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United Nations
Educational, Scientific and
Cultural Organisation



2nd World OER Congress

Ljubljana OER Action Plan

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2nd World OER Congress 2017

18 to 20 September 2017 - Ljubljana, Slovenia

(Category IV Meeting)

Objectives

1. Examine solutions to meeting the challenges of mainstreaming OER practices in educational systems worldwide
2. Showcase the world's best practices in OER policies, initiatives, and experts
3. Providing recommendations for the mainstreaming of OER with links to best practices



2nd World OER Congress : Outputs & Follow up

The 2nd World OER Congress brought together some 500 stakeholders from over 100 Member States, including 14 Ministers of Education.

The 2 Outputs:

- The Ljubljana OER Action Plan and
- The 2nd World OER Congress Ministerial Statement,

39th General Conference of UNESCO (Nov 2017)

- Resolution to start process for the development of a Recommendation on OER

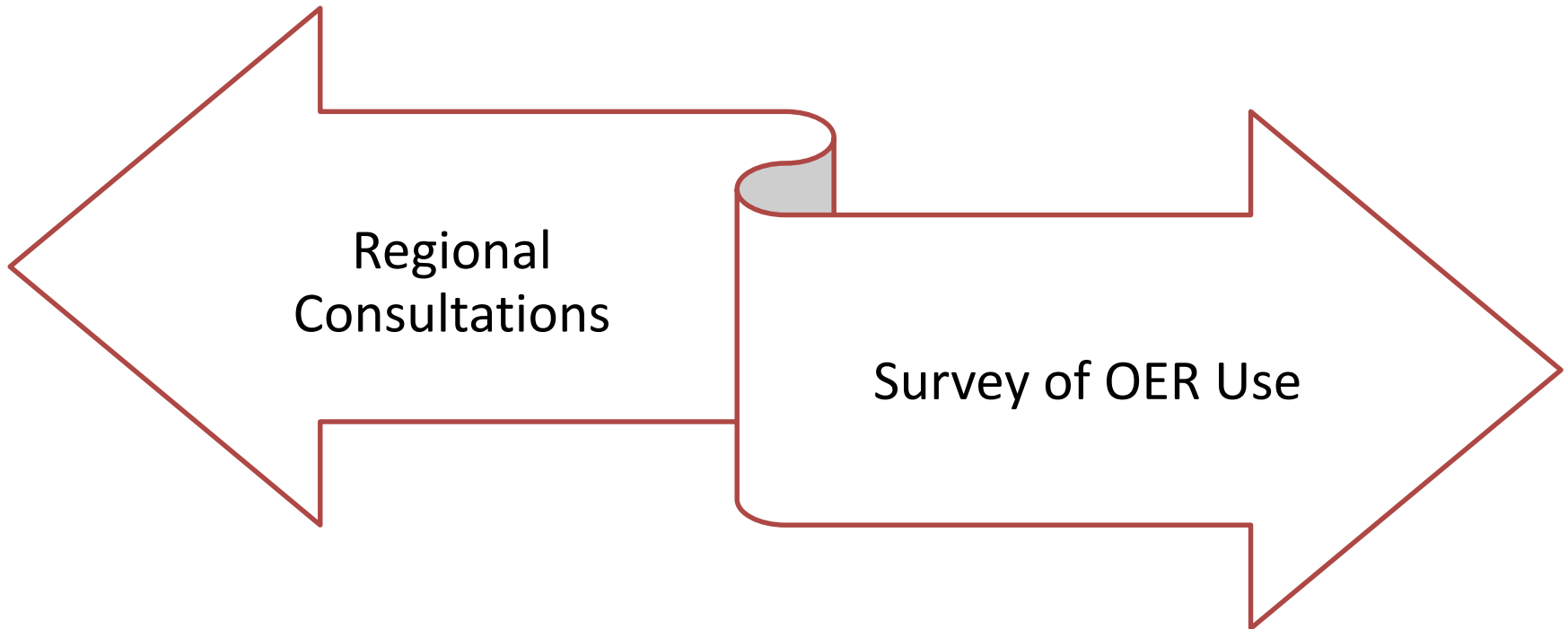


SDG4 – ‘Inclusive Quality Education’

- **SDG 4 of Adopted by the International Community in September 2015** calls for *‘Ensuring inclusive and equitable quality education and promote lifelong learning opportunities for all’* with its key pillars of access, equity and inclusion



Preparatory Activities



Regional
Consultations

Survey of OER Use



2nd OER Congress – Regional Consultations

Objectives :

