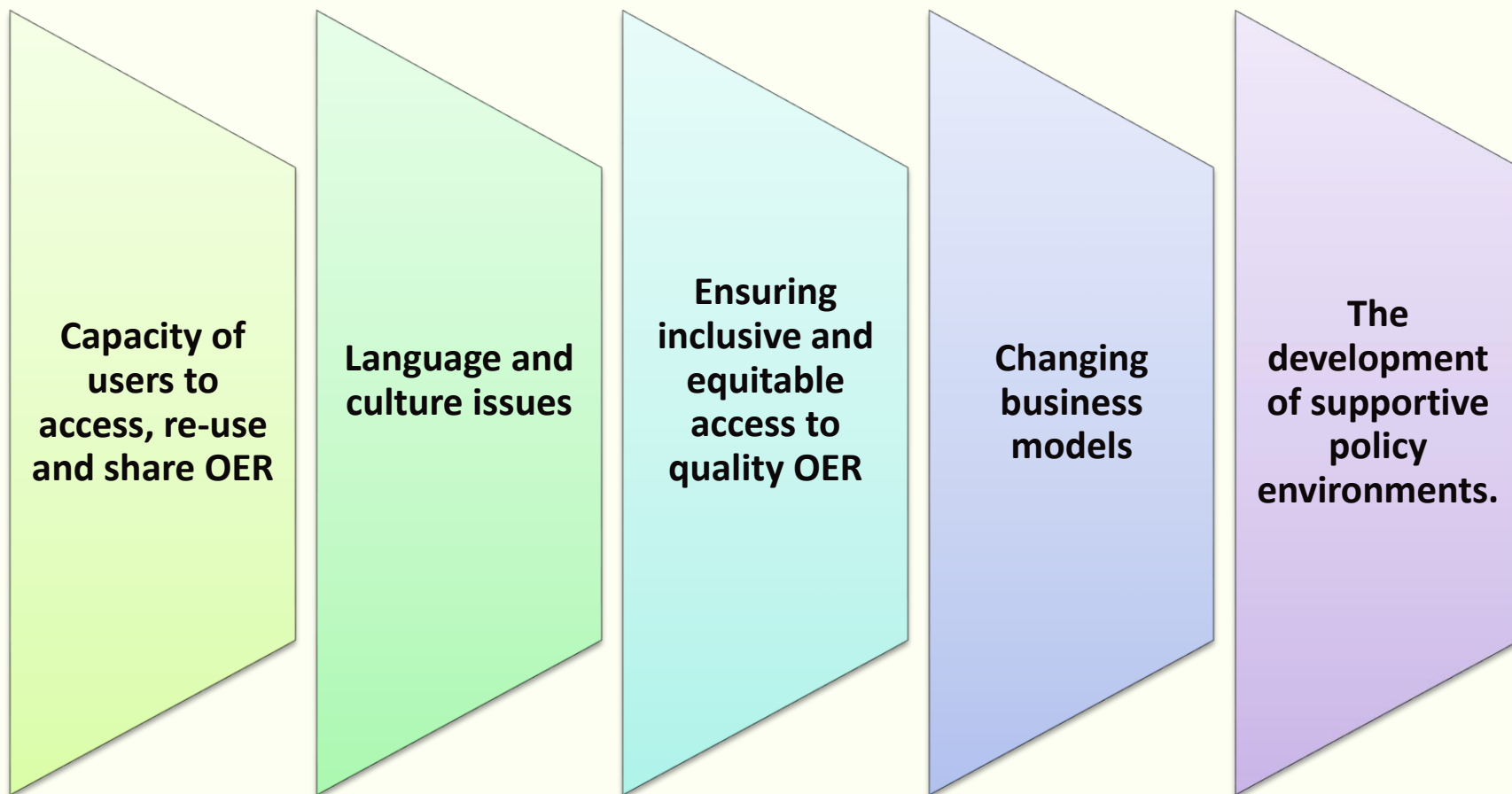# Parallel Sessions

Parallel Sessions

**Zeynep Varoglu
ICT in Education Programme Specialist,
Communication and Information Sector
UNESCO**

Capacity of users to access, re-use and share OER

Language and culture issues

Ensuring inclusive and equitable access to quality OER

Changing business models

The development of supportive policy environments.

Capacity of users to access, re-use and share OER

-, capacity to find, retain, modify and share materials created under an open license

- User-friendly tools to locate and retrieve OER need to be mainstreamed.

