



OER and Digital Competency Development for Lifelong Learning

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UN Commitments

- The Universal Declaration of Human Rights states that all people have basic inalienable rights and fundamental freedoms that include the right to receive and impart information and ideas through any media and regardless of frontiers (Article 19) and the right to education (Article 26).
- UNESCO's constitutional commitment to "the free exchange of ideas and knowledge" supports sharing of knowledge using technologies

UNESCO OER Recommendation 2019

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Recommendation on Open Educational Resources (OER)

25 November 2019

Monitoring

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PREAMBLE

The General Conference of the United Nations Educational, Scientific and Cultural Organization (UNESCO), meeting in Paris from 12 to 27 November 2019, at its 40th session,

Recalling that the Preamble of UNESCO's Constitution affirms, "that the wide diffusion of culture, and the education of humanity for justice and liberty and peace are indispensable to the dignity of man and constitute a sacred duty which all the nations must fulfil in a spirit of mutual assistance and concern",

Recognizing the important role of UNESCO in the field of information and communications technology (ICT) and in the implementation of the relevant decisions in this area adopted by the General Conference of that Organization,
 Also recalling Article I of UNESCO's Constitution, which assigns to UNESCO among other purposes that of recommending "such international agreements as may be necessary to promote the free flow of ideas by word and image",

Affirming the principles embodied in the Universal Declaration of Human Rights, which states that all people have rights, duties and fundamental freedoms that include the right to seek, receive and impart information and ideas through any media and regardless of frontiers (Article 19), as well as the right to education (Article 26), and the right freely to participate in the cultural life of the community, to enjoy the arts, and to share in scientific advancement and its benefits; and the right to the protection of the moral and material interests resulting from any scientific, literary, or artistic production of which one is the author (Article 27),

Also affirming the 2007 United Nations Declaration on the Rights of Indigenous Peoples, which recognizes the rights of indigenous peoples in formulating national legislation and implementing national policy,

Noting the 2006 Convention on the Rights of Persons with Disabilities (Article 24), which recognizes the rights of persons with disabilities to education, and the principles contained in the 1960 Convention against Discrimination in Education,

Referring to the recommendation adopted at the 32nd session of the General Conference of UNESCO in 2003 with regard to the promotion of multilingualism and universal access to information in cyberspace,

BY TYPE

- > Conventions
- > Recommendations
- > Declarations

Recommendations adopted by the General Conference of UNESCO

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Legal Instruments

BY THEME

- > Education
- > Natural Sciences
- > Social & Human Sciences
- > Culture
- > Communication & Information
- > Other


Recommendation on Open Educational Resources (OER)
25 November 2019 [More](#)

Recommendation on Science and Scientific Researchers
13 November 2017 [More](#)

Recommendation on Adult Learning and Education
13 November 2015 [More](#)

Recommendation concerning technical and vocational education and training (TVET)
13 November 2015 [More](#)

BY REGION / COUNTRY



- > Africa
- > Arab States
- > Asia/Pacific
- > Europe/North America
- > Latin America/Caribbean

Recommendation concerning the protection and promotion of museums and collections, their diversity and their role in society
17 November 2015 [More](#)

Recommendation concerning the preservation of, and access to, documentary heritage including in digital form
17 November 2015 [More](#)

Recommendation on the Historic Urban Landscape, including a glossary of definitions
10 November 2011 [More](#)

