

Dynamic OER Coalition Launch
2 March 2020

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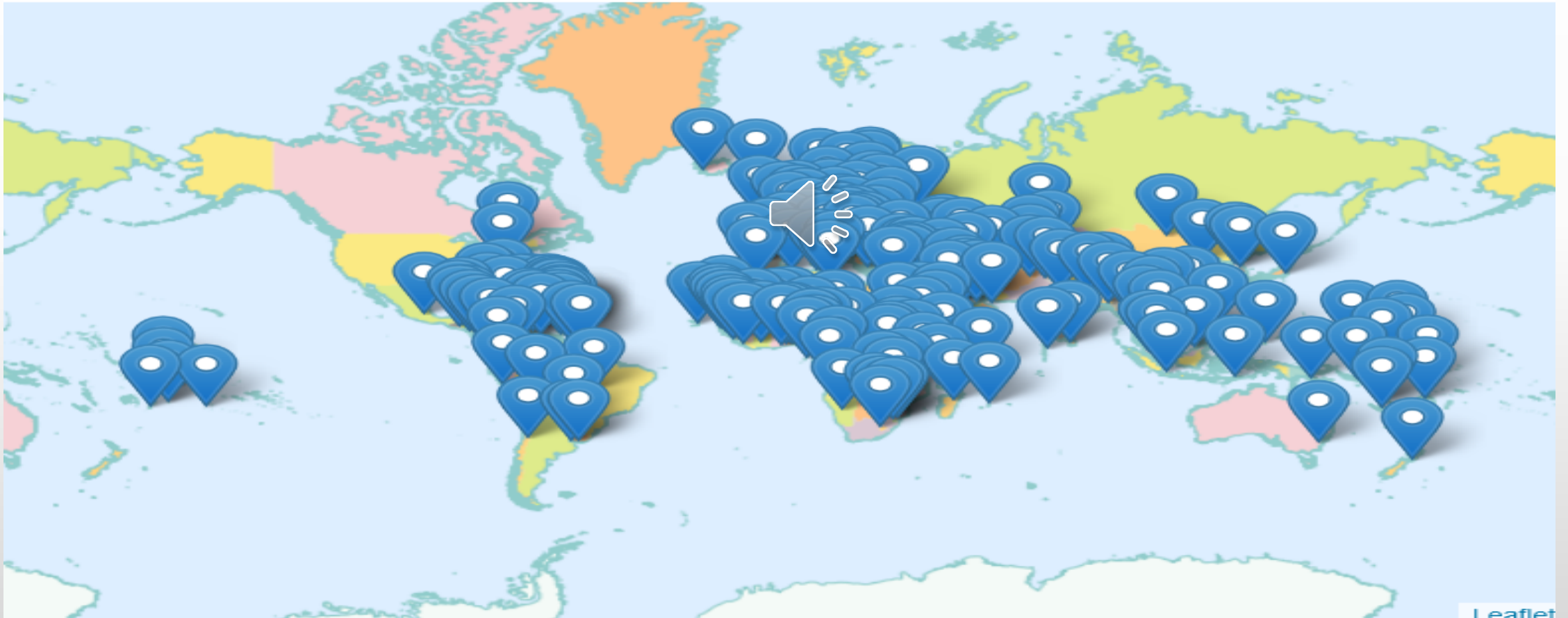
Digital Innovations and Transformations Section
Communication and Information Sector
UNESCO

What is UNESCO?


- UN Agency responsible for international cooperation in Education, Communication and Information, as well as Science (Human and Natural) established on 16 November 1945
- 193 Member States representing all continents on the planet
- 11 Associate States (Territories or groups of territories that are not responsible for the conduct of their international relations)
- Network of National Commissions to UNESCO
- Links with NGOs
- HQs in Paris France, Field Offices over 50 countries covering all UNESCO world regions




UNESCO: Where we work



UN Commitments

- The Universal Declaration of Human Rights states that all people have basic inalienable rights and fundamental freedoms that include the right to receive and impart information and ideas through any media and regardless of frontiers (Article 19) and the right to education (Article 26).
- UNESCO's constitutional commitment to “the free exchange of ideas and knowledge” supports sharing of knowledge using technologies

What is a UNESCO Recommendation?