<u>Language & Cultural issues</u>
- OER in diverse languages, particularly those that are less used, under-resourced or endangered, as well as indigenous languages.
- OER adapted to the related cultural context where it is used for uptake in local contexts.
- sharing and use of knowledge from different sources

3. Ensuring inclusive and equitable access to quality OER

- OER must be accessible to all learners, including those who have disabilities, those that are economically disadvantaged, as well as those that are forcibly displaced , in all instances under a framework that ensures gender equity.

--Electricity and connectivity remain challenges in many parts of the world, including within national contexts . For this reason, it is important that OER can be found, used, modified and shared in diverse contexts and media.

-- Need for mechanisms to ensure the quality of resources should be developed

Changing business models

- Need to identify the full spectrum of innovative business model possibilities and the benefits they provide
- Need to identify innovative solutions and develop new sustainable business models to ensure that learners have access to high quality educational experiences and the resources and tools needed to support these experiences.

The development of supportive policy environments.
-The creation, adoption, and implementation of policies supportive of effective OER practices.

Parallel Sessions: Mainstreaming OER Practices

1.   **Users' capacity to access, reuse and share OER - Room E1**
Facilitator: Mr V. Balaji, (COL)

2.   **Issues related to language and culture - Room E2**
Facilitator: Ms Z. Varoglu (UNESCO)

3.   **Ensuring inclusive and equitable access to quality OER - Room E3**
Facilitator: Mr S. Mishra (COL)

4.   **The need to change business models - Room E4**
Facilitator: Mr M. Jermol (UNESCO OER Chair)

5.   **The development of supportive policy environments - Room M2**
Facilitator: Ms F. Miao (UNESCO)

Draft Reporting Format

Name of Parallel Session : (e.g. User's Capacity to ..)

- Facilitator : (Name/ Org)
- Rapporteur : (Name/ Org)
- Speaker 1: (Name/ Org)
- Speaker 2 : (Name/ Org)
- Main outcomes of the session as it relates directly to the **Ljubljana OER Action Plan 2017**
  - *This should be direct modifications to the text in track changes as appropriate*
  - *3 main points that could be shared in the report back period from the discussions*

- Any other points (briefly, and if necessary)

2. Language & Cultural issues

OER must be available in diverse languages, particularly those that are less used, under-resourced or endangered, as well as indigenous languages. It should also be adapted to the related cultural context where it is used for uptake in local contexts. Furthermore, for OER to be used widely, sharing and use of knowledge from different sources needs to be accepted by educational providers. Support and action in particular from governments, educational institutions – especially teacher and librarian training institutions as well as professional associations, including those responsible for language harmonization – are particularly important for the realization of these actions.

The suggested actions are:

a) Empower educators and learners to develop gender-sensitive, culturally and linguistically relevant OER appropriate to local cultures and to create local language OER, particularly languages which are less used, under-resourced and endangered as well as indigenous languages, This would include ensuring that those involved are given the support and training needed.

b) Harness technologies that overcome language barriers.

c) Encourage and promote the development and adaptation of culturally-sensitive and linguistically accurate OER locally, both in practice and policy

d) Encourage and promote crowdsourcing and community engagement to boost OER uptake in different languages, including languages which are less used, under-resourced and in danger as well as indigenous languages) and cultures

e) Provide capacity building for the contextualization and localization of OER systematically in teacher training programmes on OER.

f) Provide support for the collaborative development of OER, which would facilitate stakeholders joining efforts for the production of digital collections at multiple educational institutions located in different communities, cities or countries around the world.

Commented [UNESCO33]: Loma Campbell, suggested income (inclusion of 'professional bodies').

Commented [UNESCO34]: OER Africa suggested inputs

Commented [UNESCO35]: Education International suggested inputs

Commented [UNESCO36]: Education International suggested inputs

Commented [UNESCO37]: A.Sprock, Universitad de Venezuela supported

Commented [UNESCO38]: German National Commission suggested inputs

Commented [UNESCO39]: H.Fathoni, CC Indonesia supported.