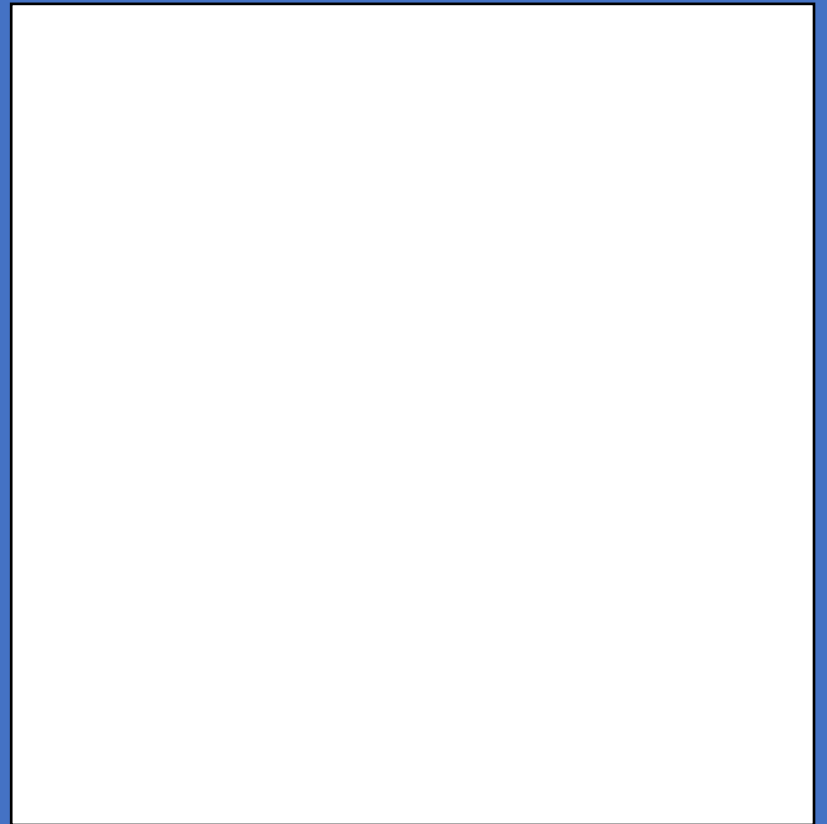
Recommendation concerning the Promotion and Use of Multilingualism and Universal Access to Cyberspace
15 October 2003 [More](#)

Recommendation concerning the Status of Higher-Education Teaching Personnel
11 November 1997 [More](#)

Recommendation on the Recognition of Studies and Qualifications in Higher Education
13 November 1993 [More](#)

Recommendation on the Safeguarding of Traditional Culture and Folklore
15 November 1989 [More](#)

UNESCO OER Recommendation 2019



UNESCO 2019 Recommendation on OER

Capacity Building

Policy

Quality Multilingual & Inclusive OER

Sustainability

International Cooperation

- Stakeholders understand the added – value of OER
- Stakeholders have the capacity / know how (including digital skills) to: create, access, re-use, redistribute OER
- Open licensed tools, platforms etc. are available so that OER can be found easily
- Interoperation of metadata and standards..

- Procurement models reflect need for Open Licensing
- Guidelines, standards, and other guiding documents at national and institutional level to stimulate creation, access, re-use, re-purposing, adaption and redistribution of quality OER
- Incentives for teachers' professional development to use/create OER
- Alignment with other Open licensing policies (Open Access, Open Data, Open Source Software, Open Science)
- Data protection

- OER is available in all languages , moving beyond just English
- OER is accessible to persons with disabilities, other vulnerable groups, and offline if necessary
- Public investments in infrastructure for OER support accessibility
- Quality of OER is comparable or better than non-OER similar materials thanks to traditional and non-traditional QA mechanisms

- Development / maintenance of traditional and non-traditional sustainability models with principle that end users and teachers don't shoulder the cost of the learning materials
- Incentives for stakeholders to use OER enhanced.

- Cross – border collaboration between regions, institutions, countries, types of stakeholders to advance the OER Recommendation 4 above areas to make Open Sharing the backbone of OER to create Knowledge globally.
- Cooperation is intra/inter-institutional, inter/ regional, sectoral

Monitoring Process (2022/2023)

Reporting every 4 years on actions taken to implement the Normative Instrument

Circular letter sent by the Director-General to Ministers responsible for relations with UNESCO of all Member States

June 2022

This report, together with the comments of the Executive Board, will be submitted to the 42nd session of the General Conference in 2023.