- Identify the national implementation status of Paris OER Declaration 2012
- Initiate discussions on solutions to the 5 challenges to mainstreaming OER
- Build awareness among key stakeholders about the objectives of the 2nd World OER Congress



2nd World OER Congress – Regional Consultations

<i>Region</i>	<i>Date</i>	<i>Place</i>
Asia	1-2 December 2016	Kuala Lumpur, Malaysia
Europe	23-24 February 2017	La Valette, Malta
Arab States	26-27 February 2017	Doha, Qatar
Africa	2-3 March 2017	Port Louis, Mauritius
Americas	3-4 April 2017	Brasilia, Brazil
Pacific	End May 2017	Auckland, New Zealand



2nd World OER Congress 2017

Challenges to mainstreaming OER

- Capacity of users to access, re-use and share OER
- Language and culture issues
- Ensuring inclusive and equitable access to quality OER
- Developing Sustainability Models
- The development of supportive policy environments.



Challenges to mainstreaming OER

1. Capacity of users to access, re-use and share OER

- Educational stakeholders (policy makers, educators, students, librarians) need the capacity to be able to find, use, modify and share materials created under an open license.
- Development of user-friendly tools to locate and retrieve OER

2. Language & culture issues

- OER made available in the language and adapted to the cultural context where it is used is vital for uptake in local contexts.
- Issues related to the sharing and accepting of knowledge from different sources need to be addressed.

3. Ensuring inclusive and equitable access to quality OER

- OER needs to be accessible to all learners, including those who have disabilities, those that are economically disadvantaged and within a framework, which ensures gender equity. Electricity and connectivity remain challenges in many parts of the world.
- Quality assurance of issues must also be addressed for OER as with any other educational resources

4. Developing Sustainability Models

- There is a need to identify the full spectrum of possibilities for innovative sustainability models and the benefits they provide
- This may include mechanisms to support that work financially possibly including adjusting procurement models or the way teachers are incentivised to work on OER.

5. Development of supportive policy environments

- Mainstreaming of OER requires the creation, adoption, and implementation of policies supportive of effective OER practices. In this regard, funding flows are more likely to follow from policy directives, and policies can be applied for both bottom-up and top-down approaches.



Background to Action Doc Dev

- First known 'open doc' development process. Hewlett Commission provided technical guidance.
- Due to the rhythm of inputs, and the need to ensure bilingual versions only 2 versions made available
- The majority of the comments were received from mid-August to the first week of September
- The inputs have been incorporated and shown through the comments function of the document, by attempting to be as exact to which part of the sentence is referenced



Recommendations for the mainstreaming of OER - Solutions to Challenges



July 2017

Draft based on the outcomes of the Regional consultations circulated to all Member States and posted on the UNESCO OER Congress Site for consultation, with a call for inputs



Early September 2017

Draft for discussion at the 2nd World OER Congress finalized based on the inputs received to the first week of September.



2nd World OER Congress (Sept 2017)

The document finalized at the 2nd World OER Congress (18 to 20 September 2017)



Inputs from Online Consultation

- Through this process we received over 55 comments and some 20 examples of good practice. This includes substantial documents with suggested changes from the 3 different organizations (Education International , The German National Commission to UNESCO, OER Africa, and the US Consolidated inputs)
- Examples of good practice to be published in Dec 2017 with the World OER Map

Stakeholders

Why is the text
not structured on
'stakeholders'?

The main issue is not the WHO but the WHAT which is highlighted.

Stakeholders involved: educators, teacher trainers, librarians, learners, parents, educational policy makers (at both the governmental and institutional level), teacher and other professional associations, student associations, teacher and student unions as well as other members of civil society, and intergovernmental organizations and funding bodies. There are very many

Support of decision makers at governmental and institutional levels is essential for the realization of the Ljubljana OER Action Plan. Multiple stakeholder's support for the actions is also crucial for the implementation of the proposed actions. Specific stakeholders are identified in the possible actions proposed.



Ljubljana OER Action Plan

- The document is composed of the following sections:
 - The Introduction, outlining the objectives of the Congress;
 - The Context – outlining the main UN frameworks to which it contributes, SDG4 and the role and conditions in which OER may contribute to supporting SDG4
 - The recommendations in the 5 areas identified for supporting the mainstreaming of OER
 - A conclusion indications on monitoring and evaluation



Main Concern:

Recognition that
OER is only useful if
other good
pedagogical
practices and
conditions are in
place,



Ministerial Statement

- **We the 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, in Ljubljana, Slovenia for the 2nd World OER Congress.
- **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.