Commented [UNESCO40]: K. Zourou, Web2learn suggested input

Commented [UNESCO41]: US Consolidated inputs

Commented [UNESCO42]: Education International suggested inputs

http://www.oercongress.org/woerc-actionplan/

Revision documents

Revision 1 of WOERC 2017 Action Plan – English PDF French PDF

Revision 2 of WOERC 2017 Action Plan – English PDF French PDF

United Nations
Educational, Scientific and
Cultural Organization

Mainstreaming OER Towards Education 2030

19 September, 2017

Ljubljana, Slovenia

Sustainable Development Goal 4 (SDG4) for Education 2030: Main targets

UNESCO — United Nations Educational, Scientific and Cultural Organization

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

Inclusion and relevance

4.a Learning Environments

4.b Scholarships

4.c Teachers and Educators

4.2 Pre-primary

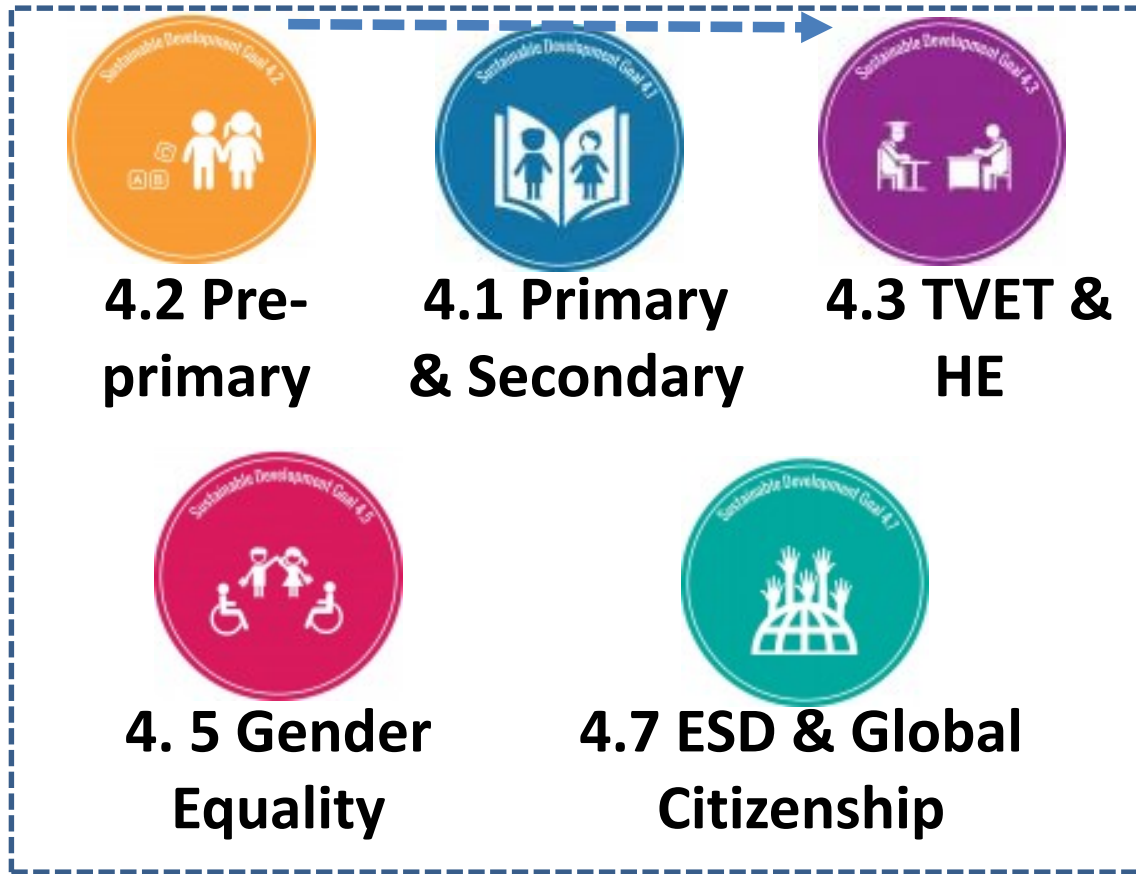**4.1 Primary & Secondary**

4.3 TVET & HE

4.6 Youth Literacy

4. 5 Gender Equality

4.7 ESD & Global Citizenship

4.4 Skills for Work

Enablers

- Costing & funding
- Policy alignment
- Monitoring and evaluation
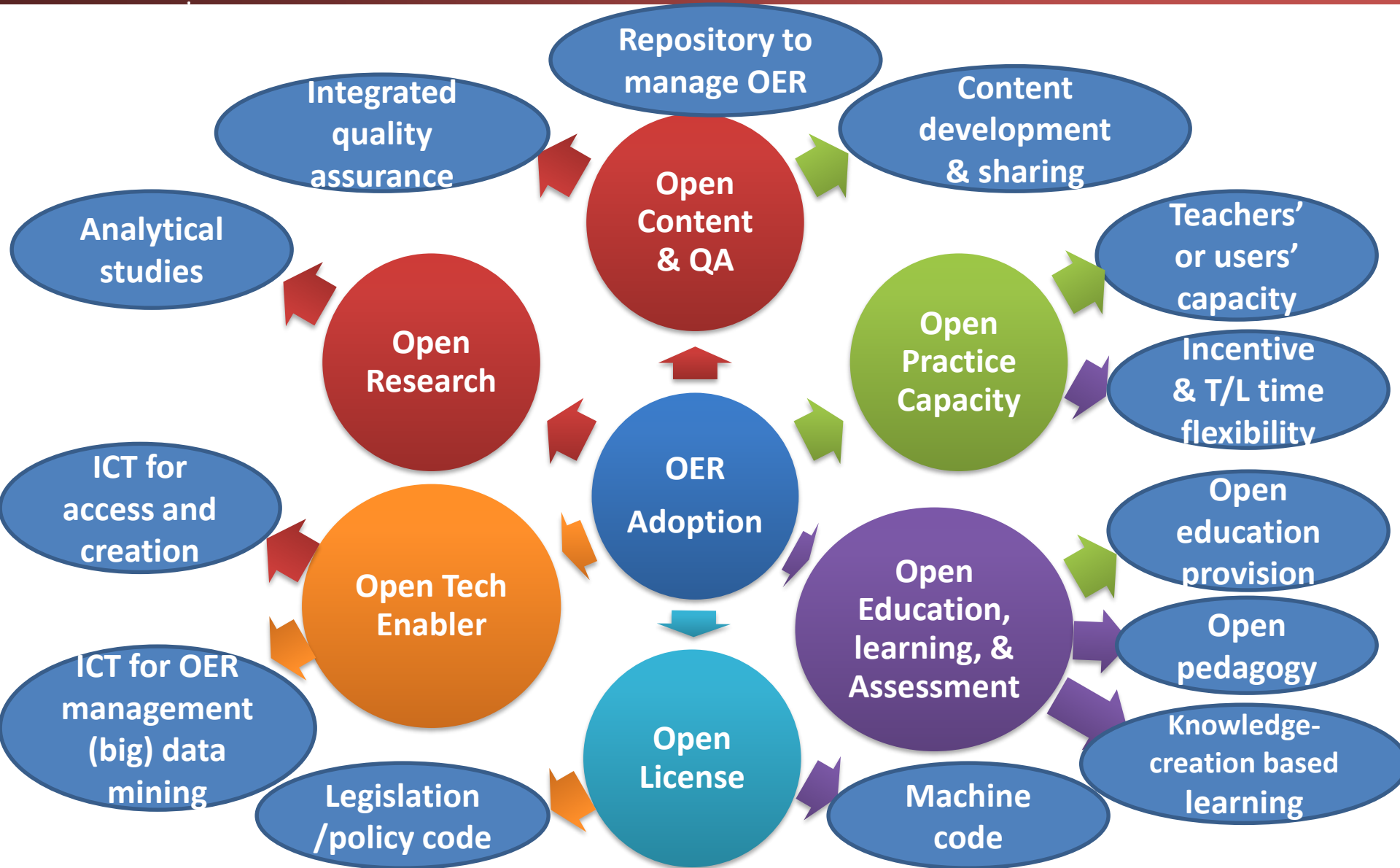- Public awareness
- Partnership

Action Lines

- Regulatory framework
- Policy on open license
- Inclusive access
- Quality assurance
- OER repositories
- Capacity building for pedagogical use of OER
- OER creation & sharing incentives
- Business models
- OER researches & evidence bases

