OER- Project Based
- Group 2: Develop an Advocacy Strategy- Project Based

Workshop photos

- Photos
- Workshop's Pics

Follow-up Activities

SEARCH FORUMS

Go

Advanced search

LATEST NEWS

Add a new topic...

(No news has been posted yet)

RECENT ACTIVITY

Activity since Wednesday, 22 February 2017, 10:26 AM

Full report of recent activity...

PEOPLE

Participants

UPCOMING EVENTS

There are no upcoming events

Go to calendar...

New event...

ONLINE USERS

(last 5 minutes)

Mohamed kouthair khribi

MESSAGES

Ala Mehdi Mersni 1

sawsen mahmoudi 1

Open Educational Resources

Initial activity plan for Arab OER Forum

#	Activity	Responsibility	Deadline
1	Finalise OER Arab Forum project proposals	Group leaders	25/11/2016
2	UNESCO to review proposals and alert those groups who are successful.	Paul Hector (UNESCO Cairo Office)	12/12/2016
3	Successful projects given a space on the Moodle server to coordinate resources	ALECSO	10/01/2017
4	OER Forum given opportunity to present at Doha OER regional meeting	COL/UNESCO Cairo	31/01/2017
5	National lists of Arabic/ French/ English OER (Creative Commons licensed) delivered to ALECSO for the Arab OER Directory	National Representatives	31/12/2016
6	UNESCO to supply any capacity building, linking to experts, platform development required for the successful completion of projects	UNESCO Cairo Office	31/12/2016
7	First progress report submitted	Successful group leaders	31/03/2017

Open Educational Resources

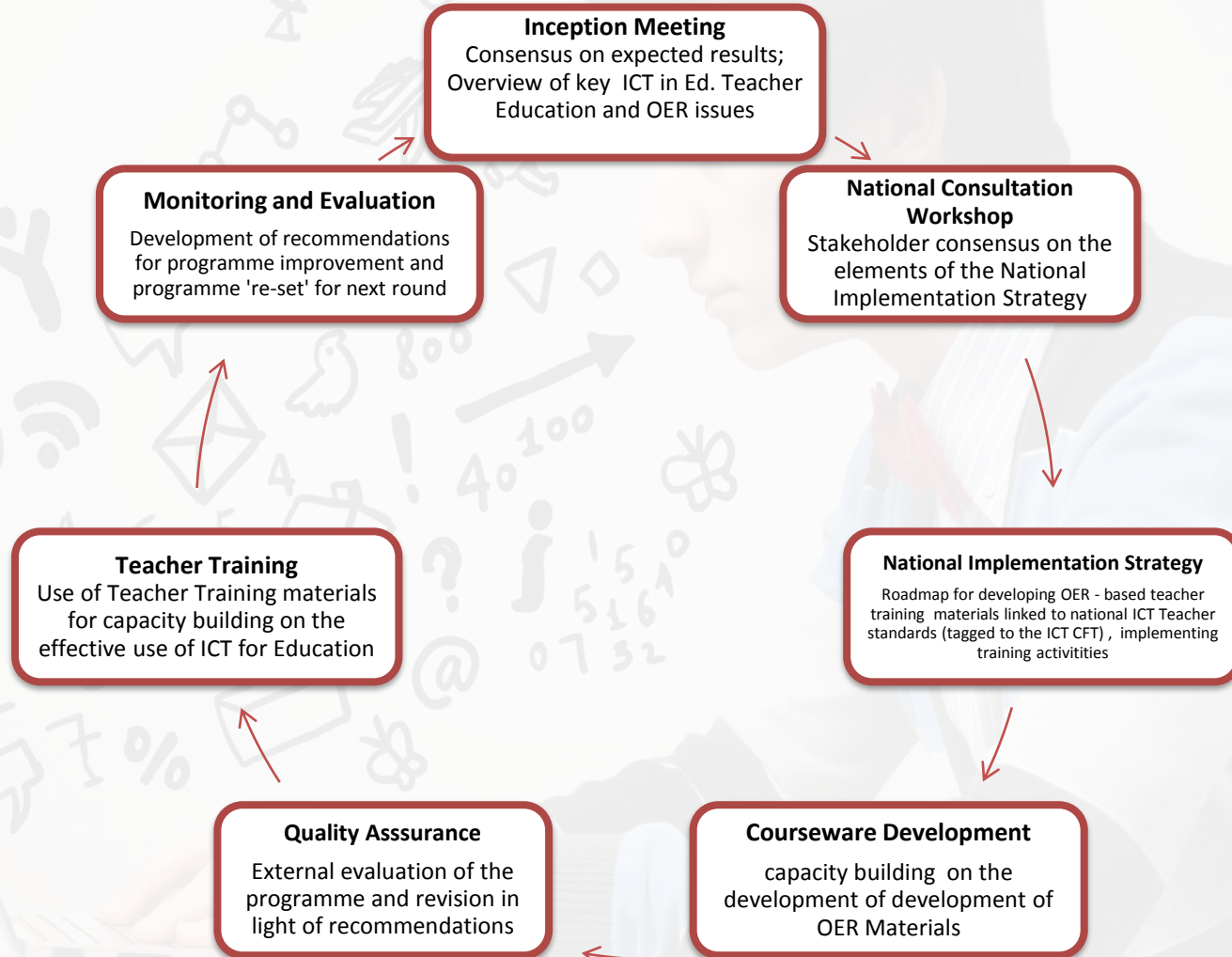
- The implementation of the project of ICT-CFT contextualization harnessing OER in Tunisia in 2017.



