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MODERATOR: Good afternoon, ladies and gentlemen, we're about to start our session. This is our session on the High-Level Dialogue on implementation of the UNESCO open education resource recommendation. My name is mayor he will disa Oliveira of UNESCO, and you know so I will start with some opening remarks to set the tone for the session and then we'll have our wonderful panelists waiting.
Ladies and gentlemen, excellencies, dear colleagues, participants, it's really a great pleasure to welcome you to this important session that is taking place in the scope of the WSIS 2023 on the High-Level Interactive Policy Session on the UNESCO Recommendation on OER, Open Educational Resources. This is part of the work at that we do in the Dynamic Coalition we have form for the OER, which aims to engage in discussions with all participants on the UNESCO 2019 recommendation on OER which really looks at openly licensed digital content in educational

platforms. That support knowledge-sharing and learning for sustainable development around the world.

This is a session that we will actually explore how to use open licensed content for sustainable human development and draw lessons from the COVID-19 pandemic and aftermath, actually, including how in the framework of the United Nations transforming education summit held in September last year in New York, we actually advanced the use of openly licensed digital content for transforming education around the world on the basis of putting together digital platforms that house this kind of content. Of course, this work is also part of the Action Line C4 of e-learning for WSIS, and this session is actually highlighting the international collaboration that has been established long ago to advance the UNESCO OER recommendation, that really is looking at to ensure a very robust ecosystem that supporting knowledge sharing and creation through open-license learning materials that has been focused on the five areas of priority of and action for this normative instrument, which is the normative instrument of the UN actually focused on this particular topic. These areas are first, capacity building; second, poll tee support; third, inclusive multilingual content, high quality content to be shared; fourth, sustainability; and five, international collaboration on OER policies.

So the recommendation was actually adopted by the UNESCO Member States in the session of 2019 and it's the first international normative instrument that embraces open-licensed content in educational materials and technologies in education, and since then, the 2019 Recommendation on OER has been really helping and supporting and providing a basis for Member States to develop and share openly licensed learning and teaching materials to help advance and fast-forward education material around the world that benefited hundreds of students and teachers around the world, as well as researchers, let's not forget the researchers. It supports the creation, use, and adaptation of use and quality Open Educational Resources and facilitates international cooperation between those who have experiences to share and those who wish to learn, you know, from experience in the field but all sharing proposals.

This is particularly relevant to the team of this year's WSIS process on Action Lines for Building Back koim better and accelerating achievement of the Sustainable Development Goals as this OER recommendation really contributes to a series of Sustainable Development Goals. Of course, you know, the G4 on quality education, SDG 5 on gender equality, SDG 9 on industry innovation and infrastructure, SDG 10 on reduced inequalities within and between countries, and SDG 16 on peace, justice, and

strong institutions, and SDG 17 on partnerships that support the achievement of the goals.

And, of course, in addition to that, the UNESCO medium-term strategy, the 2022 and 2029 strategy, highlights four interlinked and cross-cutting strategic objectives that our organization is pursuing and corresponds to the challenges and opportunities that we see our global community facing now days. And which fall in line also with the 2030 Agenda for sustainable development.

These challenges of course are in the areas of education, environment, social cohesion and technology. And equally, as recognized in the World Map for Digital Cooperation this implementation of the recommendations of high-level panel on digital, of the. N general assembly, digital building is essential. Not only for us to unlock the potential of new technologies but as so that we can really ensure that individuals in particularly teachers and learners, can benefit truly and fully from life-long learning opportunities, and form work opportunities that are provided increasingly through digital technologies, as well as to stay safe and secure and protected online.

So these cross-cutting objectives are all served by the OER Recommendation.

And moreover, when we think of the UN Common Agenda, our Common Agenda, particularly the report that the Secretary-General issued, it's calling for shared principles, for an open, free, and secure digital future for all. And, of course, you know, open is a critical element of open education resources as it says, but of course it's also the ideas of free, you know, of sharing and collaborating and enabling the reuse and reapplication of the technologies and resources is another key critical element. And, of course, when we talk about the safe, secure, digital future, we also are talking about the content that can speak to that kind of digital future.

