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# Ministerial Forum: Global Dialogue on ICT and Innovation Towards SDG 4

## Mainstreaming OER Towards Education 2030

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# Sustainable Development Goal 4 (SDG4) for Education 2030: Main targets

***“Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all.”***

***Inclusion and relevance***



**4.a Learning  
Environments**



**4.b Scholarships**



**4.c Teachers  
and Educators**



**4.2 Pre-  
primary**



**4.1 Primary  
& Secondary**



**4.3 TVET &  
HE**



**4.6 Youth  
Literacy**



**4.5 Gender  
Equality**



**4.7 ESD & Global  
Citizenship**



**4.4 Skills  
for Work**



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# Leveraging OER for achieving targets of SDG 4: Action lines and strategies

## Enablers

Costing & funding  
Policy alignment  
Monitoring and evaluation  
Public awareness  
Partnership

## Action Lines

- Regulatory framework
- Policy on open license
- Inclusive access
- Quality assurance
- OER repositories
- Capacity building for pedagogical use of OER
- OER creation & sharing incentives
- Business models
- OER researches & evidence bases

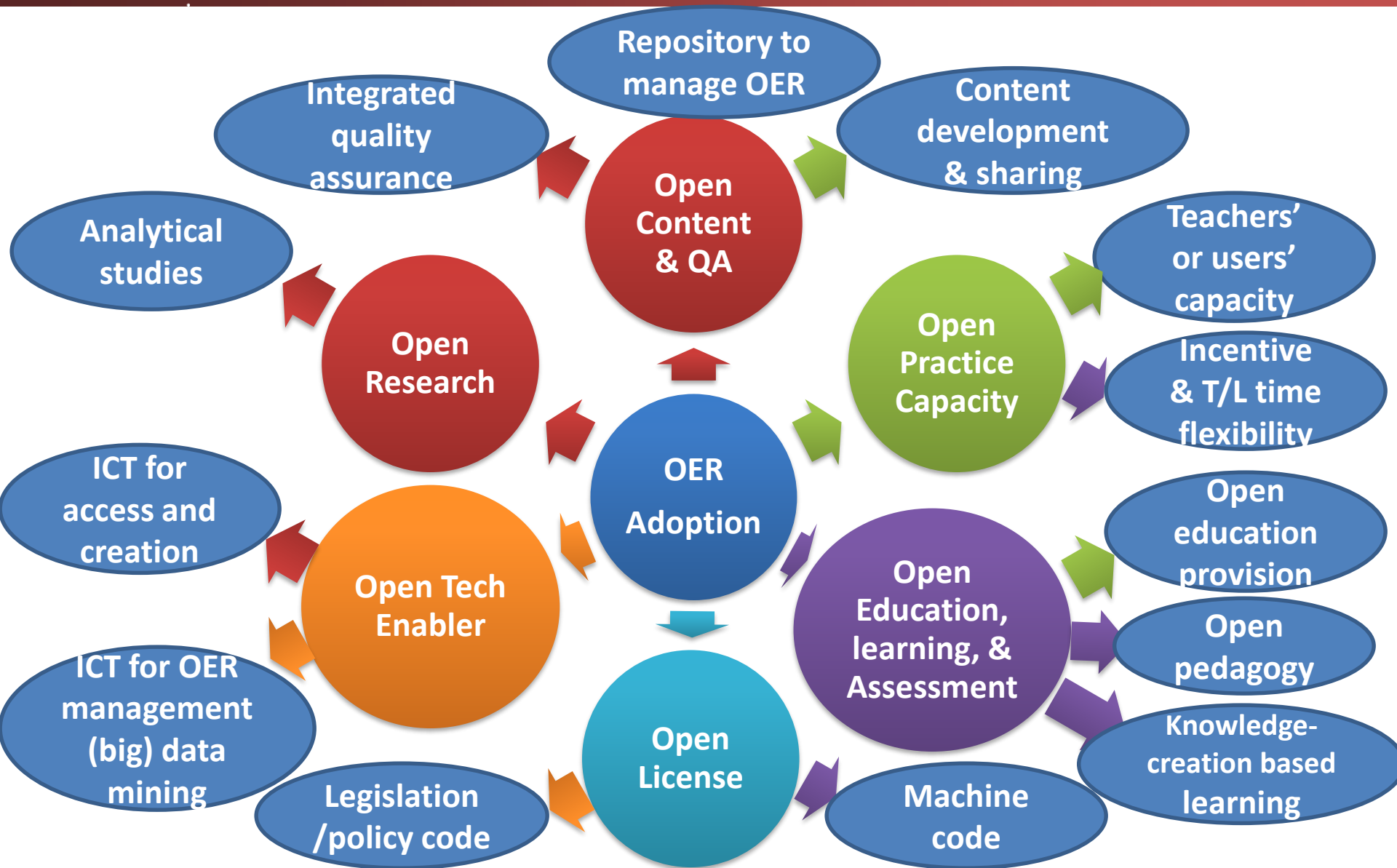
## Targets

1. Inclusive OER
2. OER for indigenous languages/cultures
3. Equity and gender-equality
4. Knowledge deepening & creation in K-12
5. Expanding HE
6. TVET & skills development
7. Non-formal learning
8. Lifelong learning



