



United Nations
Educational, Scientific and
Cultural Organization

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UNESCO and Open Educational Resources (OER)

MERCOSUR Meeting on Open Educational Resources,
28-30 December 2018, Brasilia, Brazil

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**SUSTAINABLE
DEVELOPMENT** **GOALS**
17 GOALS TO TRANSFORM OUR WORLD





- [Sustainable Development Goal 4](#) - ensure **inclusive** and **equitable quality education** and promote **lifelong learning opportunities** for all [by 2030](#)
- Education is essential for the success of all 17 goals
- UNESCO has the mandate to lead and coordinate the Education 2030 agenda

A worldwide Education crisis

- A staggering 617 million children and adolescents – **nearly 60% globally** – did not reach basic literacy or numeracy
UNESCO Institute for Statistics ([UIS](#))
- **More than 50%** of the world's children and adolescents are not learning
GEM 2017/2018 monitoring target 4.1., Sustainable Development Goal 4)
- The number of migrant and refugee school-age children around the world today has **increased to 26%** since 2000

UNESCO's 2019 Global Education Monitoring Report

The need for innovative solutions

- The Open Educational Resources (OER) movement
 - UNESCO is convinced that **Open Educational Resources (OER)** can make a significant **contribution to achieving SDG 4**: “Ensure inclusive and equitable **quality education** and promote lifelong learning opportunities for all.”
 - OER can provide **opportunities** to improve the **quality** and expand **access** to learning content
 - OER can support **education transformation**, **catalysing the innovative use, creation of content, encouraging learners and teachers to co create, cooperate, collaborate and share.**
- The five freedoms of OER



Retain

keep the work
forever



Reuse

use the work for
your own purpose



Revise

adapt, modify, or
translate the work



Remix

combine it with
another resource to
make a new work



Redistribute

share the work
with others

Source: Ehlers, Schuwer, & Janssen, 2018.
Quoted at Guidelines on the Development of OER Policies
(UNESCO & Commonwealth of Learning, 2019).

How UNESCO is leading the promotion of OER



UNESCO and OER

2002-2015

- . 2002: OER term is coined at UNESCO's Forum on Open Courseware
- . 2012: 1st World OER Congress
- . 2012: UNESCO Paris OER Declaration
- . 2015 Qingdao Declaration - International Conference on ICT and post-2015 education; and Incheon Declaration.
- . OER Research Chairs – to provide decision and policy-makers with empirical research evidence of the benefits of OERs
- . Projects – with UNESCO providing expert technical assistance ('Hewlett funded Implementing the Paris OER Declaration Project' 2013-2014; 'Taking OER beyond the OER community: Policy and Capacity 2010 – 2013')

2016

- . UNESCO Executive Board (EXB)'s Resolution for a preliminary study to the 199th EXB
- . Regional consultations
- . OER Book on Policy, Costs and Transformation (UNESCO & Commonwealth of Learning)

2017

- . Slovenia 2nd World OER Congress
- . Open, online consultation on the draft Action Plan
- . Ljubljana OER Action Plan
- . UNESCO Executive Board: submission of Study
- . UNESCO 39th General Conference: Proposal for an OER Normative Instrument

2018

- . Mobile Learning Week OER Information meeting on the Ljubljana OER Action Plan
- . Preliminary report by UNESCO's Director-General + draft recommendations were sent for comments to Member States
- . Large events: UNESCO's annual Mobile Learning Week; annual Asia-Pacific Ministerial Forum on ICT in Education; African Ministerial Forum on ICT in Education...

2019

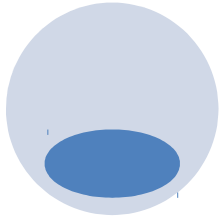
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- . **UNESCO 40th General Conference: Presentation for Adoption of an OER Normative Instrument**
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Education
2030

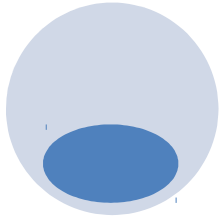
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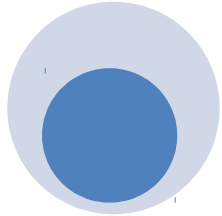
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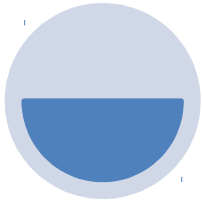
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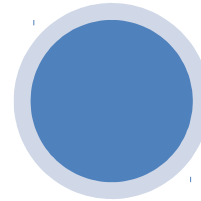
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OER serves as an **essential component** to SDG 4. Through OER, **high quality learning materials** in all different forms are **freely accessible, shared and adapted** to local-specific context, facilitating inclusion and equity to the most vulnerable populations.

Recommendations for Mainstreaming OER in support of SDG 4

(The Ljubljana OER Action Plan 2017)

1. Building the **capacity** of users to find, re-use, create and share OER
2. Making OER available in **diverse languages**
3. Ensuring inclusive and equitable **access** to quality OER
4. Developing **sustainability** models
5. Creating supportive **policy** environments

Why OER policy





Why OER Policy

Keep public domain public – legislative framework to ensure re-use of knowledge as a human right for all, avoiding privatizing knowledge acquisition

Encourage teachers' pedagogical innovation and students' knowledge creation as key pillar of successful ICT in education initiative and education transformation – from passive information consumers to active knowledge creators.

OER Policy

Enablers	Action Lines	Targets
Costing & funding	Regulatory framework	1. Inclusive OER
Policy alignment	- Policy on open license - Inclusive access	2. OER for indigenous languages/cultures
Monitoring and evaluation	- Quality assurance - OER repositories	3. Equity and gender-equality
Public awareness	Capacity building for pedagogical use of OER	4. Knowledge deepening & creation in K-12
Partnership	OER creation & sharing incentives	5. Expanding HE
	Business models	6. TVET & skills development
	OER researches & evidence bases	7. Non-formal learning
		8. Lifelong learning

Source: Fengchun Miao, ICT in Education Unit

OER Policy

- Contextualize the OER policy: **country context** and **national education system**
- Evolution of national education strategies or ICT in education policies: **Redefine the learning outcomes towards 2030**

SDG 4 - Ensure equitable and inclusive quality education and lifelong learning for all by 2030



For more information about OER Policy, please see the Guidelines on the Development of OER Policies (UNESCO & Commonwealth of Learning), *presentation by Dominic Orr*.



For further information, please visit:
<https://en.unesco.org/mlw/>

What is next?

What's next for the OER movement?

Open AI in Education?

- How can we ensure open-source AI and AI-powered developments following OER principles?

Invitation to Mobile Learning Week on AI in Education (4-8 March 2019)

Call for proposals

1. Ensure inclusive and equitable use of AI in education;
2. Leverage AI to enhance education and learning;
3. Promote skills development for jobs and life in the AI era; and
4. Safeguard transparent and auditable use of education data.



Let's work together

*to make possible OER's significant
contribution to achieving SDG 4*

**Ensuring equitable and inclusive
quality education and lifelong
learning for all by 2030**

Thank you

Learn more: www.unesco.org/education

 [@UNESCOICTs](https://twitter.com/UNESCOICTs)

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<https://en.unesco.org/themes/ict-education>