

OEGlobal 2021 Proposal from ICDE OERAC

Title: **Global Monitoring of the UNESCO OER Recommendation**

First name: **Ebba**, Jane-Frances, Cengiz Hakan, Melinda, Daniel, Xiangyang, Rosa Leonor, Mpine, Cristine, Yi, Constance, Trish

Last name: **Ossiannilsson**, Obiageli Agbu, Aydin, de la Pena Bandalaria, Burgos, Zhang, Ulloa Cazarez, Makoe, Gusmão, Yang, Blomgren, Chaplin-Cheyne

Email: **Ebba.Ossiannilsson@gmail.com**

Country / Region **Sweden**, Nigeria, Turkey, The Philippines, China, Spain, Mexico, South Africa, Brazil, US, Canada, New Zealand

Language: **English**

Type of proposal: **Webinar** (Panel discussion and Interactive Activities)

Organization: **International Council for Open and Distance Education (ICDE) OER Advocacy Committee**

Web page: <https://www.icde.org/knowledge-hub/icde-oer-advocacy-committee>

The ICDE OER Advocacy Committee proposal refers mainly to the UNESCO OER Recommendation Action Areas Capacity Building (i), Policy (ii), and Internationalization (v)

Extended Abstract

In the International Council for Open and Distance Education (ICDE) Strategic Plan 2021-2024, work on the implementation of the UNESCO OER (Open Educational Resources) recommendation is strongly emphasized and explicitly stated in several of the strategic objectives, such as maximizing the relevance and value of ICDE to its members through the prioritized areas of quality, OER and innovation in education. Accordingly, OER is very strongly emphasized in the ICDE Action Plan 2021-2022. Open education and OER has long been a priority for ICDE, so both are working with OER chairs and OER ambassador programs. The ICDE OER Advocacy Committee (OERAC) was first established at the 27th ICDE World Conference in Toronto in October 2017 with the aim of increasing global recognition of OER and providing policy support for the uptake, use and reuse of OER. In 2021, OERAC was renewed by the ICDE Board for a four-year term from 2021 to 2024. However, it will be divided into two periods, with the first term of office from 2021 to 2022, guided by the ICDE Strategic Plan and in particular the ICDE Activity Plan for 2021-2022. In addition, the UNESCO OER Recommendation forms the basis for OERAC's work. ICDE OER Ambassadors have been appointed by ICDE and for this term OERAC has Ambassadors with a regional distribution, i.e., Africa, Asia, Europe, Oceania, North and South America are represented (all authors are appointed ICDE OERAC Ambassadors). The regional distribution will enable the advocacy to have a wide reach and gain knowledge from members across the regions. The focus will be particularly on capacity building, policy and internationalization, which are prioritized by ICDE. In addition, advocacy will focus on the work of ICDE in general. This session will serve both to disseminate the work of ICDE and ICDE OERAC, as well as to disseminate regional and institutional work and insights from the panelists that provide concrete ways to implement the UNESCO OER recommendations. In addition, the session aims to gain insights from the participants and the current state of affairs in different regions.

There is an urgent need to look at progress against the Sustainability Goals (SDG), particularly SDG 4. It is important to consider new and cost-effective approaches to teaching and learning to achieve a more equitable and up-to-date impact. In terms of implementing the OER recommendation, it is important to consider context and culture as there is no one size fits all - there is no one size fits all when it comes to developing solutions to launch an Open Educational Practices (OEP) initiative. It is

important to understand the needs of each institution, including as a way to promote open educational practices. In addition, the aftermath due to COVID -19 will be reflected upon during the session. Equity should be the crucial approach - given the constraints imposed on education by COVID -19 and the resulting digital transformation.

The outline of this interactive webinar will be divided into two parts. The session will begin with a brief introduction and global overview of the OER recommendations. There will be two panel discussions.

Panel 1 What does the recommendation mean in a global perspective and for different regions. Examples will be given.

Panel 2 Reflections and discussion around the five areas with regional and country examples. Examples will be given.

During the session, participants are encouraged to interact, and an active dialog is facilitated. The session will include comments from online participants, questions and key ideas during the discussion. Conclusions and recommendations will be summarized and brought forward. The outcomes of the session will be awareness raising about the OER Recommendation and shared experiences on Global Monitoring of the UNESCO OER Recommendation.

Outline of the contribution: Webinar format with interactions:

Outline	Topic	Contributor/s
Introduction by session chair and rapporteur to action area and to presenters – 10 min	Global monitoring of the OER Recommendations	
Presentations Two panels by panelists in the field related to the day’s action area		
Panel 1	What does the recommendation mean in a global perspective, and for the different regions? To create awareness about the OER Recommendation by elaborating what actually these recommendations mean in a global perspective, and for the different regions.	
Panel 2	Insights and experiences from different global regions as well with some examples from the panelist’s experiences in their regions and / or institutions related to the five areas and especially area 1, 2 and 5	
	Area 1 Capacity Building	Regional examples
	Area 2 Policy,	Regional examples
	Area 3 Access	Regional examples

	Area 4 Sustainability	Regional examples
	Area 5 International Cooperation	Regional examples
Discussion wrapping up Session chair and rapporteur extract from presentations and online participant comments and questions key ideas for discussion – 30 min Wrap up – 10 min	Lessons learned from the Global Monitoring of the UNESCO OER Recommendation. The session will be and interactive session involving the participants.	

Reference

UNESCO. (2019). Recommendation on Open Educational Resources (OER).

<http://portal.unesco.org/en/ev.php->

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