International Conference
ICT and Post-2015 Education

Universal Access to Quality Content

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What are key institutional strategies to promote the development of quality OER?

- Effective strategies to ensure large scale user-generated OER
- Incentivizing Knowledge creation and sharing
## Overview of Presentation

### 1. Context: Creating Inclusive Knowledge Societies
- ICT Developments since 2005
- UNESCO and the ICT Landscape
- Inclusive Knowledge Societies
- Open Educational Resources (OER)

### 2. Open Solutions: OER Strategies & Incentives
- ICT CFT Harnessing OER
- Digital Textbooks, Portals, Policies
- Guidelines on ODL for Persons with Disabilities using Open Solutions
ICT Developments since 2005: Effects

• ICTs enable people and organizations to undertake activities more efficiently, and to coordinate more effectively with one another.

• ICT developments make it much easier for people and organizations to access information and to publish and share content.

• Relationships between citizens and between citizens, governments and businesses have changed substantially.

• ICTs support the emergence of new forms of economic production, distribution and consumption, including major changes in modes of access to literature, music and the arts.

• Governments and businesses now gather and analyse very large data sets, for various purposes including in order to maximise the efficiency of public services – a development which has important implications for privacy and identity.
ICT Developments since 2005

• The number of mobile telephone subscriptions has grown from around 1.5 billion in 2005 to over 6.5 billion in 2013 (ITU statistics).

• The number of people connected to the Internet has grown enormously, from just over one billion in 2005 to over 2.7 billion in 2013 (ITU statistics).

• Entirely new services have been introduced which have transformed users’ experience of mobile telephony and the Internet, including smartphone apps, online social networks and microblogs.

• Major changes continue to take place in ICT and Internet technology, such as the development of cloud computing, which locates applications as well as data in data centres rather than end-users own hardware and software, and the Internet of Things which has the potential to extend connectedness from individuals and organizations to almost all devices and objects.
UNESCO and the ICT Landscape

• UNESCO’s expertise is in the ‘human dimension’ of information and communication

• Establishment of the Communication and Information Sector in 1990

• Adoption of the aim of ‘Building Inclusive Knowledge Societies through Information and Communication’ as one of its five overarching objectives.
Inclusive Knowledge Societies


Closing the digital divide will not suffice to close the knowledge divide, for access to useful relevant knowledge is more than simply a matter of infrastructure - it depends on training, cognitive skills and regulatory frameworks geared towards access to contents,
Post 2015 Development Agenda

**Overarching Goal (2015)**

To ensure that by 2030, everyone has an equal opportunity to learn the basics, whatever their circumstances – this means that that every child, young person and adult, whatever their circumstances, can read and write with understanding, and can do basic mathematics.
The ICT in Education Ecosystem

Accessibility

Content
[OER, OA peer reviewed journals...]

Teacher Training
[ICT CFT...]

Pedegogy
[21st C Skills...]

Hardware
[computers, mobile phones, Inclusive solutions...]

Connectivity
[Broadband, school networking, Inclusive solutions...]

Gender Equity
Inclusive Knowledge Societies: Open Solutions

**OPEN SOLUTIONS**

- **Open Educational Resources (OER)**
  - ICT CFT Harnessing OER
  - Digital Textbooks & Portals
  - Policy

- **Free & Open Source Software (FOSS)**
  - Youth Mobile

- **Open Access to Scientific Journals (OA)**
  - Policy
  - Capacity Building

**ODL Guidelines for Persons with Disabilities using Open Solutions**
What are Open Educational Resources (OER)?

Any educational resource that may be freely accessed, copied, re-used, adapted and shared...

....available on an open license or in the public domain for use without paying royalties/licence fees

Image: http://foothillglobalaccess.pbworks.com/w/page/13095903/Open_Educational_Resources
http://www.globalkap.com/Industries/Legal
What are Open Educational Resources (OER)?