So as was highlighted in the UN Transforming Education Summit held in December 2022, fully implementing this recommendation is a critical step towards open solutions for inclusive knowledge societies, and that's why we've been working so strongly in advancing the action lines of this recommendation.

It's also, you know, we have to remind everyone that this is a normative instrument that identified five strategic areas that really ensure that we unlock the power of openness and put it at the service of education, which is critical for us to advance knowledge societies.

So, you know, just recapping. One area of the building

stakeholder capacity to create, access, reuse, adistribute OER. Second is to use the important policies that enable the sharing to go forward. The third is in providing inclusive and equitable quality OER that can be shared and accelerate and advance knowledge around the world.

Fourth, during the creation of sustainable models for OER itself, and through OER sustainability models for our knowledge societies.

And five, this facilitating international cooperation. So, you know, of course for us in UNESCO, the development of OER policies is considered an absolutely central, central objective of not only this recommendation but the work that UNESCO does. We do that while engaging with other action areas of the recommendation, and in this perspective, this high-level policy dialogue is a great opportunity for us and a very timely one for us to exchange with policymakers from around the world and key stakeholders from academia, Civil Society, education organizes, public, non-public, and from normal, non-formal and informal education settings on how to advance this instrument and its recommendations and priority areas.

Let's just set up what is the definition set in the recommendation for Open Educational Resources? And we define them, or the Recommendation actually defines them as those that are learning, teaching, and research materials in any format and medium that reside in the public domain or under copyright that have been released under an open license that permit no cost, access, reuse, repurpose, adaptation, and redistribution by others. So it actually differs from resources that we consider free under somebody's license and that they enable the free use of those resources because an important characteristic, you can actually adapt and contextualize these materials to your own learning environments and situation and needs of your users, so this is a particularly important characteristic of OER.

The recommendation also underscores that an open license is one that respects the copyright, the intellectual property rights of the copyright owner. So we're not talking about anything that violates that intellectual property rights, but actually that respects that. In grants, the public, the right to assess, access, reuse, adapt and redistribute the education materials, so they have incredible advantage while protecting rights.

And stakeholders have identified this recommendation, under this recommendation have included governments, education providers, teachers, researchers, learners, Civil Society partners, libraries, archives, museums, and others that are hosts and housing places for these incredible flexible

materials.

And also as was highlighted in the transforming education summit, implementing this recommendation is actually a first step towards, you know, building inclusive knowledge societies.

So this is why, you know, we are so keen on advancing it. Equally it's recognized in the World Map for digital cooperation that the implementation of this high-level panel on digital cooperation of the General assembly, this is an essential tool to unnonl the potential of technologies.

With that, dear participants let me just say that the UNESCO OER recommendations is the starting point for a common commitment and declared political will of Member States towards knowledge sharing and knowledge sharing, you know, is solidarity and collaboration and cooperation, and we can do that through OER.

An the value of open-licensed platforms for learning and knowledge sharing has been really clearly underlined in the task of the Transforming Education Summit where UNESCO OER recommendation was a big star, you know I can say that, and it's because of the crucial contributions to the process of advancing and transforming educational settings around the world. And in many sessions of the tasks of the Transforming Education Summit actually highlighted the opportunities that OER gives us.

It's actually, you know, OER was underlined in the final call for actions document that governments from around the world have actually endorsed at the end of the Summit.

And so, you know, as far as really useful today to take advantage of the opportunities that are being offered for us in terms of this UN Standard-setting instrument, and for us to really sure open licensed education content and technologies that can really focus on digital public goods for knowledge educational content and for knowledge sharing in order to really make ICTs really work for global sustainable development.

In support of this instrument, a whole system has actually been created around it, including the OER dynamic coalition which is a very inclusive platform that bring together different stakeholders from around the world to collaborate and leverage information and communication technologies for education. The Coalition is actually composed of experts from Member States and they have a particular focus on national commissions of UNESCO, international IGOs, you know, government categories, UNESCO Category 2 centers, specialized agencies, Civil Society, private sector, academia, and so on.