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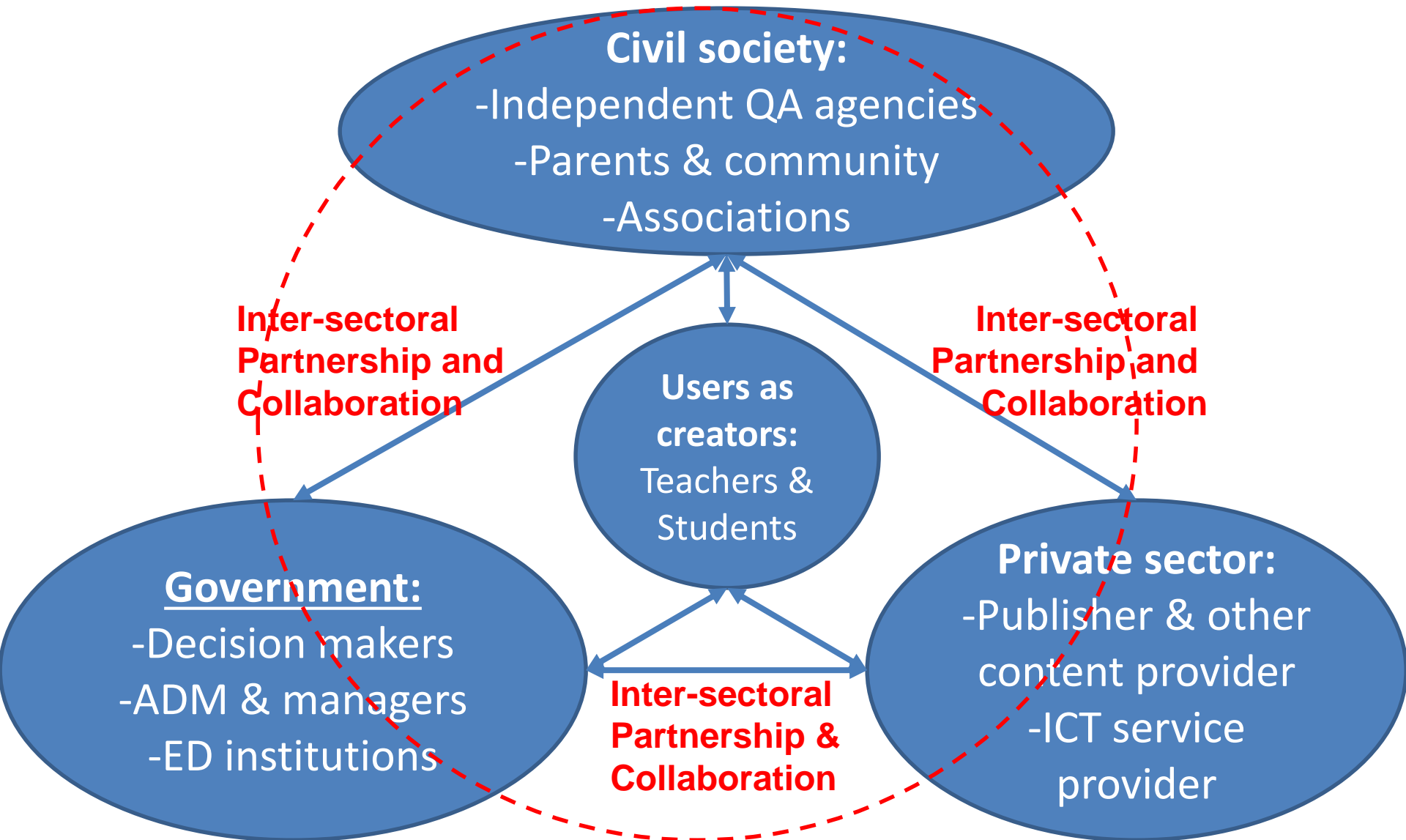
# Multiple actors to share responsibilities and take concerted actions