National consultation
Workshop in Tunisia
15 & 16 Feb. 2017

ICT COMPETENCY FRAMEWORK FOR TEACHERS (ICT CFT)

CONTEXTUALIZATION HARNESSING OPEN EDUCATIONAL RESOURCES (OER)



Planning Provisoire : TIC/Référentiel REL Tunisie

Activités	Dates
1. Finalisation de la Stratégie nationale (résultats de la réunion)	15 Mars 2017
2. Finalisation des objectifs des compétences à adresser	15 Mars 2017
3 . Identification du groupe de développeurs de ressources	A définir lors d'une réunion fin Mars/début Avril 2017 entre ALECSO et le Ministère de l'Education
4. Développement des ressources	Ateliers : <ul style="list-style-type: none">• Réunion de préparation pour le cahier de charge (fin Mars)• Avril (plan de cours)• Septembre (validation finale du contenu)• Travail sur les ressources Avril à Sept 2017



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Designing the Future of Education

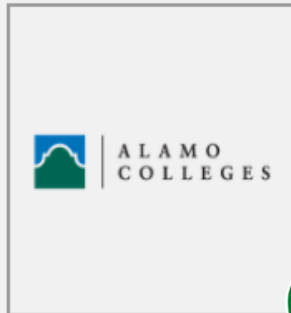
Discover Our Network Hubs

A Hub is a custom resource center on OER Commons where groups can create and share collections associated with a project or organization. Projects, institutions, states and initiatives make use of Hubs to bring groups of educators together to create, organize, and share collections that meet their common goals.

Soon ...



AEA PD Online
Bringing Iowa educators high-quality professional development OER in many different formats.



Alamo Colleges
Alamo Colleges Online is evaluating their online courses and exploring how Open Educational Resources can fit into their course development and redesign processes.



ALECSO

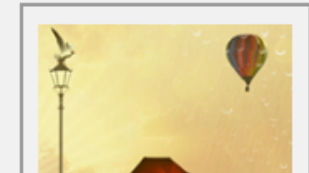
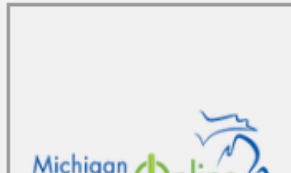


OAS
Open OER Hub
of American States
Development



Center for Human Services Resource Barn
Welcome to the Center for Human Services Resource Barn!

The affectionately titled "Resource Barn" provides resources from throughout the Center for Human Services at UC Davis Extension.



ALECSO Initiative for Arab refugees education through ICT



التحى بنا

شركاؤنا

فريق العمل

عن المبادرة

الرئيسية

مبادرة الألكسو لتعليم الأطفال اللاجئين باستخدام
تكنولوجيا المعلومات والاتصال - تجربة نموذجية -



تكنولوجيا المعلومات والاتصال
لتعليم الأطفال اللاجئين
#مسؤوليتنا_جميعا
#ResponsibilityOfAll

عن المبادرة

اتصل بنا الآن

ومضة

Web Content Accessibility Guidelines (WCAG) 2.0

Lead translating organization :

Arab League Educational, Cultural and Scientific Organisation

In collaboration with: Arab Center for Arabization, Translation, Authorship and Publication, Damas, Syria