The vision of this Dynamic Coalition is actually to

expand and consolidate the commitments that we have towards, you know, advancing OER and strengthen cooperation in this field, and to promote collaboration between all relevant stakeholders so that we can advance together.

And I know that many of you here present are part of this coalition, and I would like to invite you all, those not part yet of this coalition to join us and share your experiences and knowledge with us.

So just so you know, you know, today the Dynamic Coalition has over 500 members in institutions from around the world, from 87 Member states and 11 of those are small-island developing states so we have really the entire range of capacities that we need to have to share and exchange.

Let me just conclude by saying that this meeting today offers us a really great opportunity to exchange information, to create knowledge, to share best practices while we actually together also identify those emerging trends and issues that we, you know, need to foster partnerships around and take into account so that we really evolve this ecosystem towards knowledge societies.

The recommendation on OER is really this essential instrument that can catalyze this organization that we have in terms of collaborating and strengthening access to information as a public good, which is the vision that UNESCO has, as well as contribute to strengthening and advancing the right to education, digital skills around the world, which are actually the big foundation on which knowledge societies rest.

So inclusive knowledge societies are those that members actually have the skills not only to acquire information but as to transform it into knowledge and to pass it on, you know, and so this idea of sharing through open-education resources is another way for us to demonstrate also that we have part of knowledge societies and contributing to it.

So with that, let me just say that I wish, you know, our discussions today are really fruitful, and I hope to see our Dynamic Coalition increase by at least another 50 members with your contributions today. Thank you very much for the opportunity to give this opening remarks.

   MODERATOR: Thank you very much, Dr. Oliveira. We're very honored to have you speak today, and we're also very honored today to have with us Dr. Moria de Roche Vice President for Information Processing to follow from the very important opening of Dr. Oliveira who is the Director in this Communication and Information Sector of UNESCO.

   >> MARIA DE ROCHE: Thank you. Can you share the presentation. Can I ask you a favor to do this please, I haven't got enough hands.

It was there. Now you see it and now you don't. While we're waiting for the presentation to come up, I'm not Dr. De Roche and just Ms. De Roche, and also I wanted to mention that I was actually found the, the International Federation of Information Processing was actually founded by UNESCO in 1960, essentially to further the requirements for education in science and technology, education and research. So I'm not too out of place on this stage, but I was asked to speak a reasonably short time ago so I might not have everything 100% correct.

I'll start talking so that we don't delay. Whenever I do a talk and talk about a topic, I always like to make sure that we all have a similar understanding of a word. And it's even more important in a multilingual audience. I had a look at what the dictionary definition is. I understand what it means in a economic and natural sense but wanted more. The dictionary suggested a following thing, a source of support, a natural source of revenue, a natural feature or phenomenon that enhances the quality of human life, computable wealth, a source of information or expertise. I guess in terms of the goals of OER, it's a source of supply and a source of information or expertise that I guess is also phenomenon that enhances the quality of human life. We really use a lot of that definition.

I understand that the overall goal of the OER is to implement amongst others, SDG 4 and build a people-centered, inclusive, and development-centered information society where everything can create, access, utilize, and share information and knowledge. Okay. I can't see. Yeah. Is it there in full? It's not the full slide. No. Maybe you rather don't have the slides. Okay. Thank you.

Recommendations for OER make it clear that information and communications technology provides great potential for effective, equitable and inclusive access to OER and the use, adaptation -- oh, there we go -- and redistribution. Just let me finish here. We've done that one. You can go to the next one. Thank you. Nevermind.

I actually question whether we could have OER without RCT, but I suppose back in the day there were ways of doing it that would have been very manual and lots of documents being shipped around the word.

>> May I suggest when you want the slides and they'll pass it from there.