- UNESCO Normative instruments:
 - Conventions, Recommendations, Declarations
- Recommendation:
 - It provides Recommendations to UNESCO Member States on actions that could be taken in a certain area and calls upon MSs to report on these actions in a regular manner 
 - A Recommendation has the flexibility to be rapidly adjusted to meet the constant technological evolution in OER

Recommendations

Recommendations adopted by the General Conference of UNESCO

[More information on Recommendations](#)

Legal Instruments

[Recommendation on Science and Scientific Researchers](#)

13 November 2017 [More](#)

[Recommendation on adult learning and education](#)

13 November 2015 [More](#)

[Recommendation concerning technical and vocational education and training \(TVET\)](#)

13 November 2015 [More](#)

[Recommendation concerning the protection and promotion of museums and collections, their diversity and their role in society](#)

17 November 2015 [More](#)

[Recommendation concerning the preservation of, and access to, documentary heritage including in digital form](#)

17 November 2015 [More](#)

[Recommendation on the Historic Urban Landscape, including a glossary of definitions](#)

10 November 2011 [More](#)

[Recommendation concerning the Promotion and Use of Multilingualism and Universal Access to Cyberspace](#)

15 October 2003 [More](#)

[Recommendation concerning the Status of Higher-Education Teaching Personnel](#)

11 November 1997 [More](#)

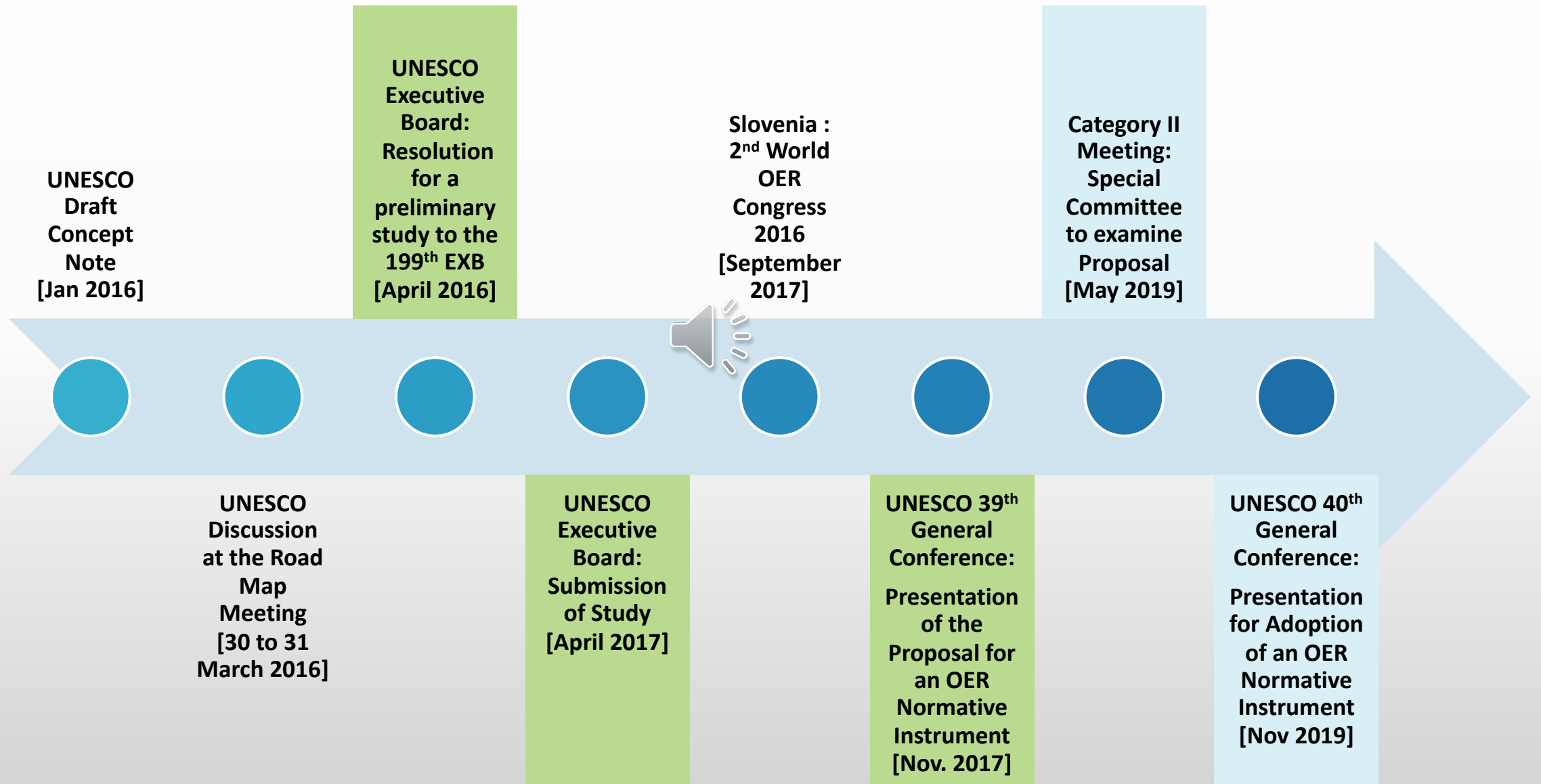
[Recommendation on the Recognition of Studies and Qualifications in Higher Education](#)