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# Multi-stakeholder action and collaboration



# UNESCO's programmes

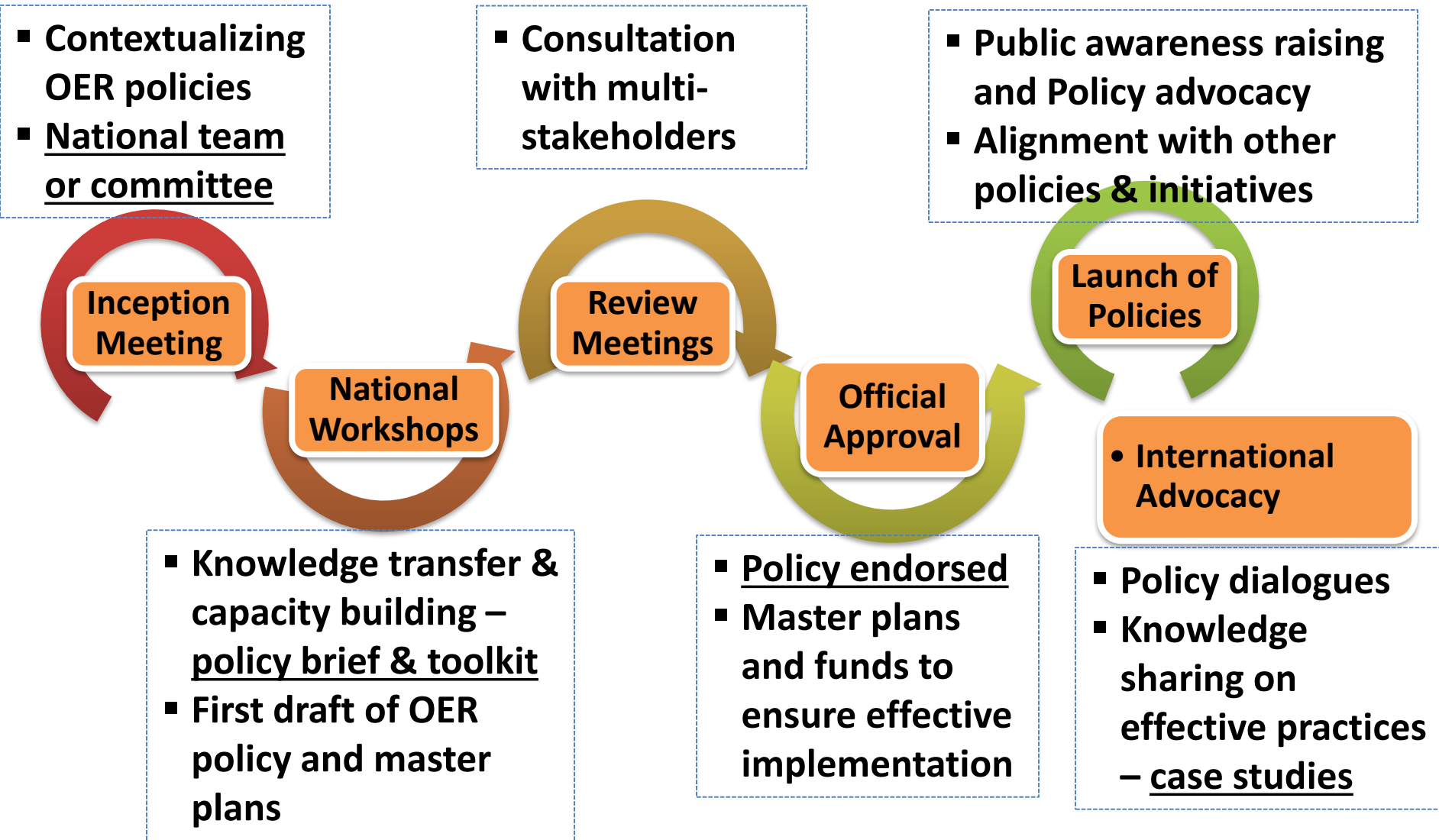
- UNESCO coined the term of **OER** in 2002
- Hosted the 1<sup>st</sup> World OER Congress in 2012 - ***Paris OER Declaration***
- Supporting countries to develop ***OER policies***
- UNESCO-COL joint publication of 15 case studies ***“OER: Policy, Costs, and Transformation”***
- **OER Indicators** to monitor national adoption and impact of OER
- **2<sup>nd</sup> World OER Congress**: September 2017, Slovenia → Ljubljana OER Action Plan 2017
- ***OER Recommendation*** - a normative instrument to be adopted in 40<sup>th</sup> Session of UNESCO General Conference – November 2019





