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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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

https://sustainabledevelopment.un.org/sdgs
Introduction
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...

Alignment with post-2015 education agenda
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

This questionnaire survey is being conducted to assess the status of Smart Learning in the Arab region 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 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.

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 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 years by the ITU in this Regional Initiative.

Inputs to the questionnaire from Ministries of Education should be sent to kinshuk@iiee.org with a copy to koutheair@alecso.org.

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

Country: Egypt
Ministry: Egyptian Ministry of Education
Contact person’s name for smart learning in your ministry:
Contact person’s email address:
Contact person’s postal address:

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 available hardware or software).

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

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
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
ALECSO-APPS Key-Components

**ALECSO-Apps Project**

- **Award**
  - Motivate developers to create Arab Apps

- **Apps Store**
  - Infrastructure Warehouse for hosting educational Arab content

- **Apps Editor**
  - Tools for creating educational Arab content

- **Mobile learning**

- **Training**
  - Building capacities
ALECSO-Apps Store

www.alecsoapps.com
ALECSO-Apps Store

Android Apps

Web interface

www.alecsoapps.com
أنشئ تطبيقك الجوّال في 4 خطوات
خلال بعثة دقائق فقط يمكنك إنتاج تطبيق هاتف ذكي أو لوحة رقمية داعمة للكمبيوترات أندرويد أو ويندوزفون
First step: The design
Second step: Choose colors

- Title (background)
- Title (white)
- Link (background)
- Link (white)
- Paragraph (background)
- Paragraph (white)
- Comments (background)
- Comments (white)
- Content (background)
- Content (white)
Third step: Create content
Fourth step: Choose icon and splash-screen
Final step: download the APK
### Prohibitory Signs

<table>
<thead>
<tr>
<th>Sign</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>🚲</td>
<td>Motor Vehicles Prohibited</td>
</tr>
<tr>
<td>🚴</td>
<td>No Power-Driven Vehicles</td>
</tr>
<tr>
<td>⬛</td>
<td>No Entry</td>
</tr>
<tr>
<td>🚗</td>
<td>Give Way To Oncoming Traffic</td>
</tr>
<tr>
<td>🚙</td>
<td>No Motor Vehicles With Trailer, With The Exception Of The Semi-Trailer Or Trailer With An Axle</td>
</tr>
<tr>
<td>🚚</td>
<td>No Heavy Goods Vehicles</td>
</tr>
<tr>
<td>🚴</td>
<td>No Motorcycles</td>
</tr>
<tr>
<td>🚴</td>
<td>No Bicycles</td>
</tr>
<tr>
<td>🚶</td>
<td>Hand Cart Prohibited</td>
</tr>
</tbody>
</table>
The award concerns 4 domains: Education, culture, Sciences and educational games.
ALECSO-Apps Award

دبي
2016
DUBAI

جائزة الألكسو
للتطبيقات الجوالة

تقديم الترشحات قبل 15 مايو 2016
جوائز بقيمة 50 ألف دولار
www.alecsoapps.com/award
ALECSO-Apps Award

Number of participants: 1350
Number of countries: 19
Number of accepted Apps: 510
Number of winners in the regionals competitions: 56

Dubai 2016

العشر دول الأكثر مشاركة
ALECSO-Apps Award
Capacity building

Face to face training (Workshops)
On Line training (MOOC)
→ Develop a capacity in the realm of mobile technology for 500 students enrolled in the Tunisian universities.
• 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 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)?
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.
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.
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.
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.
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.
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.
### Référentiel de compétences REL v1.1

#### Domaine de compétences D1. Se familiariser avec les REL

<table>
<thead>
<tr>
<th>Compétences</th>
<th>Capacités</th>
</tr>
</thead>
</table>
| D1.1 Distinguer une REL d'une autre ressource | 1. Définir une REL en ses propres mots  
2. Citer les caractéristiques essentielles d'une REL |
| D1.2 Citer quelques facteurs de l'émergence des REL | 1. Décrire la place de l'éducation dans les objectifs de développement durable de l'ONU  
2. Nommer des acteurs et des déclencheurs qui ont rendu possible les REL |
| D1.3 Envisager un rôle concret dans le mouvement des REL | 1. Nommer les « SR » qui caractérisent une ressource libre de droits  
2. Déterminer quelles pourraient être vos contributions au mouvement des REL |