13 November 1993 [More](#)

[Recommendation on the Safeguarding of Traditional Culture and Folklore](#)

15 November 1989 [More](#)

Process 2016 to 2019



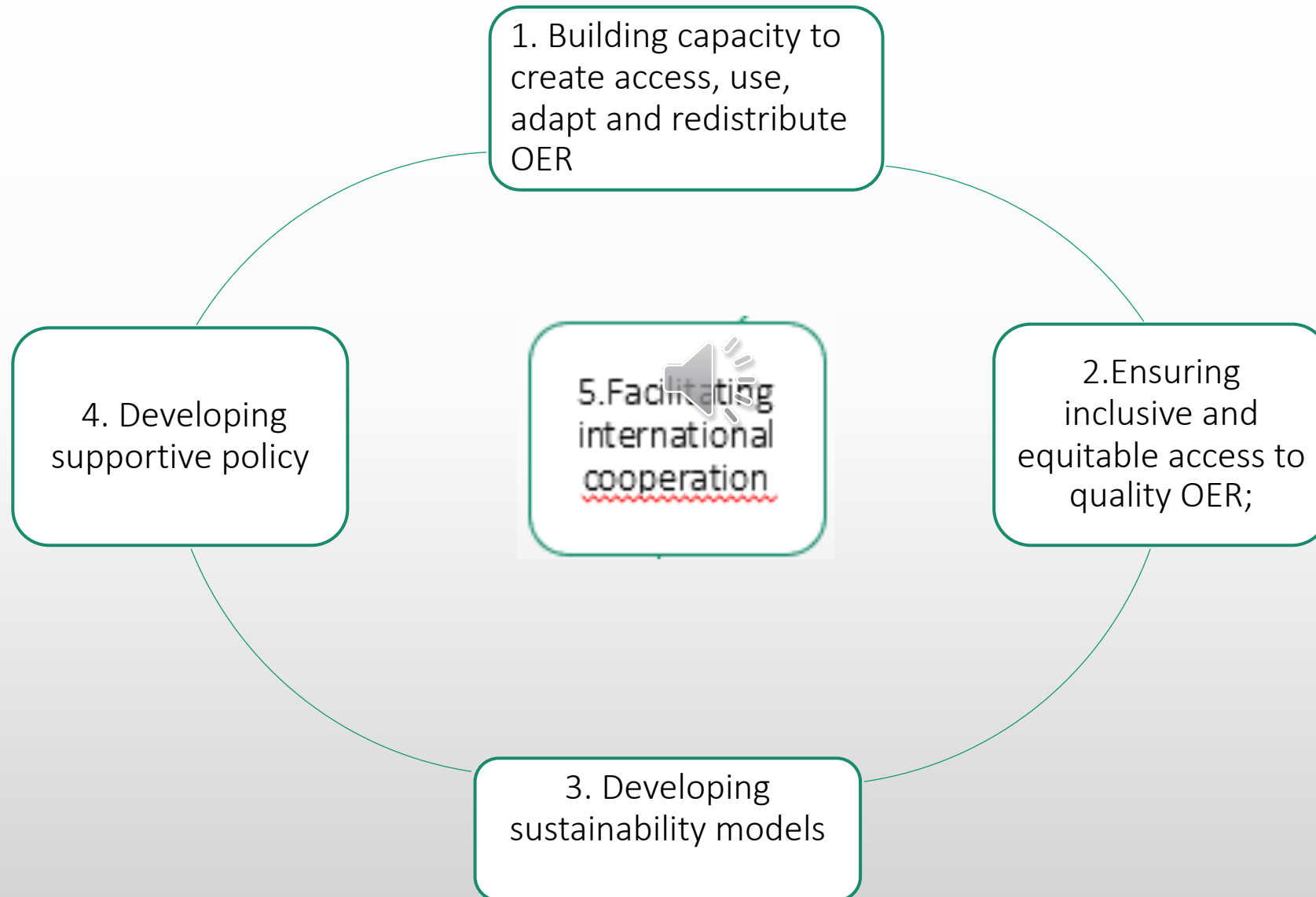
DEFINITION AND SCOPE

1. Open Educational Resources (OER) are learning, teaching and research materials in any format and medium that reside in the public domain or are under copyright that have been released under an open license, that permit no-cost access, re-use, re-purpose, adaptation and redistribution by others.
2. Open license refers to a license that respects the intellectual property rights of the copyright owner and provides permissions granting the public the rights to access, re-use, re-purpose, adapt and redistribute educational materials.

STAKEHOLDERS

teachers, educators, learners, governmental bodies, parents, educational providers and institutions, education support personnel, teacher trainers, educational policy makers, cultural institutions (such as libraries, archives and museums) and their users, information and communications technology (ICT) infrastructure providers, researchers, research institutions, civil society organizations (including professional and student associations), publishers, the public and private sectors, intergovernmental organizations, copyright holders and authors, media and broadcasting groups and funding bodies.

5 Key Areas of Action for Mainstreaming OER



1. Building capacity to create access, use, adapt and redistribute OER

- a) **building awareness** among relevant stakeholder communities **on how OER can increase access to educational and research** resources, improve learning outcomes, maximize the impact of public funding, and empower educators and learners to become co-creators of knowledge;