>> MARIA DE ROCHE: Okay. I'll just do that. Next slide. Right. The two important aspects, I think. One is that materials in this context is probably related to content, but I propose that technology-enabled learning development tools must also be included. Also, there must be an easy but

trustworthy way of repurposing materials so that the integrity is not compromised. Again, this is a job for technology. Next. I'm sorry.

The repository of content must be easy to navigate and use. The security embedded throughout the process for creation and updating. Accessibility must guide every portal content decision using experts to advise. A personal thing of mine, just to go off topic a little is about websites in terms of accessibility. Graphic designers and web developers will use pretty colors, they also like pretty colors but don't understand that some color combinations are not suitable for people of our problems, for instance color blind or astigmatism, so we really need to make sure that whoever is developing the portal really understands accessibility and doesn't just think it's about big text or something like that.

Ethics in terms of content provision and permissible usage must be clear to all users. Next.

Teaching assets, in my opinion, must be more than online content, but should be interactive and engaging. Media must be fit for purpose. As an example, videos must be short and easy to digest. I like to say in a Tik Tok world, any video longer than 3 minutes is too long. Remember that what we're doing is we're building resources that must be useful and appropriate to our use. Immersive technology such as Metaverse, virtual reality and August amed reality must really be showcased so educate really understand the power of the tools and what they're doing in education. If you look at the Metaverse or a platform like Second Life, you can really create an immersive learning experience where learners really think they're in the classroom.

A colleague of mine will be speaking at our workshop on Thursday and she says we call it the metaverse, and the kids call it life because they live in a gaming kind of life. We've got to bear that in mind. What we think is sometimes they think is everyday. Online learning is successful when the experience is engaging. It must also disable it's also likely that some materials must be redesigned. Good content can help meet the needs of individual learners and effectively promote gender equality and incentivize innovative pedagogical, didactic and methodological approaches as the paper says. The learner must always be at the center and the user might also be an educator.

As technology, treat the scene as generative AI, platforms such as open AI which provides Chat GTP. From a knee-jerk reaction a few immigrants ago with the academic community opposed to the use, we now see a distinct softening of attitudes saying, yeah, how can we use it safely? The

technology is here to stay, so OER can support educators and students to learn how to use it effectively by providing them with the necessary skills and knowledge to use the technology successfully. This involves, amongst other things, how to write prompts that result in the required content.

Apparently, this is quite a skill, they even hold books written on how to write Chat GPT prompts.

Recently suggested that Chat GPT could not replace and as a instructional designer myself, I globally said instructional design is one of the things that it's not going to be able to do. The very next day, I attended a conference on using Chat GPT for educational learning, and I was proved wrong. The presenter himself, a qualified and experienced instructional designers demonstrated how Chat GPT can be used to, for example, write learning outcomes for a given topic. He warned that to get correct and sensible information out you must first research the topic so that you know what you want. It's not just a case of asking for something and then accepting what it gives.

He also showed how you can use Chat GPT to, for example, ask for learning outcomes and then say, thank you, now tell me what assessment questions I should ask to make sure that my learners have achieved these learning outcomes. So it's amazing, and I think not only can we teach our users of the OER how to use Chat GPT, but certainly can use it ourselves. It reduces the time significantly.

Our work can get paid by the hour and the other day I actually thought I'm short changing myself because I'm doing things so much more quickly.

Before I move off generative AI, of course just yesterday, ChatGPT 4 was released and lucky enough I heard on the radio this morning, one of the things that version 4 can do is take a picture and interpret it. You can show it a picture of a dish, and it will give you the recipe of the dish. So it looks up the ingredients, does a search for what dish has the ingredients and gives you the recipe. How cool is that?

Next, please.

So focused on teachers or learners or students, and understand that the stakeholders in the formal, nonformal, and sometimes informal sectors include far beyond teachers, educators, learners, but include governmental bodies, parents, educational providers, libraries, so on. It's very interesting that we now are starting to consider parents and their needs for their children and themselves more carefully.

