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Deliver the Promises of OER for Post-2015 Education Agenda

Leverage Open Educational Resources,
Catalyze Digital Content Development

What are OERs?

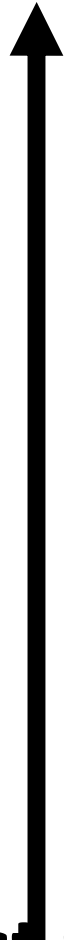
- UNESCO coined the term of OERs in 2002.
- **Any type of** teaching, learning, and research materials (especially *eLearning* resources and tools) released under an **open intellectual property licence** or in the public domain, *allowing free-of-cost and legal*
 - *Reuse*
 - *Revision*
 - *Remixing*
 - *Redistribution (4 Rs by David Wiley)*



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For example, the open license of Creative Commons

most free



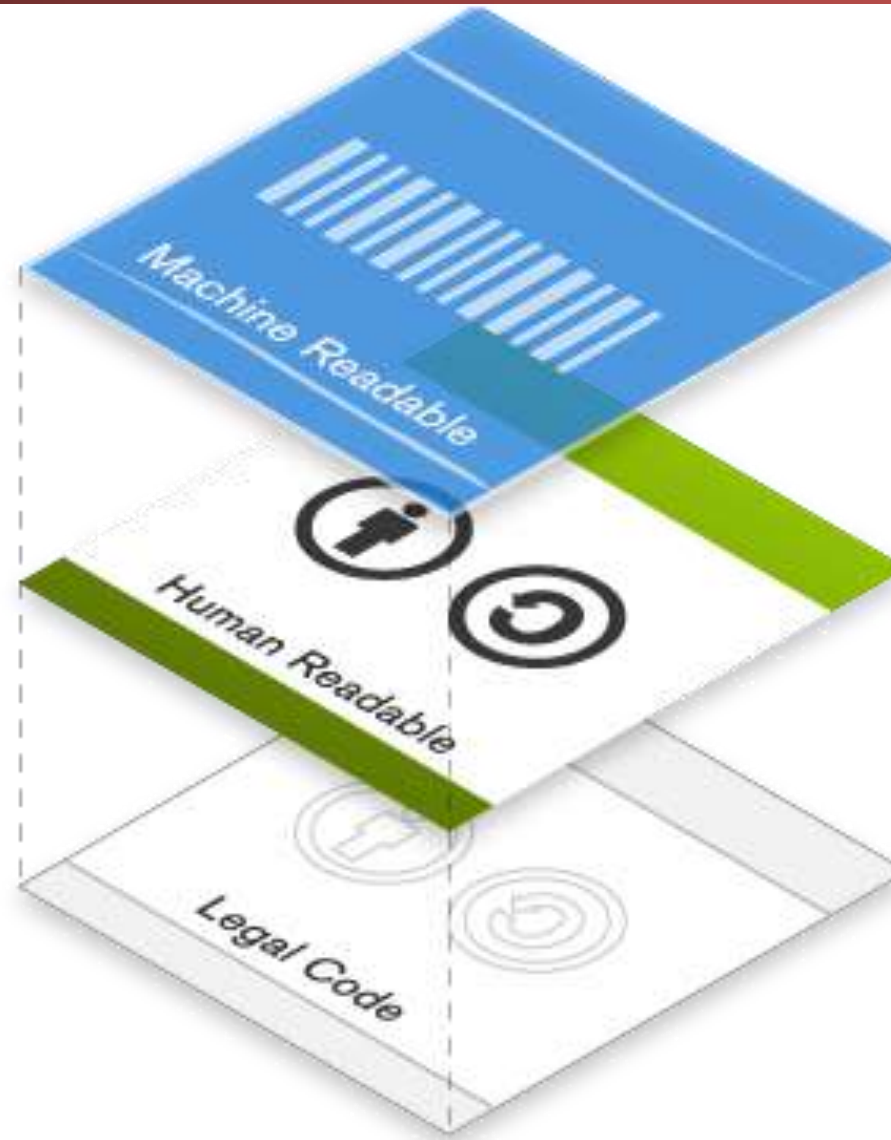
least free





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Why OERs?



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The Internet is a repository of content,
but often blocked by artificial dams



**Commercial interests, language
barriers, cultural irrelevance...**

2012 PARIS OER DECLARATION: ... ensuring that educational materials developed with public funds be made available under open licenses (with any restrictions they deem necessary)



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How to understand OER's potentials for post-2015 education agenda?

“Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all” (SDG 4)

- **Access:** ICTs are expected to broaden access to learning opportunities at different levels and varied contexts
- **Quality:** ICTs are hoped to improve the quality of knowledge acquisition, knowledge deepening, and knowledge creation, and 21st century skill development
- **Inclusion and equity:** ICTs hold potentials to equalize learning opportunities in favour of economically and/or demographically disadvantaged populations



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OER's potentials for post-2015 education agenda

1. Adopting OER reduces the artificial barriers to inclusive and equitable access to quality content
2. Pedagogy embedded OER supports effective teaching and knowledge deepening
3. Capacity building on CYO (creating your own) OER fosters pedagogical innovation and knowledge creation
4. The content openness is the cultural infrastructure of the internet that enables the personalization of lifelong learning pathways.



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Seize the opportunity to bring your ICT in education to global level by 2030

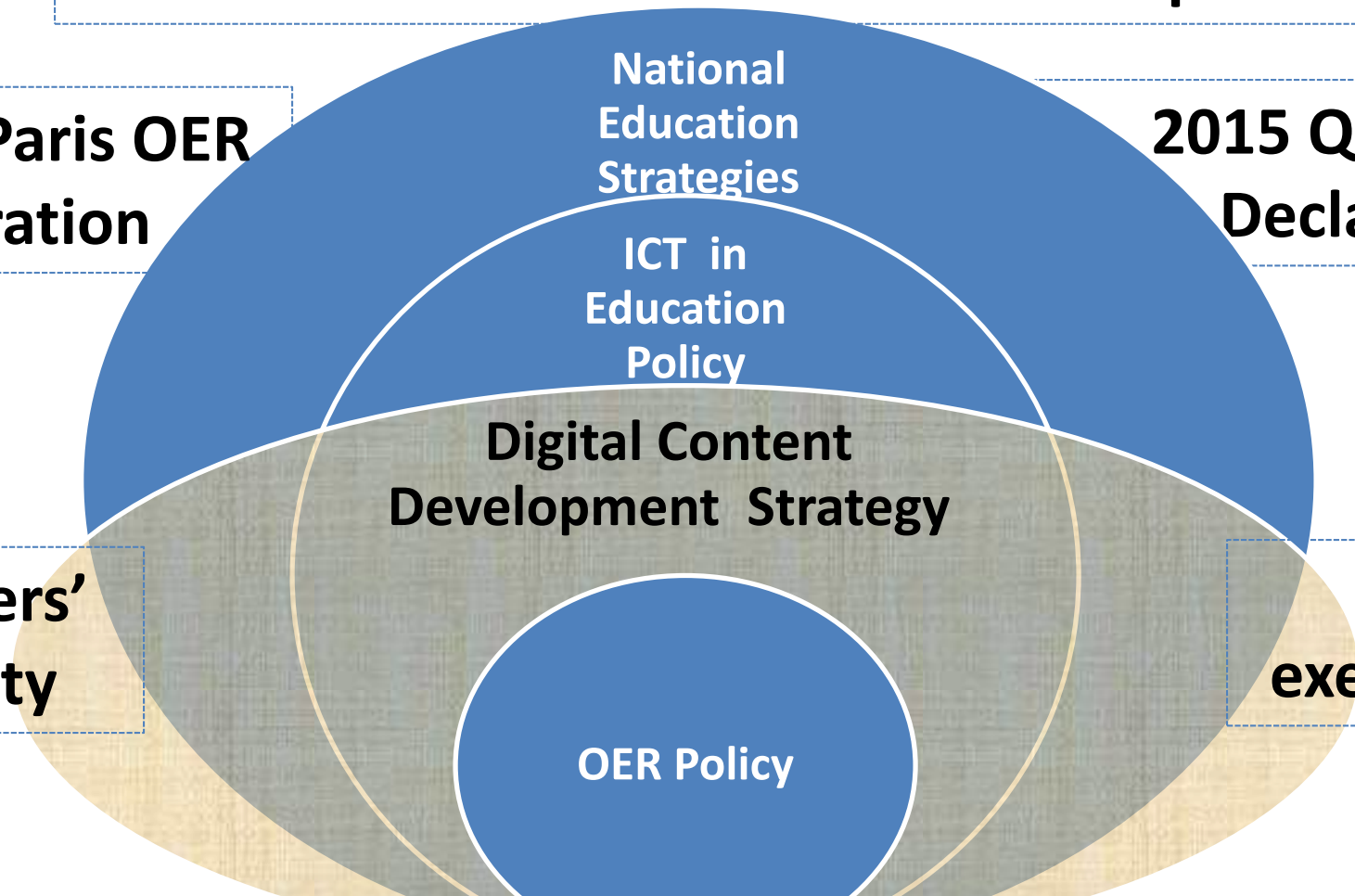
- Incheon Declaration (Post-2015 Education)
- National vision on education development