OER

- Textbooks
- Multimedia applications (videos, audio, animation)
- Tests
- Assignments
- Curricula
- Lecture notes
UNESCO World OER Congress 2012

Participants:
- Ministers /senior policy makers
- Expert practitioners/ researchers and relevant stakeholders

Aims
- To showcase innovative and promising practices in OER policies and initiatives
- Debate and adopt the Paris OER Declaration
Paris OER Declaration: 4 Main Types of Action;

1. Facilitate understanding and use
2. Support capacity building
3. Reinforce strategic alliances
4. Encourage forward looking actions
a) Facilitate awareness and use of OER
b) Facilitate enabling environments for use of ICT.
c) Reinforce the development of strategies and policies on OER
d) Promote the understanding and use of open licensing frameworks
e) Support capacity building for the sustainable development of quality learning materials
f) Foster strategic alliances for OER
g) Encourage the development and adaptation of OER in a variety of languages and cultural contexts
h) Encourage research on OER
i) Facilitate finding, retrieving and sharing OER
j) Encourage the open licensing of educational materials produced with public funds
Teacher Training: ICT CFT

The ICT Competency Framework for Teachers

- A Framework for training teachers to effectively integrate ICT in their practice.

- A set of competencies that teachers need to integrate ICT into their practice and professional development to advance student learning.

- Current activities focus on contextualizing the ICT CFT using Open Educational Resources (OER) developed through national consultations linking policy objectives and the ICT CFT framework.
ICT CFT Harnessing OER: Strategy

- Contextualize the ICT CFT to meet the goals of national ICT in Education Teacher Training Policy with key national stakeholders
- Identify areas where Teacher Training Materials are necessary to meet these goals
- Support the development of necessary OER-based Teacher Training Materials by national stakeholders
ICT CFT Harnessing OER: Incentives

- National stakeholders become creators of OER
- Teachers learn about OER using OER
- Cost effectiveness and capacity building benefits of OER experienced at the national level first-hand
- Inter-regional cooperation on TT material development thanks to the sharing of a common comprehensive framework contextualized to national needs
Digital Text Books & Policy: Strategy

- Digital Textbooks
  - Supporting governments in the OER-ization of course content, course books at HE level
  - Development of OER Portals

- Policy
  - UNESCO/COL OER Guidelines for HE (2011)
  - Support for National Policy Development
Digital Text Books & Policy: Incentives

- Institutions engaged in a longterm cost-effective strategy to meet the increasing demands for higher education

- Support to inter-regional cooperation for institutions and governments facing similar challenges in different contexts
UNESCO ODL Guidelines for the Inclusion of Persons with Disabilities through Open Solutions

- Focus on the role and obligations of all stakeholders associated with Open and Distance Learning
- Contributes to the implementation of relevant articles of the UN Convention on the Rights of Persons with Disabilities 2006
- Initiated as an input to the UNESCO International Conference: From Exclusion to Empowerment: Role of ICTs for Persons with Disabilities (New Delhi, November 2014)
UNESCO ODL Guidelines for Persons with Disabilities using OS

Matrix for Design
[pre-requisite actions/ Implementation actions/ Monitoring Processes]

Recommendations for Stakeholders

Platforms

Content

Modalities

Governments

Institutions & Instructional Designers

QA and Recognition Bodies

Annexes: Tools

Checklists of Prerequisite actions

Examples of Open Solutions Tools

Accomodations for specific functional areas

List of available Journals in ODL
UNESCO ODL Guidelines for PWD: Strategies

- Identification of existing Open Solution tools that can support inclusion in education for all students

- Support for Open Solution tools which allow for learners, institutions, governments to easily re-use, share, modify in a cost-effective manner

- Support the incorporation of Universal Design principles for the development of OER – highlight importance of accessibility for open content/ tools
Summary of Strategies

- Development of Teacher Training Tools to sensitize TTIs, Ministries and Teachers of the value of Open Educational Resources (OER) for a global priority area: quality Teacher Training for ICT in Education

- Support to HE Institutions in the OER-ization of their course materials (how – to, networking, innovating)

- Identification of OER and other Open Solution tools to support accessible learning opportunities for Persons with Disabilities; supporting institutions in ensuring these tools are part of their regular offer.
Summary of Incentives

- Users become Actors and Creators in the Knowledge Creation process
- Cost effectiveness, particularly in the long term
- Inter-regional cooperation to face similar challenges in different contexts more effectively
- New solutions to accessibility challenges harnessing technological developments effectively
2015

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Post 2015 Development Agenda
Thank you

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