#### Domaine de compétences D2. Rechercher des REL

<table>
<thead>
<tr>
<th>Compétences</th>
<th>Capacités</th>
</tr>
</thead>
</table>
| D2.1 Utiliser un outil de recherche pour trouver des REL | 1. 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  
2. Rechercher des REL dans internet par les mécanismes de recherche simple et avancé en manipulant les paramètres de recherche de manière à moduler la découverte de REL suivant les besoins  
3. Connaître les grâces répétitives des REL et être en mesure de préciser ceux qui sont les plus appropriés à ses propres besoins  
4. Comprendre le rôle que joue la standardisation des métadonnées dans l'interopérabilité des banques |
| D2.2 Sélectionner les REL appropriées | 1. Connaître les critères de qualité d'une REL  
2. Connaître les mécanismes de validation de la qualité des REL  
3. Nommer quelques-unes des principales informations à noter pour attribuer correctement une REL  
4. Reconnaitre une licence et savoir comment déterminer si une ressource en dispose |

#### Domaine de compétences D3. Utiliser les REL

<table>
<thead>
<tr>
<th>Compétences</th>
<th>Capacités</th>
</tr>
</thead>
</table>
| D3.1 Distinguer les types de licences Creative Commons | 1. Énoncer en termes simples les avantages comparatifs offerts par les licences Creative Commons  
2. Comprendre les exceptions aux lois de propriété intellectuelle et pouvoir en citer au moins deux qui s'appliquent dans l'enseignement  
3. Nommer les quatre options de base des licences Creative Commons, connaître leur sigle et pouvoir expliquer leur signification  
4. Pouvoir nommer au moins l'une des raisons citées par les objecteurs au système de licences |
| D3.2 Respecter les termes des licences Creative Commons | 1. Utiliser une ressource sous licence Creative Commons  
2. Démontrer sa compréhension appliquée du système de licences Creative Commons |

#### Domaine de compétences D4. Créer des REL

<table>
<thead>
<tr>
<th>Compétences</th>
<th>Capacités</th>
</tr>
</thead>
</table>
| D4.1 Concevoir une REL | 1. Produire des contenus originaux ou réutilisables qui peuvent être assemblés en une œuvre susceptible d'être licenciée pour devenir une REL  
2. 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 | 1. Être capable d'identifier et de distinguer une REL modifiable au format ouvert (en s'assurant notamment de disposer du format original de conception)  
2. Connaître les différentes possibilités d'adaptation d'une REL (traduction, sonorisation, illustration, accessibilité, contextualisation, etc.) |
| D4.3 Combiner des REL | 1. Savoir créer une REL composée de différentes REL en tenant compte des spécificités de licences et de leur potentiel de dissémination  
2. 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 | 1. Distinguer les différents modèles de co-création afin de pouvoir se les approprier judicieusement pour la création de REL  
2. 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. Becoming familiar with OER

<table>
<thead>
<tr>
<th>Competencies</th>
<th>Abilities</th>
</tr>
</thead>
</table>
| D1.1 Distinguishing one OER from another | 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 | 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 | 1. Identifying the "SR" that characterize an OER  
2. Determining what could be your contributions to the OER movement |

### Competency domain D2. Searching OER

<table>
<thead>
<tr>
<th>Competencies</th>
<th>Abilities</th>
</tr>
</thead>
</table>
| D2.1 Using a search tool to find OER | 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 | 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

<table>
<thead>
<tr>
<th>Competencies</th>
<th>Abilities</th>
</tr>
</thead>
</table>
| D3.1 Identifying types of Creative Commons licenses | 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 | 1. Using a Creative Commons licensed resource  
2. Showing his/her applied understanding of the Creative Commons licensing system |

### Competency domain D4. Creating OER

<table>
<thead>
<tr>
<th>Competencies</th>
<th>Abilities</th>
</tr>
</thead>
</table>
| D4.1 Designing an OER | 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 | 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 | 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 v1.1

#### Competency Domain D1: Become familiar with OER

<table>
<thead>
<tr>
<th>Competencies</th>
<th>Abilities</th>
</tr>
</thead>
<tbody>
<tr>
<td>D1.1 Distinguishing OER from another</td>
<td>1. Defining an OER in one's own words</td>
</tr>
<tr>
<td></td>
<td>2. Naming (Mentioning) the essential characteristics of an OER</td>
</tr>
<tr>
<td>D1.2 Name (Mentioning) some of the factors leading to the emergence of OER</td>
<td>1. Describing the role of education in the UN Sustainable Development Goals</td>
</tr>
<tr>
<td></td>
<td>2. Naming actors and triggers that made OER possible</td>
</tr>
<tr>
<td>D1.3 Planning to have an active role in the OER movement</td>
<td>1. Identifying the &quot;SR&quot; that characterizes an OER</td>
</tr>
<tr>
<td></td>
<td>2. Determining what could be your contributions to the OER movement</td>
</tr>
</tbody>
</table>