- b) **providing systematic and continuous capacity building (in-service and pre-service) on how to create, access, make available, re-use, adapt, and redistribute OER** as an integral part of training programmes at all levels of education, including assistance in initial training programmes for educators. This should include improving the capacity of public authorities, policy makers, as well as quality development and assurance professionals to understand OER and support their integration into learning, teaching, research and everyday life;
- c) **raising awareness concerning exceptions and limitations for the use of copyrighted works for educational and research purposes.** This should be enacted to facilitate the integration of a wide range of works in OER, recognizing that the fulfilment of educational goals as well as the development of OER requires engagement with existing copyright protected works.
- d) **leveraging open licensed tools, platforms with interoperation of metadata, and standards (including national and international) to help ensure OER can be easily found, accessed, re-used, adapted and redistributed in a safe, secure and privacy-protected mode.** This could include free and open source authoring tools, libraries and other repositories and search engines, systems for long-term preservation and frontier technologies for automatic OER processing and translation of languages (where appropriate or needed), such as artificial intelligence methods and tools;
- e) **making available easily accessible resources that provide information and assistance to all OER** stakeholders on OER-related topics, including copyright and open licensing of educational material; and **promoting digital literacy skills** in order to master technical use of software, codes and open licenses with a view to encouraging the development and use of OER.