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# UNESCO supports member states to develop national OER policies

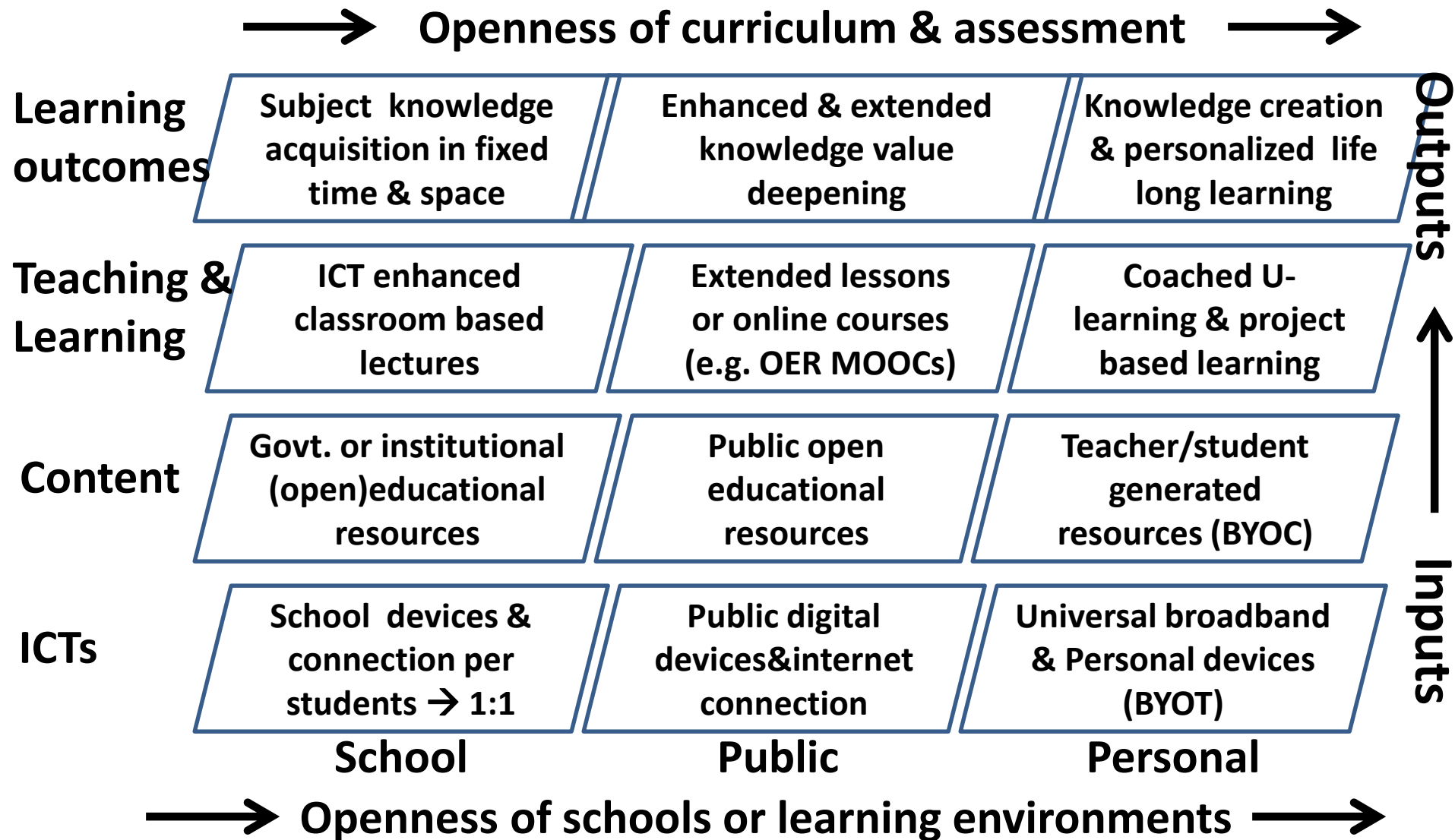




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# A Multi-Entry Approach to the Development of ICT in Education Policy

(Fengchun Miao, f.miao@unesco.org)





# National OER policies and strategies

## Key elements of national OER policies

- Adoption of open licenses
- Operational strategies for quality assurance (integrating OER QA into existing QA mechanism for educational content)
- Strategies to ensure universal access to OER by target users
- Repository to deliver and manage OER
- Build teachers' and students' capacities to find, use, and re-use OER
- Strategies to sensitize stakeholders on OERs
- International collaboration to promote cross-boarder resources sharing