#### Competency Domain D2: Searching OER

<table>
<thead>
<tr>
<th>Competencies</th>
<th>Abilities</th>
</tr>
</thead>
<tbody>
<tr>
<td>D2.1 Using a search tool to find OER</td>
<td>1. Understanding the meaning of various terms (bank, deposit, directory, and resource repository) and being able to recognize them as sources of OER content</td>
</tr>
<tr>
<td></td>
<td>2. Seeking OER on the Internet using different advanced search paradigms by manipulating the search parameters to locate suitable sources of OER according to one's needs</td>
</tr>
<tr>
<td></td>
<td>3. Knowing the biggest OER repositories and being able to specify those which fit better his/her own needs.</td>
</tr>
<tr>
<td></td>
<td>4. Understanding purposes of standardizing metadata for the interoperability of banks</td>
</tr>
<tr>
<td>D2.2 Selecting appropriate OER</td>
<td>1. Knowing quality criteria of an OER</td>
</tr>
<tr>
<td></td>
<td>2. Knowing validation mechanisms for the quality of OER</td>
</tr>
<tr>
<td></td>
<td>3. Naming some of the primary information to noteworthy, in order to properly attributing an OER</td>
</tr>
</tbody>
</table>

#### Competency Domain D3: Using OER

<table>
<thead>
<tr>
<th>Competency domain D3: Using OER</th>
<th>Abilities</th>
</tr>
</thead>
<tbody>
<tr>
<td>D3.1 Identifying types of Creative Commons licenses</td>
<td>1. Stating, using simple terms, comparative advantages provided by Creative Commons licenses</td>
</tr>
<tr>
<td></td>
<td>2. Understanding exceptions to the terms of intellectual property (IP) and how to get permission to use a resource with teaching</td>
</tr>
<tr>
<td></td>
<td>3. Stating the four basic options of Creative Commons licenses, and being able to identify their icons and to explain their meanings</td>
</tr>
<tr>
<td></td>
<td>4. Being able to state at least one reason cited by objectors to the license system</td>
</tr>
<tr>
<td>D3.2 Respecting Creative Commons licensing terms</td>
<td>1. Using a Creative Commons licensed resource</td>
</tr>
<tr>
<td></td>
<td>2. Showing his/her applied understanding of the Creative Commons licensing system</td>
</tr>
</tbody>
</table>

#### Competency Domain D4: Creating OER

<table>
<thead>
<tr>
<th>Competencies</th>
<th>Abilities</th>
</tr>
</thead>
<tbody>
<tr>
<td>D4.1 Designing an OER</td>
<td>1. Producing original or reusable contents that can be assembled into an artwork susceptible to be licensed in order to become an OER</td>
</tr>
<tr>
<td></td>
<td>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 basic in order to ensure its discovery and accessibility</td>
</tr>
<tr>
<td>D4.2 Editing an OER</td>
<td>1. Being able to identify and to distinguish a modifiable open format of an OER (and to get the original designing format)</td>
</tr>
<tr>
<td></td>
<td>2. Knowing all adaptation possibilities of OER (translation, sound system, illustration, accessibility, contextualization, etc.)</td>
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<td>D4.3 Combining OER</td>
<td>1. Knowing how to create an OER composed of other different OER taking into account specificities of licenses and their potential for dissemination</td>
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<td>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</td>
</tr>
</tbody>
</table>
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))
منصة الألكسو للورشات التدريبية

تعلن منصة الألكسو وورشات التدريبية في مجالات عديدة مثل تطوير التدريس، والتعليم، والبحث العلمي، وتمكين مناقشات الدروس والأنشطة، والورشات التدريبية المدرجة في موقفي من خلال هذه المنصة.

جهاز الألكسو للتنقلات المعدنية

مستودع الموارد التعليمية العربية المفتوحة

نظم التعليم الإلكتروني المفتوح في الوطن

AECO English (en) Log in

AECO English (en) Log in

Home Cour Open Educational Resources

Course categories: Open Educational Resources

Search courses:

Go

OER Forum for Arab Countries

Teacher: Mohamed koutheir khibbi
Teacher: Andrew Moore

NAVIGATION

Courses

AECO Mobile Applications

الموارد التعليمية المفتوحة Open Educational Resources...

التعليم الإلكتروني المفتوح على

الاستقلال

Massive O...