We should encourage all the stakeholders to contribute to the resources. To do this effectively, a portal must be provided where contributors can submit content and there are

several Open Source products that will facilitate this. However, I suggest there must be a quality-assurance process where content is submitted and approved by a team of experts. Content submission can easily be facilitated with forms that contain all the necessary elements, not only does this streamline the process, but more importantly, the form data can provide an audit trail of what has transpired.

Next.

So to finish, in the 21 Century, you give to get, and I think that open education resources are all about that. Ownership is important, but sharing best practice and quality resources has its own reward. On behalf of IFIP, I wish everybody involved with UNESCOs OER great success. IFIP is for the most part, we have one full time and two half-time employees, so IFIP is for the most part a dedicated bunch of volunteers so time is limited, but if there is some way that we can rather than time that includes myself, lease don't hesitate to reach out. Thank you.

>> MARIELZA OLIVEIRA: One of the exciting things that the presentation browse ut, and thank you very much, is a reminder that Open Educational Resources, you know, need to be creative. Quite a lot of the times that we look at books, for example, we think oh, we're going to make them a PDF and share them in a platform. Or maybe even an editable PDF, of course, so that it can be adopted. But the technology today gives us so many new opportunities to do things differently and better. You know, so instead of just doing a PDF of a text that exists, for example, we can just make an immersive experience out of it. We can make that accessible. We can make it exciting and interesting. It's so much better to have the ability, for example, to navigate the blood vessels of the body, you know, instead of just learning and reading about it, you know, or watching a picture of it.

So, this incredible technologies that open education resources can be harnessing also, they also increase capacities of teachers and learners to live in a digital world in which they can harness this to other aspects of their life as well, not only just for educational purposes. It's really exciting to see you talk about that because it's such a wonderful experience. Thank you for sharing that.

MODERATOR: Thank you very much, Dr. De Roche, Ms. De Roche. We're now very honored to have with us to intervene Dr. Patrick Paul Walsh which is the Vice President of education and director of the SDG Academy at the UN Sustainable Development Solutions Network, SDSN. Dr. Walsh is from the University of College Dublin where he's a full Professor of International Development Studies, and he has received a PhD in

economics from the London School of Economics and Political Science. Dr. Walsh, the floor is yours.
        >> PATRICK PAUL WALSH: Delighted to be here, and inspiring talks already. I should nearly not talk because I think it's all done, but I'll go ahead. So what I'm going to do very briefly is just introduce the SDG Academy. So if you want to take a photograph of that, you can get the annual report and can you just see exactly what we do with content and our training and our community of practices. So that's Slide 1, so we move to the next slide.
        If you go on to SDGacademy.org on today we have 41 courses. These are open and free courses that you can do on the SDGs. So, for example, rocks and planetary boundaries, ages of sustainable development by Jeffrey Sacs. UNDP popular course to nature-based slewings to climate disasters, and next slide to give you an example, next week you can enroll on One Health in Practice, and this is a UNESCO course that we put together with them and on UNESCO biosphere reserves show and as was said this morning at another session. When some people think of OER, they think of schools, you know, they think of K-12. But actually, it's about life-long learning, and this course is primarily for UNESCO staff, and it's also then going to be shared with the academics and students and other practitioners or people who want to frame One Health as health of the person depends on the health of all species on the planet. We understand the One Health concept and how the experiments in these preserved areas are actually showing how to work with that and use it. That's going to be a great course. I know listen to me first before you enroll first. I see some people doing it. I'm going to move to the next one.
        Next slide, please.
        So we are starting to do more professional development certs. One that you can do is foundations of sustainable development, which is basically similar resources. This is just to show you that there are a lot of companies and governments and NGOs coming to us saying that we have to, in the HR route, have to train staff on sustainability. Just like DEI, they want all staff trained on sustainable development and we're working with them on courses called the learning and management system, and that's one of the contents is the professional cert that you can do on your own. Next slide.
        We're also working with the Academy, so at the moment it's just UCD and Sunway University this online course in partnership with UNSDSN or the academy, but we are adding University of Salam and university from Peru and North America and from the Arab region, so we're going to have the six regions of the UN and going to be sharing our LMSs, if you know

what they are, so people can virtually be visiting students or staff and disseminate knowledge and keep standards up, but it's all in the SDGs and whatever they do the capstone or projects, a lot of them are over 35 in their own kind of government departments or in corporates or NGOs, and actually implementing what they're learning in the courses in their sphere of influence. So we're getting a 24/7 impact of what you're doing in the classroom. Should we move on? Next slide.