2. Developing supportive policy

- a) **developing and implementing policies and/or regulatory frameworks which encourage educational resources developed with public funds that are openly licensed or dedicated to the public domain as appropriate, and allocating financial and human resources for the implementation and evaluation of policies;**
- b) **encouraging and supporting institutions to develop or update legal or policy frameworks** to stimulate the creation, access, re-use, re-purpose, adaptation and redistribution of quality OER by educators and learners in a manner consistent with national copyright legislation and international obligations; and to develop and integrate a quality assurance mechanism for OER into the existing quality assurance strategies for teaching and learning materials;
- c) **developing mechanisms to create communities of practice, promote teacher professional development** using OER, create networks of experts of OER and properly recognize OER creation as a professional or academic merit;
- d) **developing mechanisms to support and incentivize** all stakeholders to publish source files and accessible OER using standard open file formats in public repositories;
- e) **embedding OER policies into national policy frameworks and strategies and aligning them** with other open policies and guiding principles such as those for Open Access, Open Data, Open Source Software and Open Science;
- f) **addressing the inclusion of OER in transforming education, adjusting, enriching or reforming curricula and all forms of learning so as to exploit OER potentials** and opportunities, and encouraging the integration of different teaching methods and forms of assessment to motivate the active use, creation and sharing of OER; and assessing the impact of OER on inclusive and equitable quality education;
- g) **encouraging and supporting research on OER**, through relevant research programmes on OER development, sharing and evaluating, including the support of digital technologies (such as artificial intelligence); and
- h) **developing and implementing policies that apply the highest standards to privacy and data protection** during the production and use of OER, OER infrastructure and related services

3. Encouraging effective, inclusive and equitable access to quality OER

Member States are encouraged to support the creation, access, re-use, re-purpose, adaptation and redistribution of inclusive and equitable quality OER for all stakeholders. These would include those learners in formal and non-formal education contexts irrespective of, *inter alia*, age, gender, physical ability, and socio-economic status, as well as those in vulnerable situations, indigenous peoples, those in remote rural areas (including nomadic populations), people residing in areas affected by conflicts and natural disasters, ethnic minorities, migrants, refugees, and displaced persons. In all instances, gender equality should be ensured, and particular attention paid to equity and inclusion for learners who are especially disadvantaged due to multiple and intersecting forms of discrimination. Member States are recommended to consider the following:

- a) **ensuring access to OER that most suitably meets both the needs and material circumstances** of target learners and the educational objectives of the courses or subjects for which they are being provided. This would include offline (including printed) modalities for accessing resources where appropriate;
- b) **supporting OER stakeholders to develop gender-sensitive, culturally and linguistically relevant OER**, and to create local language OER, particularly in indigenous languages which are less used, under-resourced and endangered;
- c) **ensuring that the principles of gender equality, non-discrimination, accessibility and inclusiveness** are reflected in strategies and programmes for creating, accessing, re-using, adapting, and redistributing OER;
- d) **ensuring public investments and incentivizing private investments in ICT infrastructure and broadband**, as well as other mechanisms, to provide increased access to OER, particularly for low-income, rural and urban communities;
- e) **incentivising the development and research of OER**; and
- f) **developing and adapting existing evidence-based standards, benchmarks and related criteria for the quality assurance of OER**, as appropriate, which emphasize reviewing educational resources (both openly licensed and not openly licensed) under regular quality assurance mechanisms.