علوم التكنولوجيا والاقتصاد للد trie... ال...</... ورشة كبرى عامة

Open Educational Resources

OER Forum
OER Forum for Arab Countries

Regional Collaboration on Open Educational Resources

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 an Arab States Policy Towards OER - Project Based
- Group 2: Develop an Advocacy Strategy - Project Based

Workshop photos
- Photos
- Workshop’s Pics

Follow-up Activities

Recent Activity
- Activity since Wednesday, 22 February 2017, 10:26 AM
- Full report of recent activity...

Upcoming Events
- There are no upcoming events
- Go to calendar...
- New event...

Online Users
- (last 5 minutes)
- Mohamed koutheir khnbi

Messages
- Ala Mehd Mersni
- sawm mahmoudi
## Initial activity plan for Arab OER Forum

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

Contextualization Harnessing Open Educational Resources (OER)

Inception Meeting
Consensus on expected results; Overview of key ICT in Ed. Teacher Education and OER issues

National Consultation Workshop
Stakeholder consensus on the elements of the National Implementation Strategy

National Implementation Strategy
Roadmap for developing OER-based teacher training materials linked to national ICT Teacher standards (tagged to the ICT CFT), implementing training activities

Teacher Training
Use of Teacher Training materials for capacity building on the effective use of ICT for Education

Courseware Development
Capacity building on the development of development of OER Materials

Quality Assurance
External evaluation of the programme and revision in light of recommendations

Monitoring and Evaluation
Development of recommendations for programme improvement and programme 're-set' for next round

Monitoring and Evaluation
Development of recommendations for programme improvement and programme 're-set' for next round
## Planning Provisoire : TIC/Référentiel REL Tunisie

<table>
<thead>
<tr>
<th>Activités</th>
<th>Dates</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Finalisation de la Stratégie nationale (résultats de la réunion)</td>
<td>15 Mars 2017</td>
</tr>
<tr>
<td>2. Finalisation des objectifs des compétences à adresser</td>
<td>15 Mars 2017</td>
</tr>
<tr>
<td>3. Identification du groupe de développeurs de ressources</td>
<td>A définir lors d’une réunion fin Mars/début Avril 2017 entre ALECSO et le Ministère de l’Education</td>
</tr>
<tr>
<td>4. Développement des ressources</td>
<td>Ateliers :</td>
</tr>
<tr>
<td></td>
<td>• Réunion de préparation pour le cahier de charge (fin Mars)</td>
</tr>
<tr>
<td></td>
<td>• Avril (plan de cours)</td>
</tr>
<tr>
<td></td>
<td>• Septembre (validation finale du contenu)</td>
</tr>
<tr>
<td></td>
<td>• Travaux sur les ressources Avril à Sept 2017</td>
</tr>
</tbody>
</table>
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.

**OAS**
An 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**
ALECSO Initiative for Arab refugees education through ICT
مشروع ترجمة عربية معتمدة

تاريخ الإصدار: 14 فبراير/نوفمبر 2014

النسخة العربية:
http://www.alecso.org/wcag2.0

النسخة الإنجليزية:
http://www.w3.org/TR/WCAG20/

المنظمة المؤسسة:
المنظمة العربية للتربية والثقافة والعلوم

العنوان:
المركز العربي للتدريب والترجمة والتأليف والنشر، دمشق، سوريا

عنوان:
شاعر صمم الخامس، مونتريال 1002، تونس البلدية

موقع الويب:
http://www.alecso.org

قائمة الشركاء لمشروع الترجمة:
http://www.alecso.org/wcag2.0/partners.html

تحمّل الإصدار:
http://www.alecso.org/inclusive_ict/

http://www.alecso.org/wcag2.0/
Open Educational Resources: Innovation, Research and Practice

Making Sense of MOOCs
A Guide for Policy-Makers in Developing Countries

مصادرة التعليم المفتوحة:
التجديد والبحث واللمارسة

النسخة العربية

المصدر الأصلي

- 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.


Open Education: from OERs to MOOCs

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

Series: Lecture Notes in Educational Technology

- Provides a comprehensive overview of open educational resources and MOOCs, as well as their emerging pedagogical perspectives
- Presents selected international experiences in the field of open educational resources and MOOCs
- Enhances the impact of openness on institutions and on the future of education
- 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.
Chapter 4
Toward Empowering Open and Online Education in the Arab World Through OER and MOOCs

Mohamed Jenni 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

¹http://www.alecso.org.

M. Jenni (✉) · M.K. Khribi
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M. Jenni et al. (eds.), Open Education: from OERs to MOOCs,
Lecture Notes in Educational Technology, DOI 10.1007/978-3-662-52925-6_4
Thank You