An example, another thing that we do is at that we work with communities much practice, and maybe the most famous one, I think we set up ours on the OER it's going to be more famous but this is Mission 4.7 and this is emphasizing life-long learning and continuum of life-long learning so if we're to get this done by 2030, maybe we need a bit of extra time, it's not -- you can focus on young people if you want, but the reality is that everyone in the workforce and people in leadership roles have to implement these transformations that we've written down on the SDGs, and that means that everyone has to go back to school, including everyone in this room because you actually don't know how you -- you might say you know how you co-exist with nature and people on the planet, but actually there is probably a good bit to learn, and particularly how you could change what you do in your own daily life or in your job or in the country that you live in. You know, so this is what Mission 4.7 is really about. It's about having a continuum of education from cradle to grave on sustainable development, and there are the partners, including the Bank Ki-moon center and UNESCO and global University and so on. Moving to the next slide.

So before we go through the sessions that we've already done in this partnership, so in my role, I was on the board of UNSDSM but I decided to go into what I call, operations, happy academic and let's face it I only teach 500 or year or something and year and in a climate emergency so we're going to have to do something faster, so when Sac's asked me to do this role and take over as Director of SDG Academy. We did have 1 million completing our courses. That sounds like a lot, that is a lot, success to a big degree, right. Reality is that we need 8-billion people educated on this, so it's not enough. It's not even close to being enough. Right.

Now that puts a lot of pressure on me, to be honest with you, 8-billion people. Two components I worried about. One is well, how could I get these resources on X disseminated a lot quicker? I mean if I was an academic, what I would really like is to clip a folder, jumps up on my LMS like Moodle or Bright Space or blackboard and I could take each learning object, repurpose the translator and do what I want with it. That

would be a job. Right. I know that would increase our
resources use 10 fold because at the moment of X, you kind of
have to go in week 1 and it brings you along to week 14, you
know, and you can't just exactly down the MP4 or PowerPoint
slide or video and repurpose it like the way you want to.
        Now, these learning object you would have to have open
licenses and we'll talk about that. But I was thinking and
that's why I was starting to think a library repository. Say,
I know where I could put this where I could actually put the
taxonomies and the tagging and the licenses, where I could do
this. Right. The second thing is that we spend a lot of time,
like with UNESCO, you know, showing them how to create a mook,
doing the storyline, getting it all ready, getting the
technology, and that's called a bit of top-down management.
We've got academics and partners, I don't doubt, but wouldn't
it be great if there was a way for others who have a good
course on the LMS who could send it to us for referees that
could then, we could give them a handbook to show them how to
put it together, put it in the repository, how to make it work,
and then when we referee it and look after what we call the
fair and care principles, something we've gone through before
in other sessions, with we literally can put it back into
library repositories and send it off around the world and
people can use it. Right. That's a way of me then trying to
get closer to the 8-billion in content because I need
technology to help and stakeholder help. Because the way we're
doing it is brilliant, but not fast enough. Right.
        So in another view, it's that just to put it in another
perspective though, when you look at the sustainable UN2030
agenda for sustainable development or Paris Agreement, even if
the SDG stimulus got us to 7-trillion that we need and even if
every government said we're going to put a policy part way on
the six transformation and going to empower all the levers,
right. So let's say, and we turn around and say now we're
going to implement. Your staff in the government sector, in
corporates, in NGOs, they have to be able to implement it.
They have to have the right skills and knowledge to do this.
Right. And you're not going to be ready. So when Jelas sy in
the preface says OER is one of the needed to continue. He's
absolutely right. It has to be there, accessible, repurposed
to the stakeholders, and this sort of upskilling professional
development training and so on, this is a huge effort that has
to be done and it's nearly the first step. You know, people
talking about data is the first step, you know, having the
right sort of policy framework, that's all good. But you have
to have people to implement it. Right. The most of us have
not gone to school on open education resources or knowledging

which is SDG, Sustainable Development Goal knowledge, or powers or climate knowledge that we should have, and we have to admit that we don't know that, so we have to go back to school. Okay.