4. Nurturing the creation of sustainability models for OER

- a) **reviewing current provisions, procurement policies and regulations to expand and simplify the process of procuring quality goods and services to facilitate the creation, ownership, translation, adaptation, curation, sharing, archiving and preservation of OER**, where appropriate, as well as to develop the capacity of all OER stakeholders to participate in these activities;
- b) **catalyzing sustainability models, not only through traditional funding sources, but also through non-traditional reciprocity-based resource mobilization**, through partnerships, networking, and revenue generation such as donations, memberships, pay what you want, and crowdfunding that may provide revenues and sustainability to OER provision while ensuring that costs for accessing essential materials for teaching and learning are not shifted to individual educators or students;
- c) **promoting and raising awareness of other value-added models using OER across institutions and countries** where the focus is on participation, co-creation, generating value collectively, community partnerships, spurring innovation, and bringing people together for a common cause;
- d) **enacting regulatory frameworks that support the development of OER products and related services that align with national and international standards** as well as the interest and values of the OER stakeholders;
- e) **fostering the faithful linguistic translation of open licenses** as defined in this Recommendation to ensure their proper implementation;
- f) **providing mechanisms for the implementation and application of OER**, as well as encouraging the feedback from stakeholders and constant improvement of OER; and
- g) **optimizing existing education and research budgets and funds efficiently to source, develop and continuously improve OER models** through inter-institutional, national, regional and international collaborations.

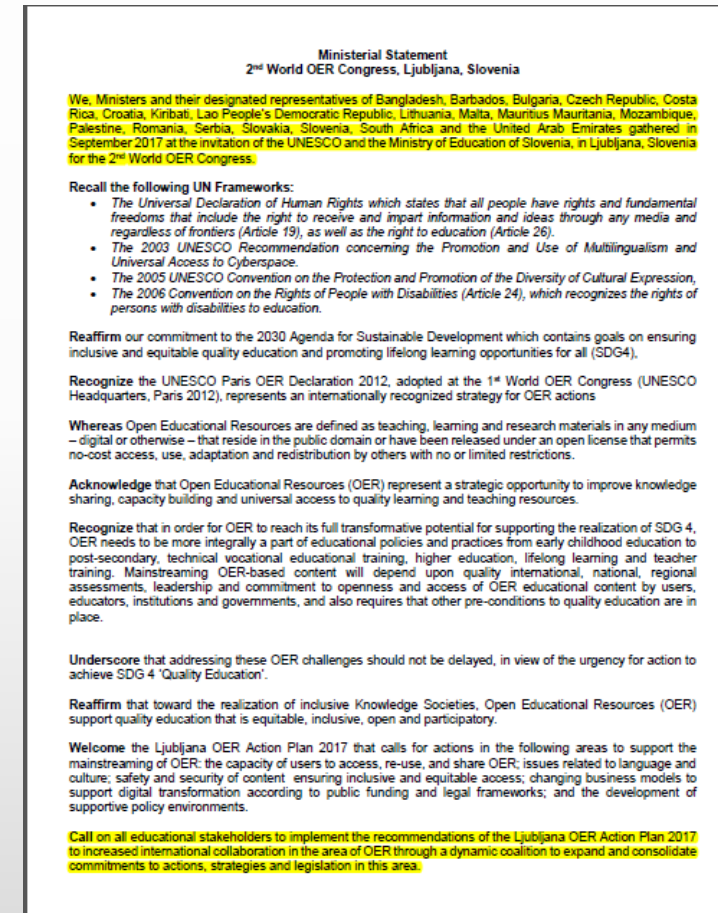
5. Promoting and reinforcing international cooperation

To promote the development and use of OER, Member States should promote and reinforce international cooperation among all relevant stakeholders, whether on a bilateral or multilateral basis. Member States are encouraged to consider the following:

