Parallel Sessions

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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.

**Language & Cultural issues**

- 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.
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
Mainstreaming OER Towards Education 2030

19 September, 2017
Ljubljana, Slovenia
Sustainable Development Goal 4 (SDG4) for Education 2030: Main targets

“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
4.5 Gender Equality
4.7 ESD & Global Citizenship
4.6 Youth Literacy
4.4 Skills for Work
# Leveraging OER for achieving targets of SDG 4: Action lines and strategies

## 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

*Note: SDG 4 refers to Quality Education.*
Multiple actors to share responsibilities and take concerted actions
Multi-stakeholder action and collaboration

Civil society:
- Independent QA agencies
- Parents & community
- Associations

Users as creators:
- Teachers & Students

Inter-sectoral Partnership and Collaboration

Government:
- Decision makers
- ADM & managers
- ED institutions

Private sector:
- Publisher & other content provider
  - ICT service provider

Inter-sectoral Partnership and Collaboration
Thank you...

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