Going Open in Europe

JRC research to support policies and practices on OER and Open Education

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Plenary session on Interregional Cooperation on OER, 20/09/2017
JRC Seville research on "ICT for Learning and Skills" started in 2005. We have published >100 scientific reports with the aim to support European and MS policies on the digital transformation of E&T and on addressing 21st century skills challenges.

Our research line on Open Education (OE) looks at OER, MOOCs, recognition, teacher training etc. However, Open Education (OE) is not only (or not just) about MOOCs and OER, it is about widening access and participation for all and about modernising and innovating education enabled by digital technologies.
JRC OpenEdu Project on behalf of DG EAC

OpenCases
- 9 case studies

OpenCred
- 4 case studies

OpenSurvey
- 5 countries

Moocknowledge
- survey of learners

90+ stakeholders consulted

in-house research

OpenEdu Framework

Final Report

OpenEdu supports the 2013 Communication ' Opening up Education: Innovative Teaching and Learning for all through New Technologies and Open Educational Resources
Opening up education framework for HE institutions

From institutional support to recommendations for policies... **OpenEdu polices** project

- Desk research
- Analysis of relevant policies in 28 EU Member States
- 2 workshops with policymakers and stakeholders
Main message from stakeholders:

Policies are important because they are catalysts for action.
Four types of policies on Open Education

- Focusing on open education, promoting OER and open educational practices
- Focusing on ICT for learning with some components of open education
- Educational strategy policies with some components of open education
- Policies from national open government plans with some components of open education
## Four types of policies on Open Education (OE)

<table>
<thead>
<tr>
<th>Open education</th>
<th>ICT in Education (with elements of OE)</th>
<th>Education Strategies (With elements of OE)</th>
<th>Open government Plan (with elements of OE)</th>
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<td>Examples:</td>
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<td><strong>France</strong></td>
<td><strong>Cyprus</strong></td>
<td><strong>Croatia</strong></td>
<td><strong>Greece</strong></td>
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<td><strong>Slovenia</strong></td>
<td><strong>Ireland</strong></td>
<td><strong>Czech Republic</strong></td>
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<td>Opening up Slovenia</td>
<td>National Forum in Higher Ed.</td>
<td>Strategy for Ed Policy</td>
<td>OER</td>
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<td><strong>Germany</strong></td>
<td><strong>Lithuania</strong></td>
<td><strong>Estonia</strong></td>
<td><strong>Slovakia</strong></td>
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Towards an Open Education Ecosystem

– Awareness raising
– Regulation, legislation and funding
– Partnerships
– Teachers' professional development
– Accreditation and recognition of learning
– Open educational resources
– Support and infrastructure
– Research and evaluation
<table>
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<th><strong>EU</strong></th>
<th><strong>National</strong></th>
<th><strong>Regional</strong></th>
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<td><strong>Open educational resources (OER)</strong></td>
<td><strong>Ministries</strong> should consider taking a leading role in fostering the take-up and use of OER. This could be done by:</td>
<td><strong>Regional education authorities</strong> should consider:</td>
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| The European Commission should consider being a catalyst for OER adoption, use and reuse. This could be done by: | - Requiring that publicly funded educational materials and research are published under an open license  
- Providing training for teachers specifically for OER production, use and reuse, as well as pedagogical principles for teaching with them  
- Working in collaboration with schools, teachers and other organisations to harvest quality OER and create databases/platforms for public access. These should reflect the national curriculum and priority areas for continuous professional development of the population in general (e.g., digital competence).  
- Granting specific organisations or interested parties the role of keeping OER updated in national databases/platforms | - **Being co-responsible** for OER production and use within their region (alongside schools, universities, NGOs, businesses and industries), taking into account the subjects areas or topics that most need to be promoted in the region (e.g. local needs, local strengths)  
- **Exploring** how open educational resources can help bridging the skills gap and support smart specialisation strategies in the region |
| • Discussing with stakeholders the implementation of the European "General Data Protection Regulation" (GDPR) in relation to educational materials and how to work with it in practice, taking into account the contexts of different MS  
• **Fostering** whenever possible the use of open licenses for publicly funded materials  
• **Requiring (and following-up)** grantees from EU funds to make deliverables available under open licenses, whenever there are no sensitivity restrictions. These deliverables should also be made available online for easy access of any interested party  
• **Supporting** MS in the development of OER in different languages and in disseminating them |
Overall policy recommendations suggested by the participants in the OpenEdu Policies research

The EC should consider mediating and supporting the creation of a European open education ecosystem. This ecosystem would scale up open education projects and support a mindset change, which could lead to organisational change.

The Ministries should consider acting in partnership with stakeholders in open education

Regions should consider providing capacity building on open education to its educators, and work as partners of the Ministries in the development, funding and co-management of OE initiatives.

In sum, contemporary open education calls for multi-stakeholder action. It is not the exclusive domain of any one institution – be it a school, a university or even a Ministry. Openness can and should be promoted by all in order to achieve transparency, collaboration and above all social accountability in educational practices.
End of Sept 2017:
Going Open: Policy Recommendations on Open Education in Europe (OpenEdu Policies)

End of October 2017:
Policy Approaches to Open Education in Europe: case studies on 28 Member States
Thank you

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