Targets

1. Inclusive OER
2. OER for indigenous languages/cultures
3. Equity and gender-equality
4. Knowledge deepening & creation in K-12
5. Expanding HE
6. TVET & skills development
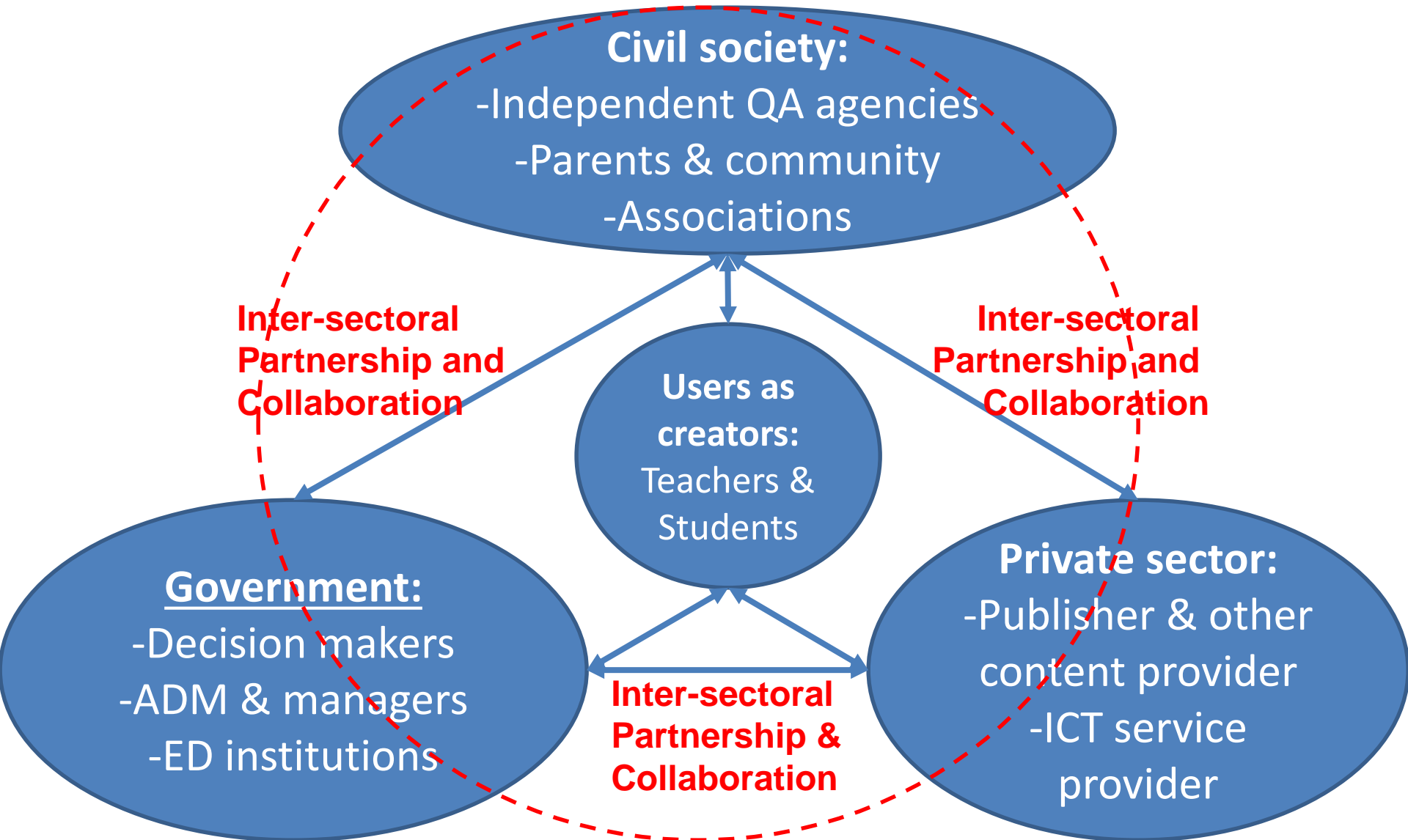7. Non-formal learning
8. Lifelong learning

Multiple actors to share responsibilities and take concerted actions

UNESCO — United Nations Educational, Scientific and Cultural Organization

OER Adoption

- **Open Content & QA**
  - Repository to manage OER
  - Integrated quality assurance
  - Content development & sharing

- **Open Research**
  - Analytical studies

- **Open Practice Capacity**
  - Teachers' or users' capacity
  - Incentive & T/L time flexibility

- **Open Tech Enabler**
  - ICT for access and creation
  - ICT for OER management (big) data mining

- **Open Education, learning, & Assessment**
  - Open education provision
  - Open pedagogy
  - Knowledge-creation based learning

- **Open License**
  - Legislation /policy code
  - Machine code

f.miao@unesco.org

http://www.ictedupolicy.org

http://twitter.com/#!/UNESCOICTs

http://www.facebook.com/UNESCOICTinEducation

http://www.unesco.org/new/en/unesco/themes/icts