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# UNESCO's OER Indicators to monitor the adoption and impacts of OER

## **1. Provide a framework**

- **monitoring the national/institutional adoption**
- **evaluating impacts on inclusion, equity gender equality, quality**

## **2. Enhance evidence bases**

- **data centers**
- **comparative reports**

## **3. Inform OER policy and practices**



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# Key steps of applying OER Indicators

Stage 1 Indicators  
and  
Methodology

Stage 2 Pilot Test  
and  
Report

Stage 3 Data Centers  
and  
Regular  
Monitoring



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# UNESCO OER Indicators: Framework

	Conceptual Domains		
	Government Commitment	Institutional Adoption	Teaching & Learning
Benchmarks			
Concepts to be Measured			
Potential Sources of Data			

# UNESCO OER Indicators

Conceptual Domain	Indicator Label	Indicator
<b>Government Commitment</b>	<b>OER1</b>	<p>Presence of a national or provincial OER policy, strategy, or program:</p> <ul style="list-style-type: none"> <li>Open licensing policy/framework or endorsement of open licensing</li> <li>Funding program for OER</li> <li>Quality assurance mechanisms for evaluating OER</li> <li>Making international OER available</li> <li>Making local-language-based OER available</li> <li>OER training academy or training initiative</li> <li>Incentive mechanism to encourage OER adoption and use</li> <li>Pro equity provisions for the use of OER in favor of disadvantaged populations</li> <li>OER partnerships in place</li> </ul>

# UNESCO OER Indicators

Conceptual Domain	Indicator Label	Indicator
<b>Government Commitment</b>	OER2	<p>Proportion of education contexts covered by existing national or provincial policies, strategies, or programs for OER in education</p> <ul style="list-style-type: none"> <li>● Primary education (ISCED 1)</li> <li>● Secondary education (ISCED 2 and 3)</li> <li>● Post-secondary/Not Tertiary (ISCED 4)</li> <li>● Tertiary (ISCED 5-8)</li> <li>● General education</li> <li>● Technical Vocational Education and Training</li> <li>● Informal learning</li> <li>● Non-formal learning</li> </ul>



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# UNESCO OER Indicators

OER3

Presence of local/institutional OER policy, strategy or program:

- Open licensing policy/framework or endorsement of open licensing
- Access to funding or mobilization of funding for OER
- Quality assurance mechanisms for OER
- National or local OER repository or curated collection
- Local Learning management system or other system with student-facing OER
- Local OER training academy or training initiative, or supporting national training

**Institutional  
Adoption**



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# UNESCO OER Indicators

<b>Institutional Adoption</b>	OER4	Proportion of educators (for ISCED levels 1-8) using OER in their teaching by major subjects: <ul style="list-style-type: none"><li>● Maths</li><li>● Sciences</li><li>● Languages</li><li>● Social Sciences</li><li>● Technical and Vocational Subjects</li></ul>
	OER5	Proportion of learners (for ISCED levels 1-8) who have used student-facing OER as part of coursework by major subjects: <ul style="list-style-type: none"><li>● Maths</li><li>● Sciences</li><li>● Languages</li><li>● Social Sciences</li><li>● Technical and Vocational Subjects</li></ul>





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# UNESCO OER Indicators

## Institutional Adoption

OER 6

Proportion of educators who have created new OER:

- Added new OER they created to an institutional platform for OER
- Added new OER they created to a national platform for OER
- Added new OER they created in the relevant local language

OER 7

Proportion of educators who have redistributed/shared existing OER

- Added existing OER to an institutional platform or repository
- Added existing OER to a national or international platform or repository

# UNESCO OER Indicators

## Teaching and Learning

OER 8	Proportion of institutions reporting that OER has contributed to improved teaching and learning: <ul style="list-style-type: none"><li>●Affordability of education for learners</li><li>●Quality of teaching</li><li>●Quality of curriculum materials</li><li>●Relevance of curriculum materials</li><li>●Content availability to address gaps</li><li>●Student success and grades</li></ul>
OER 9	Proportion of institutions reporting that OER has contributed to an increase in personalized instruction to meet the distinct learning needs of individual students

# UNESCO OER Indicators

<b>Teaching and Learning</b>	<b>OER 10</b>	Proportion of institutions reporting that OER has contributed to increased collaboration through: <ul style="list-style-type: none"><li>● Increased co-creation of OER among educators</li><li>● Increased co-creation of OER among educators and their students</li></ul>
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→ Supplemental Concepts and Indicators on OER



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# Thank you...

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