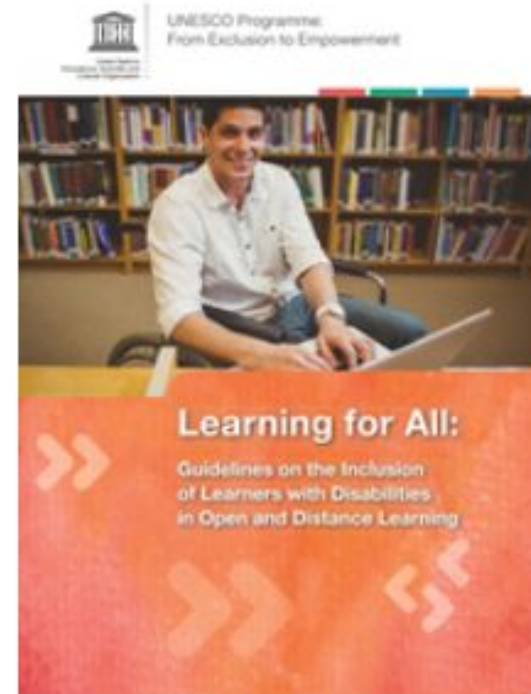
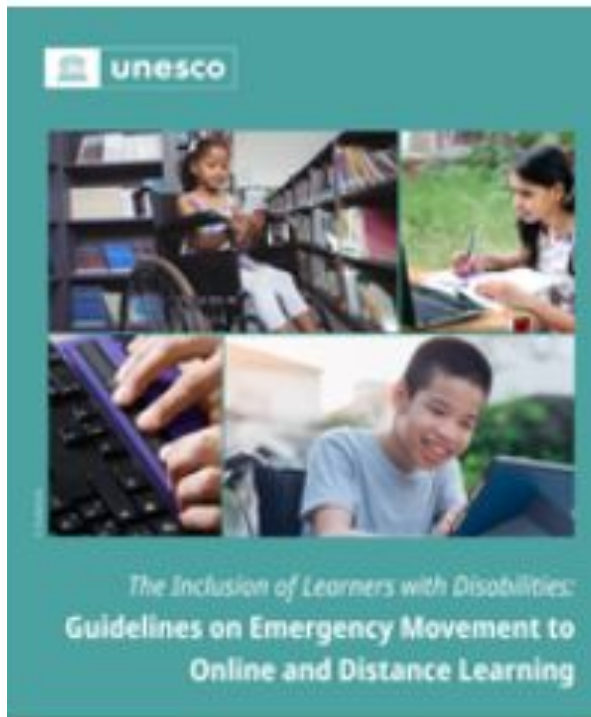
Nov. 2023

June 2022 – Jan. 2023


Member States are requested to submit their reports on the 2019 Recommendation on Open Educational Resources, in English or French .

Autumn 2023

The Secretariat will submit to the 217th session of the Executive Board (Autumn 2023) the first consolidated report on the implementation by Member States of the 2019 Recommendation on OER.



Accessibility and Digital Public Goods


UNESCO ICT Competency Framework for Teachers
book

Corporate author: [UNESCO](#) [62911]

ISBN: [978-92-3-100285-4](#)

Collation: **68 pages**

Language: **English**

Also available in: [Русский язык](#), [Français](#), [العربية](#), [Español](#), [汉语](#), [ಕನ್ನಡ](#), [kir](#), [igk](#)


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ICT Comptency Framework for Teachers