Avenue Mohamed 5, Montplaisir 1002 Tunis Belvédère

Republic of Tunisia

Web site : <http://www.alecso.org/>

General Coordinator of the translation : Mohamed Jemni (email : mohamed.jemni@alecso.org.tn)

مشروع ترجمة عربية معتمدة

تاريخ الإصدار 14 فيفراير/فيفري 2014

النسخة الحالية:

<http://www.alecso.org/wcag2.0>

النسخة الأنجليزية:

<http://www.w3.org/TR/WCAG20/>

منظمة الترجمة:

المنظمة العربية للتربية والثقافة والعلوم

بالتعاون مع : المركز العربي للتعريب والترجمة والتأليف والنشر، دمشق، سوريا

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للأشخاص ذوي الإعاقة

النسخة العربية



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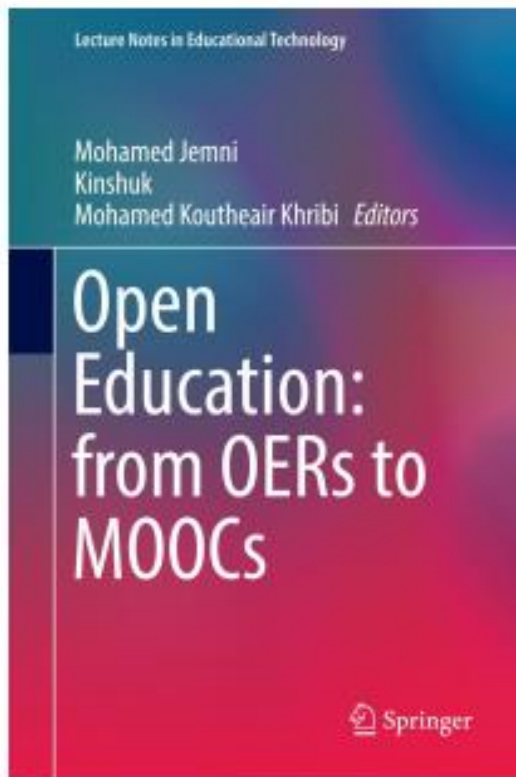


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COMMONWEALTH of LEARNING
PERSPECTIVES ON OPEN AND DISTANCE LEARNING

- M. Jemni and M. K. Khribi. **The ALECSO Smart Learning Framework**. In Proceedings of International Conference on Smart Learning Environments, ICSLE 2016. Tunis, Tunisia September 28-30 2016.
- M. Jemni and M. K. Khribi. **Toward empowering Open and Online Education in the Arab world through OER and MOOCs**. In Open Education: from OERs to MOOCs, M. Jemni, Kinshuk and M.K. Khribi, (Eds.), Springer Lecture Notes in Educational Technology series, 2016.
- M. Jemni, M. K. Khribi, A. Othman, O. Elghoul and K. Jaballah. **AlecsoApps: Toward Empowering Mobile Applications Development in the Arab World**. In the Proceedings of Second International Conference on Smart Learning Environments, ICSLE 2015, published by Springer. Sinaia, Romania September 23-25 2015.
- M. Jemni, Kinshuk and M.K. Khribi. **Open Education: from OERs to MOOCs**, Springer Lecture Notes in Educational Technology series, 2016, ISBN 978-3-662-52925-6.
- E. Popescu, Kinshuk, M.K. Khribi, R. Huang, M. Jemni, N. S. Chen, and D. G. Sampson. **Innovations in smart learning**. Proceedings of the International Conference on Smart Learning Environments, Springer Lecture Notes in Educational Technology series, 2016, ISBN 978-981-10-2419-1.
- M. Jemni, M.K. Khribi, and S. Maaref. **Cloud Computing to improve education in Arab countries**. ALECSO-ITU Edition, 2016.
- M. Jemni, M.K. Khribi, and K. Abdelghanni. **Guidelines for formulating national strategies on smart learning**. ALECSO-ITU Edition, 2016.
- M.K. Khribi. **Harnessing ICT to promote the Arab Language**. ALECSO Edition, December 2014 (available only in Arabic version).