- a) promoting and stimulating cross-border collaboration and alliances on OER projects and programmes, leveraging existing transnational, regional and global collaboration mechanisms and organizations. This should include joining efforts on collaborative development and use of OER as well as capacity building, repositories, communities of practice, joint research on OER and solidarity between all countries regardless of their state of OER development;
- b) establishing regional and international funding mechanisms for promoting and strengthening OER and identifying those mechanisms, including partnerships, that can support international, regional and national efforts
- c) supporting the creation and maintenance of effective peer networks that share OER, based on areas such as subject matter, language, institutions, regions and level of education at local, regional and global levels;
- d) incorporating, where appropriate, specific clauses relating to OER in international agreements concerned with cooperation in the fields of education;
- e) exploring the development of an international framework for copyright exceptions and limitations for education and research purposes to facilitate cross-border exchange and cooperation on OER; and
- f) supporting the contribution of intercultural communication skills, the management of multicultural groups, the design of communities of practice and community adjustment strategies in the local implementation of OER to promote universal values.

Dynamic Coalition: UNESCO Texts 2017 to 2019

1. First Reference in the Ministerial Statement of the 2nd World OER Congress by the 14 Ministers at the Ministerial Roundtable
2. In the Preliminary Report for the UNESCO OER Recommendation adopted by consensus by the UNESCO Member States at the Intergovernmental Meeting of Experts in May 2019 which adopted the UNESCO OER Recommendation text.
3. Supports UNESCO OER Recommendation:
Point (v) 'Promoting and reinforcing international cooperation'



Dynamic Coalition: UNESCO Texts 2017 to 2019

Ministerial Statement 2nd World OER Congress, Ljubljana, Slovenia

We, Ministers and their designated representatives of Bangladesh, Barbados, Bulgaria, Czech Republic, Costa Rica, Croatia, Kiribati, Lao People's Democratic Republic, Lithuania, Malta, Mauritius Mauritania, Mozambique, Palestine, Romania, Serbia, Slovakia, Slovenia, South Africa and the United Arab Emirates gathered in September 2017 at the invitation of the UNESCO and the Ministry of Education of Slovenia, in Ljubljana, Slovenia for the 2nd World OER Congress.

Recall the following UN Frameworks:

- The Universal Declaration of Human Rights which states that all people have rights and fundamental freedoms that include the right to receive and impart information and ideas through any media and regardless of frontiers (Article 19), as well as the right to education (Article 26).
- The 2003 UNESCO Recommendation concerning the Promotion and Use of Multilingualism and Universal Access to Cyberspace.
- The 2005 UNESCO Convention on the Protection and Promotion of the Diversity of Cultural Expression,
- The 2006 Convention on the Rights of People with Disabilities (Article 24), which recognizes the rights of persons with disabilities to education.

Reaffirm our commitment to the 2030 Agenda for Sustainable Development which contains goals on ensuring inclusive and equitable quality education and promoting lifelong learning opportunities for all (SDG4).

Recognize the UNESCO Paris OER Declaration 2012, adopted at the 1st World OER Congress (UNESCO Headquarters, Paris 2012), represents an internationally recognized strategy for OER actions

Whereas Open Educational Resources are defined as teaching, learning and research materials in any medium – digital or otherwise – that reside in the public domain or have been released under an open license that permits no-cost access, use, adaptation and redistribution by others with no or limited restrictions.

Acknowledge that Open Educational Resources (OER) represent a strategic opportunity to improve knowledge sharing, capacity building and universal access to quality learning and teaching resources.

Recognize that in order for OER to reach its full transformative potential for supporting the realization of SDG 4, OER needs to be more integrally a part of educational policies and practices from early childhood education to post-secondary, technical vocational educational training, higher education, lifelong learning and teacher training. Mainstreaming OER-based content will depend upon quality international, national, regional assessments, leadership and commitment to openness and access of OER educational content by users, educators, institutions and governments, and also requires that other pre-conditions to quality education are in place.