Then this process, and I'm going to be quick on this, so knowing -- and then the second thing understandable, I'm an economist and I've looked at structural change due to globalization, structural change interest industry due to the collapse of Soviet Union, and what I can tell you is that if you implement these transformations, or let's say the greening of everything, you will have huge sectors, structural change and winners in companies and winners in sectors and workers displaced, workers with the skills promoted, a bit like during COVID what we saw. So the work and mobility that's going to immediate to happen, the skilling that's going to need to happen is what we saw in the 80s in terms of globalization, restructuring of industry.

For that reason, the government has to be very concerned that it's not really investing in the upskilling of folks. It's leaving it to the private sector and the universities at the moment, and that has to change, actually.

So, with that spirit, I kind of said, you know, I can do a project on the open education resources, you know, to promote the SDG Academy, for example, but really what has to happen is system change. It has to come through government policy. And that's why I outreached as Zeyep and keep looking for it, and new nuances everyone should read the 2019 UNESCO OER, it's unbelievable governments signed this. I'm not convinced they know what they signed. It really has all the detail that you want. Right, in terms of they -- so it's not just about knowledge that you just disseminate to people, you know, and it can be translated and repurposed and it's open access. It's also giving people the right to create knowledge. It's on the creation of knowledge, too, and how that's available and who can use and who can create. It's also about the content in a sense of the edits behind that and that has to be inclusive and look out for vulnerable people and so on and so forth. Every aspect of what you would wish for open education resources as a public good and SDG for Paris Agreement is there in that recommendation.

Okay, so I got a team together. The first team was for the UNSDI Forum and we talked about open science and digital innovation at the time. But this was us bringing libraries together, and we have one here, Stephen is here with us today with IFLA, bringing a few academics and policy folks together on this just to say can we square this a little bit?

The thing that I knew was that we have a public digital

highway that sends knowledge to every corner of this earth, and
it's called libraries, and library reposits, and I knew that
the technology in those library repositories is better than the
private sector in terms of the ways that you can tag it, the
way you can do analytics, the way it's cataloged, the way it's
not just repurposed but what's the word I'm looking for,
preserved, and so on and so forth. Right. I knew there was
something in a decentralized system that would allow people at
the end of it send me information and then when we do all of
our work, we can send down information. I knew that was there.
That's what we were talking about in this context. So the next
slide.

So then -- go back. Okay. So then in wisdom, UNESCO
after the transforming education summit, because they were the
lead UN agency, had a presummit. They insisted that you have
to have government sponsors, UN agencies, and then academics
and youth voices and other stakeholders, so in other words the
stakeholder approach.

Luckily, Ireland, and I'm Irish, the Irish government
sponsored on this and we gave our first sort of session on this
idea that we were fermenting on that like what is how in
implementation, given how to create OER, how to exactly adhere
more or less to the recommendation itself, how could we use the
technologies, Open Source technologies, and what sort of
partners did we need to; one, create the knowledge; two
transfer across nations, three get it into practice like in
corporates in kind of the parliamentary libraries so when
people are discussing issues at that time legislators are, and
so on. So that was that discussion.

And then we brought it to the UN Transforming Education
Summit in the General Assembly. Next slide. This time we
needed three governments, so we had Ghana, Ireland and Greece.
We needed UNESCO economic impact. UN library, three agencies
and the UN and then lots of other private sector and academics
and choices, et cetera, talking about getting even titer again,
and how exact can we implement this agenda.