M. Jemni, Kinshuk, M.K. Khribi (Eds.)

Open Education: from OERs to MOOCs

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- ▶ Provides specific information concerning the use of technologies to support openness in education

This book focuses on the emerging phenomenon of Massive Open Online Courses (MOOCs), which are changing the fundamental underpinning of educational systems worldwide and forcing educators and other stakeholders to re-think the way instruction is currently conducted. It examines the origins of MOOCs within the context of the open education movement, and reviews current policies, guidelines and initiatives to promote the use of ICT in education through the development and use of open educational resources from international practices, including implementation and licensing issues. With a particular focus on new trends in MOOCs, the book explores the potential of this emerging paradigm, its rise and its impact on openness in education. Various new initiatives are also presented, including more global examples and those that are more geared to certain regional contexts. The book is intended as a stepping stone for both researchers and practitioners who are looking to approach MOOCs from a holistic perspective.

1st ed. 2017, X, 359 p. 62 illus.

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Chapter 4

Toward Empowering Open and Online Education in the Arab World Through OER and MOOCs

Mohamed Jemni and Mohamed Koutheair Khribi

4.1 Introduction

The Arab League Educational, Cultural and Scientific Organization ALECSO¹ represents the Arab world's equivalent of UNESCO organization. ALECSO works under the umbrella of the Arab League and has a membership of 22 Arab countries. Premised on the values of tolerance, moderation, respect for others, and cultural diversity, ALECSO strives to create and coordinate projects and activities in the fields of education, culture, and science in the Arab region.

Recognizing the potentials of information and communication technologies (ICT), in general, and Open Educational Resources in particular, to enhance education on the one hand, and being involved in the international movement to support open and online education on the other hand (ALECSO 2008), the ALECSO organization is endeavoring, through the projects that it leads in the Arab region, to promote the development and use of ICT in education to make it more effective, accessible, and smarter.

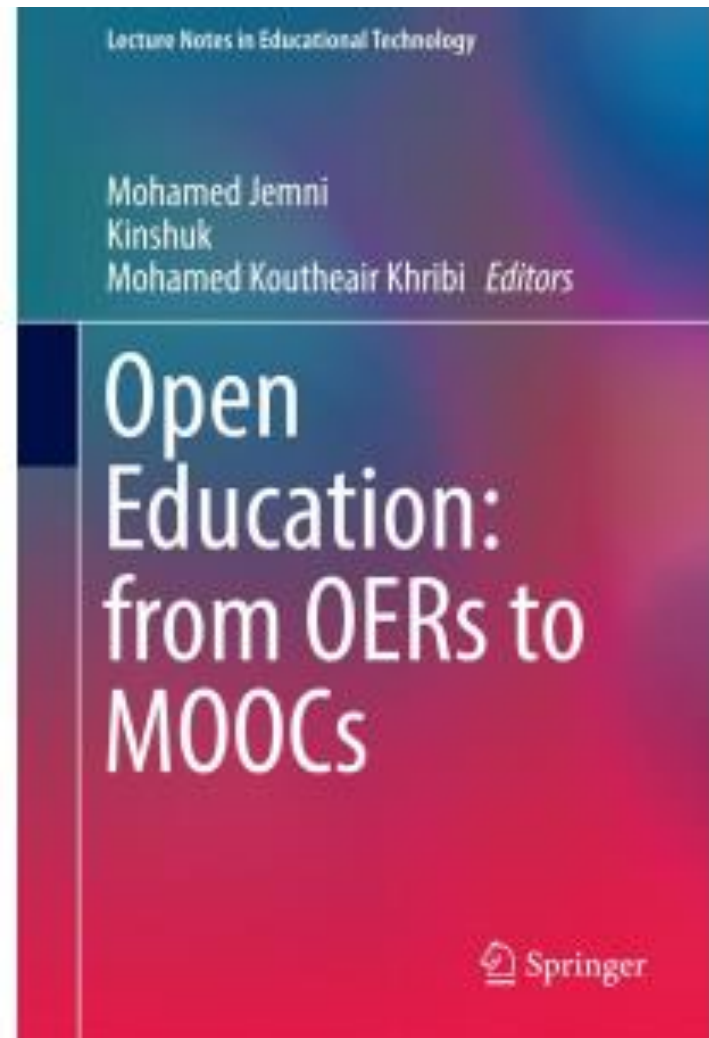
It is noteworthy that using ICT in education has not started today, it has rather a long history, in such a way that education is being changed continuously following the rapid growth of ICT. Accordingly, several new learning terms, and notions, and concepts have appeared, namely, e-learning, online learning, blended learning, mobile learning, pervasive and ubiquitous learning, social learning, flipped classroom, open learning, Open Educational Resources (OER), open licensing, Massive

¹<http://www.alecso.org>.

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Lecture Notes in Educational Technology, DOI 10.1007/978-3-662-52925-6_4





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