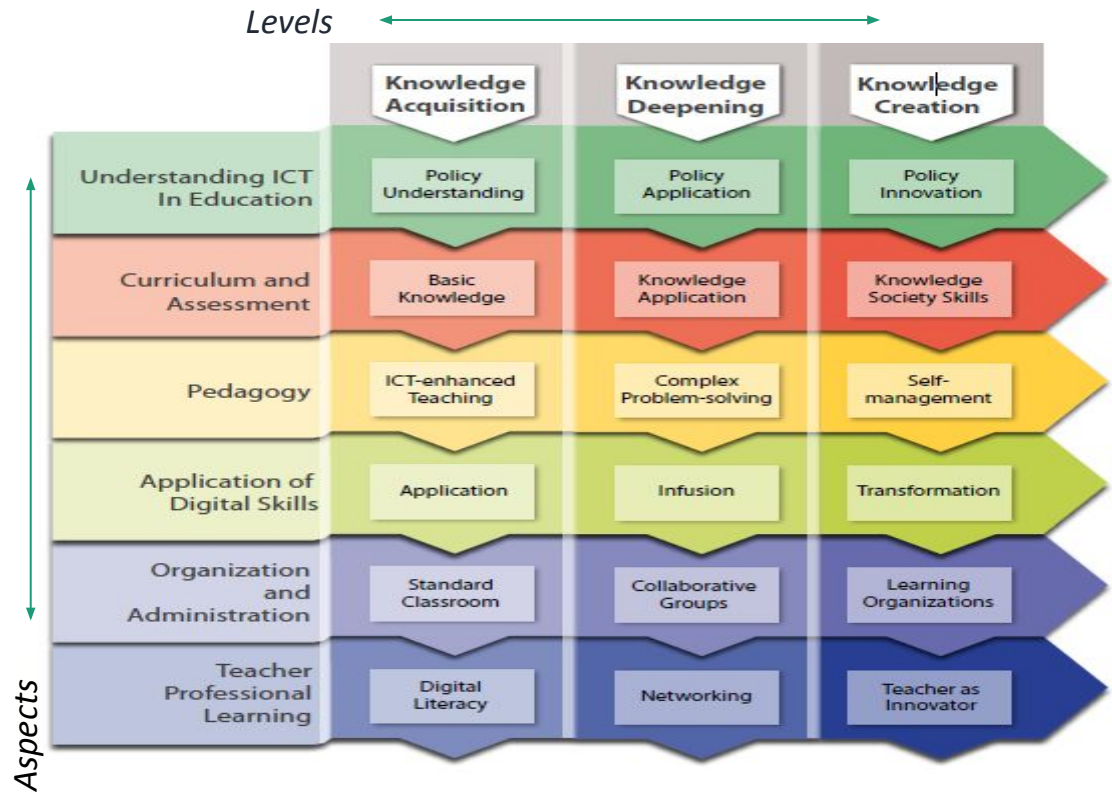
ICT Competency Framework for Teachers (Version 3)

Purpose:

Teacher/ Instructor training on the use of information and communications technology (ICT) in Education.

Target Audience:

- Teacher & Instructor training personnel,
- Educational experts (formal & informal),
- Policy makers,
- Teacher & Instructor support personnel
- Other providers of professional learning.



Version 3

ICT CFT Harnessing OER Project

<https://www.oercommons.org/hubs/unesco>



Welcome

This hub contains collections of Open Education Resources (OER) curated by UNESCO and partner countries, which are aligned to the UNESCO ICT Competency Framework for Teachers (CFT). Here you can discover, curate, connect and connect with other educators who are using Information and Communication Technology (ICT) to improve teaching practice.

The UNESCO ICT Competency Framework for Teachers (ICT-CFT) is intended to inform educational policy makers, providers of professional learning and working teachers on the role of ICT in educational reform, as well as to assist Member States in developing national ICT competency standards for teachers with an ICT in Education Master Plan approach. Details on the Framework can be found at UNESCO ICT in Education.



Road map for digital cooperation: implementation of the recommendations of the High-level Panel on Digital Cooperation

Report of the Secretary-General

Summary

The present report serves to respond to and builds upon the report of the High-level Panel on Digital Cooperation. The current situation of digital cooperation is assessed, including in terms of the ongoing coronavirus disease (COVID-19) pandemic; urgent gaps and challenges are highlighted; and actions to strengthen global digital cooperation are set out.

Digital Public Goods - OER

UN Secretary – General Report on Digital Cooperation :

*If the benefits of increased Internet connectivity are to be realized, it is important that all actors, including Member States, the United Nations system, the private sector and other stakeholders, promote open-source software, open data, open artificial intelligence models, open standards and **open content** that adhere to privacy and other applicable international and domestic laws, standards and best practices and do no harm.*

Thank you

To get involved in the OER Dynamic Coalition:

<https://survey.unesco.org/3/index.php?r=survey/index&sid=163625&lang=en>



For more information please contact:

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Thank you / Merci!

CONFINTEA VII



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<https://www.uil.unesco.org/en/seventh-international-conference-adult-education>