2012 Paris OER Declaration

2015 Qingdao Declaration

Teachers' capacity

Policy execution



How UNESCO works with you?



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UNESCO ICT in Education Programme

Focus Area	Output & Instrument	Capacity	Result
Policy	<ul style="list-style-type: none"> ▪ Toolkits ▪ Qingdao Declaration 	<ul style="list-style-type: none"> ▪ Global & Regional Forums on ICT in Edu ▪ Workshops on Policy 	<ul style="list-style-type: none"> ▪ International, Africa, Asia, Eastern Europe ▪ >50 countries
Teacher Training	ICT Competency Framework for Teachers	<ul style="list-style-type: none"> ▪ Assisting national teacher ICT standard setting ▪ Institutional strategy for teacher training institutes 	<ul style="list-style-type: none"> ▪ 15 Asian + 8 African countries
Mobile Learning	<ul style="list-style-type: none"> ▪ Policy Guideline ▪ Mobile reading ▪ Support teachers 	<ul style="list-style-type: none"> ▪ Mobile Learning Week since 2012 ▪ Technical supports 	<ul style="list-style-type: none"> ▪ 4 countries: test mobiles for teacher ▪ 2 countries: mobiles for women & girls
OER	<ul style="list-style-type: none"> ▪ OER Declaration ▪ OER Guidelines 	<ul style="list-style-type: none"> ▪ Global/regional advocacy ▪ National OER policy 	<ul style="list-style-type: none"> ▪ 5 national policies ▪ 2 regional events
*Prize	<ul style="list-style-type: none"> ▪ Six-year winners 	<ul style="list-style-type: none"> ▪ Phase II: Six years 	<ul style="list-style-type: none"> ▪ Best practices



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OER Policy Development: Main project activities

- **High-level policy dialogues**
 - International Conferences → Qingdao Conference, 23-25 May 2015
 - Regional forums on OER policies: GCC states, Asia-Pacific, Africa
- **OER in post-2015 education agenda: OER Indicators, OER in Qingdao Declaration**
- **OER policy review: Publication with COL**
- **Capacity building on the development of OER policies**





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OER Policy Development: Main project activities





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OER Policy Development: Implementation strategies

- **Country ownership**
- **Mainstreaming strategies**
- **Multi-entry point approach**
- **Multi-stakeholder partners → Sustained by UNESCO field offices and country teams**





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A Multi-Entry Approach to OER Policy Development



Fengchun Miao (f.miao@unesco.org)

→ Openness of curriculum & assessment →

Learning outcomes

Subject knowledge acquisition in fixed time & space

ICT enhanced knowledge/value deepening

Knowledge creation & personalized life long learning

Outputs

Teaching & Learning

ICT enhanced classroom based lectures

Extended lessons or online courses (e.g. OER MOOCs)

Coached U-learning & project based learning

Content

Govt. or institutional (open)educational resources

Public open educational resources

Teacher/student generated resources (BYOC)

Inputs

ICTs

School devices & connection per students → 1:1

Public internet connection

Universal broadband & Personal devices (BYOT)

School

Public

Personal

→ Openness of schools or learning environments →



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A holistic approach to adopting OER often result in a sector strategy for content

Vision:

- Unachieved EFA goals
- Forward-looking vision: Deeper learning

Commitment:

- Leadership & 'Legal Power' of OER policy
- Coordinating agencies
- Well vs. under funded

Alignment:

- Integrated in (ICT in) education strategies vs. standalone

National
Education
Strategies

ICT in
Education
Policy

OER Policy Options:
Sector-based inter-
sectoral, Sector-wide

OER Policy &
Master Plan

Master Plan:

- Digital textbooks
- Teaching & teacher training materials
- Learning materials
- Higher education
- Library and OER portal



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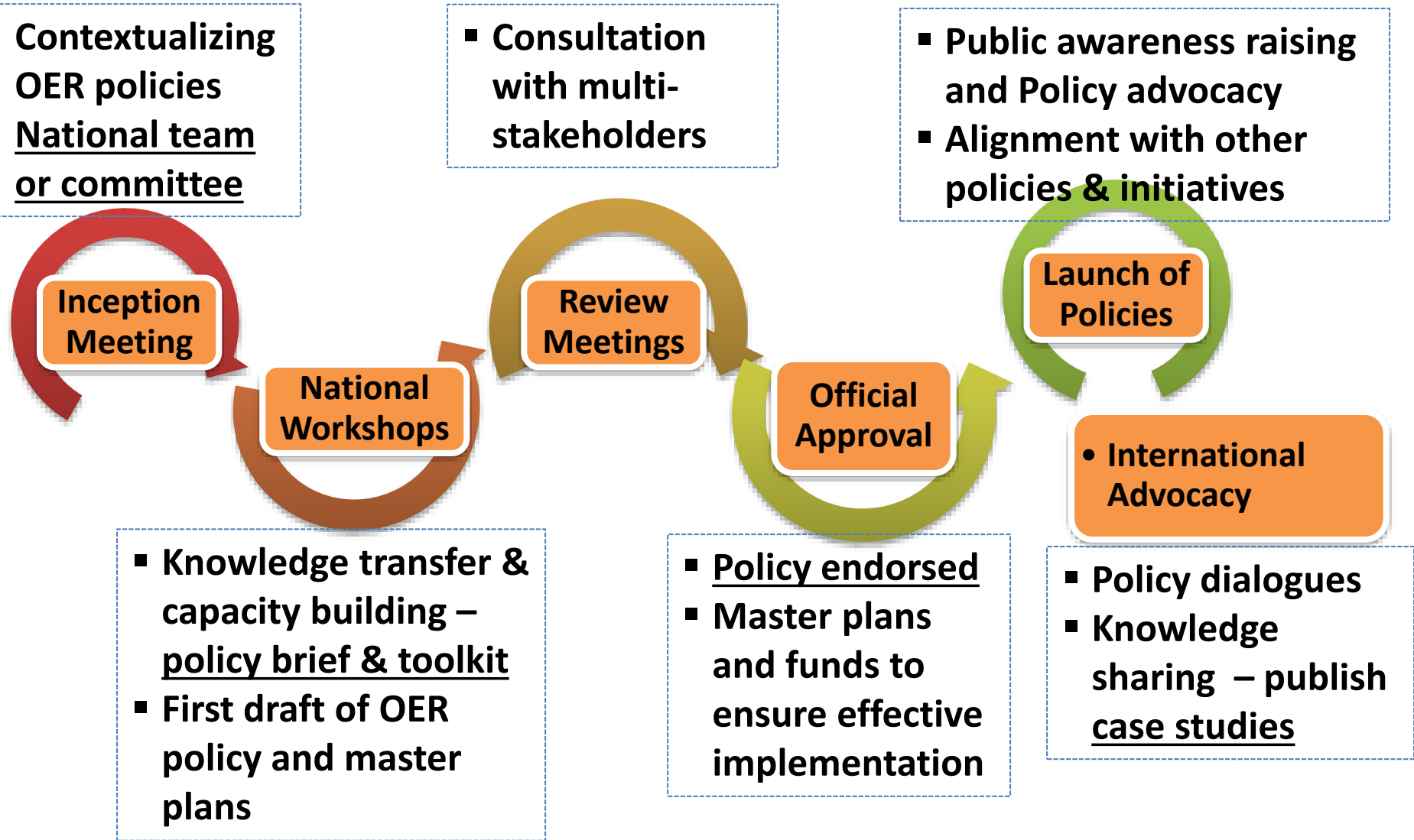
Develop master plans for OER policy implementation

- *Curriculum and Open Textbook*
- *National and institutional webportal of OER (including MOOCs)*
- *Strategies to incentivize sharing of teacher or student (or jointly) generated OER*
- *Quality assurance of user-generated OER*
- *Capacity building on using OER for deeper learning*
- *OER in higher education*
- *TVET*
- *Local-language-based repository of OER*