Implementation of the Ljubljana OER Action Plan

Awareness Raising; Capacity Building...

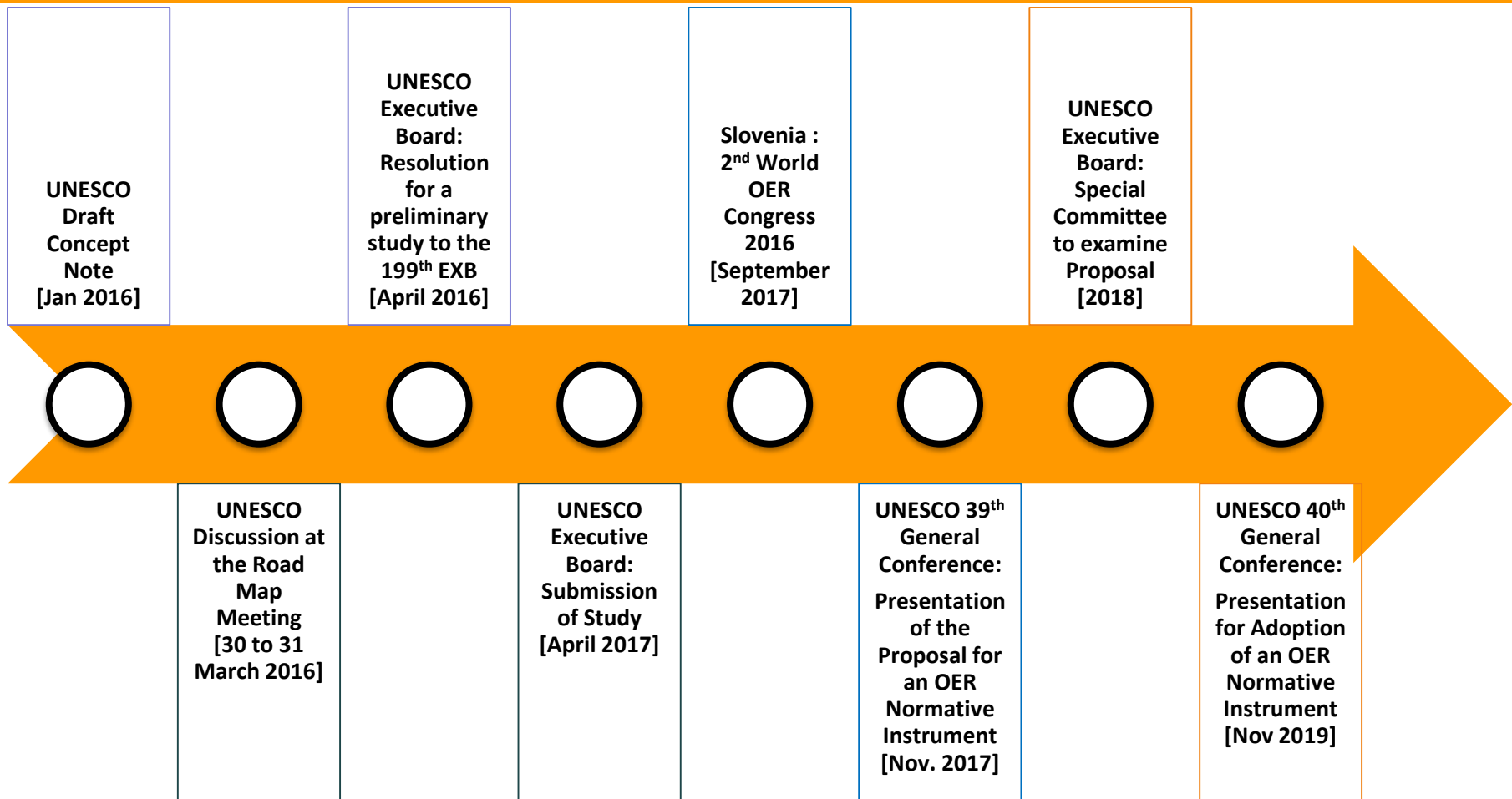
- Example:

UNESCO: ALECSO Inclusive Education Event
focus on Point 3 – Inclusive OER for Persons with
Disabilities

(Muscat, Oman 17 to 19 Dec 2017)



A Normative Instrument for OER





A UNESCO Recommendation on OER

A major catalyst for supporting the mainstream adoption of OER to contribute achieving SDG 4 'Education' of the Education 2030 Agenda.



Thank you

For further information:

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