Underscore that addressing these OER challenges should not be delayed, in view of the urgency for action to achieve SDG 4 'Quality Education'.

Reaffirm that toward the realization of inclusive Knowledge Societies, Open Educational Resources (OER) support quality education that is equitable, inclusive, open and participatory.

Welcome the Ljubljana OER Action Plan 2017 that calls for actions in the following areas to support the mainstreaming of OER: the capacity of users to access, re-use, and share OER; issues related to language and culture; safety and security of content ensuring inclusive and equitable access; changing business models to support digital transformation according to public funding and legal frameworks; and the development of supportive policy environments.

Call on all educational stakeholders to implement the recommendations of the Ljubljana OER Action Plan 2017 to increased international collaboration in the area of OER through a dynamic coalition to expand and consolidate commitments to actions, strategies and legislation in this area.

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Call on all educational stakeholders to implement the recommendations of the Ljubljana OER Action Plan 2017 to increased international collaboration in the area of OER through a dynamic coalition to expand and consolidate commitments to actions, strategies and legislation in this area.

Links to International Instruments

- Universal Declaration of Human Rights : (Article 19),(Article 26), (Article 27),
- 2007 United Nations Declaration on the Rights of Indigenous Peoples,
- 2006 Convention on the Rights of Persons with Disabilities (Article 24), which recognizes the rights of persons with disabilities to education
- *2003 Recommendation for the promotion of multilingualism and universal access to information in cyberspace*,
- 1997 UNESCO Recommendation concerning the Status of Higher-Education Teaching Personnel
- 1966 ILO/UNESCO Recommendation concerning the Status of Teachers, which stresses
- The Education 2030 Framework for Action
- The Declaration of Principles of the 2003 World Summit on the Information Society
- The International Covenant on Economic, Social and Cultural Rights (Article 13.1),
- The 2007 Cape Town Open Education Declaration,
- The 2009 Dakar Declaration on Open Educational Resources,
- The 2012 Paris Open Educational Resources Declaration, the United Nations Millennium Declaration
- The 2000 Dakar Framework for Action,
- The Ljubljana OER Action Plan 2017
- 2030 Agenda for Sustainable Development, namely SDG 4 (Quality education), SDG 5 (Gender equality), SDG 9 (Industry, innovation and infrastructure), SDG 10 (Reduced inequalities within and across countries), SDG 16 (Peace, justice and strong institutions) and SDG 17 (Partnerships for the goals),



Roadmap : Actions x Modalities of Cooperation

ACTIONS

1. Building capacity of stakeholders;
2. Developing supportive policy;
3. Encouraging inclusive and equitable quality OER;
4. Nurturing the creation of sustainability models for OER

MODALITIES OF ACTION

- (inter) regional collaboration mechanisms
- Peer Networks / Communities of Practice
- Mechanisms for the establishment and identification of funding mechanisms
- Leveraging International frameworks in support of OER efforts



Agenda – Online Pivot

Monday, 2 March

Meeting Opening 11:00 CET

Overview of the OER Rec.

Policy (ref. point 2 pm)

Presentation: 12:30 CET

Dynamic Coalition: Background, Objectives: Contribution to the Implementation of the OER Recommendation

Presentation: Areas X Modalities (Videos)

Areas of Action

1. Building capacity of stakeholders;
2. Developing supportive policy (presentation am);
3. Encouraging inclusive and equitable quality OER;
4. Nurturing the creation of sustainability models for OER

Workshop: Questionnaire Sent 20:00 CET

Tuesday,
3 March

to

Wednesday
4 March

Workshop
Questionnaire

Thursday
5 March

10:30 CET
Deadline for
Questionnaires

Friday
6 March

10:30 CET
Report Back
Next Steps
Closing Session

Weekend!!!

https://www.youtube.com/channel/UCpI4VVVW2LyUDNBi01_-lrg

Thank you



*For more information please contact:
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