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UNESCO OER Policy Project: Supporting the OER policy development cycle





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Challenges

- *Impact of OER on pedagogical innovation: major or minor? Direct or indirect?*
- *Openness vs. quality of learning content*
- *Sustainable and cost-effective business models*
- *Challenges or opportunities for the traditional publication sector*

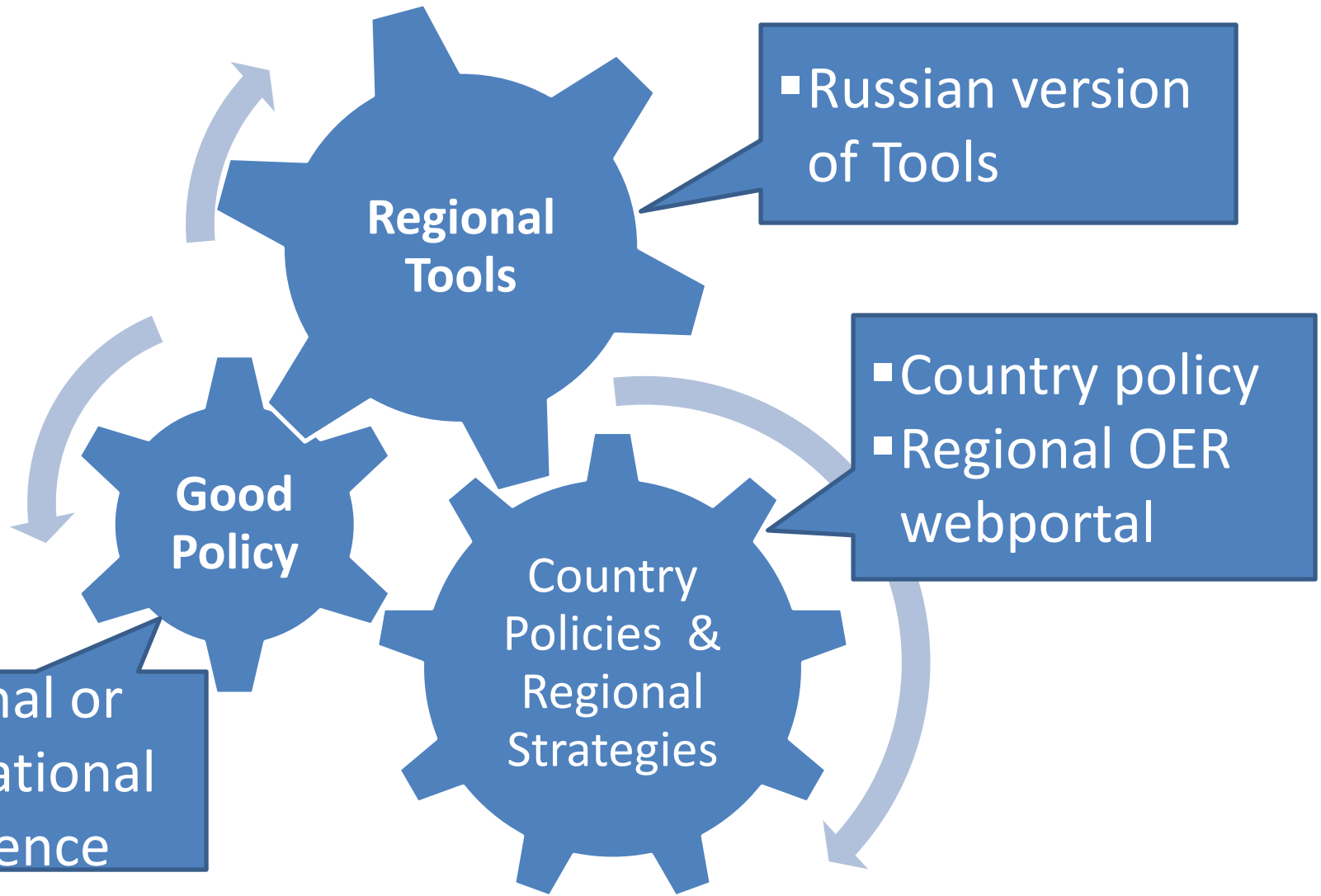


How can they be harnessed?



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Proposals for Central Asia on OER Policy Development





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Thank you...

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