Now, I don't have time to go into today, so at the moment
what we're doing as a group of people is that we're just
looking closely at what we call the funding and legal
arrangements around the partnership we have. But I think we're
close. I think we're just going to execute it. One kind of
interesting thing on the business plan, and I'm an economist so
I'm going to tell you this, is that this project, the softs are
there, so it's not that the technology is not there and they're
not free. The academics will do a lot of referee and content
and open licenses that you here Cable talk about the provision
of them, and libraries can catalog and disseminate stuff, and

you've got open and all the technologies and everything is free, but you still have to put it together and you still have to reset the minds. And there is always this soft, set of cost, right. I think the set of costs should be paid for by governments, to be honest, because it's infrastructure, it's public infrastructure that you're creating, but the good news is that, and Cable I think will get to it that the marginal costs are really low. When you actually set up the system and frameworks that the ability then to create OER to actually get quality assured and distributed and tagged and open licensed, et cetera, et cetera, the marginal cost is practically zero. Right. And that's exciting in terms of sustainability.

Secondly, just because you have these free resources, if a private element comes along and says we're going to take those resources and then train people to get a master's in sustainability government and whatever angle they take in digital technologies, if they have a two-sided market, they should rent share to the license. So it actually makes the kind of wholesale resources actually sustainable because anybody who uses them for commercial reasons would have to pay to the license, and that makes the resources sustainable as well. Okay.

So, I think the trick here from a financial -- and it's again in the OER recommendation, is that there has to be a kind of a set of costs that the public should maybe sync or spend, but then I think it's pretty sustainable once private elements start to use some of the resources for their own private use.

So and I think that's it. So, watch out for us, we're going to launch something probably at COP28 or SDG Summit and a demonstration project be of this. What it will look like is the courses you see or new courses that come in, you click them, they jump up on the learning management system and you're able to do what you want at will to every PowerPoint slide, every picture, every MP4, every answer, and we think this is the way forward to disseminate and get these resources used.

>> MARIELZA OLIVEIRA: Thank you, Patrick. I swear to God, I did not pay him to say that you all should read this, but yes. But we actually have it available, and so please raise your hand, you know, to say that you're actually going to read it so that you can prove that he was very effective. (Laughing). Our best, our absolutely best spokesperson and showing how it can be used for sustainable development at incredibly low cost and massive, massive effectiveness. There are very few things that you can do in digital ecosystems that are so cost effective as Open Educational Resources because it really raises capacity everywhere with the tiniest bit of investment. Thank you for pointing that out because this is

really, you know, what we should keep in mind when we're thinking about it. Thank you.

MODERATOR: Thank you very much, Marielza and thank you very much, Paul. We very rarely have economists talk about OER, so this is quite a special occasion. We have copies of the recommendation. We will give it out to you also during the session.

Our next speaker is Dr. Dominic Orr. He is not in this room physically, but hopefully he's on the screen. Dominic, are you here?

>> DOMINIC ORR: I'm here. Can you hear me?

MODERATOR: Okay. This is like a saonce.

>> DOMINIC ORR: You hear me but can't see me. I assume that.

MODERATOR: From economics to spiritual. Dominic Orr above us joining from Germany. Dominic is a dear colleague worked with us at GIZ and policy analyst on OER in GIZ. Thank you very much, Dominic. The floor is yours.

>> DOMINIC ORR: Yeah. Thank you very much. If I could just ask the technical guys, can we go back to my presentation which you had open just now. That's perfect.

I'll just start already. Yes. So I'm here representing the German Development Corporation and our program, which we call Digital Global, so within GIZ, which is basically the implementation arm of German Development Policy, we have one area where we're focused on the use of digital to really achieve the Sustainable Development Goals; one of which I would really highlight here is the last one of 17 which is about partnerships. So, in our work we're trying to work across the globe through partnerships to really achieve the Sustainable Development Goals. We're harnessing digitalization, and we're very focused as well on open solutions within that area.

So, what I'm going to do is just very briefly highlight one of the initiatives that we implement which is called a Tingi, which is I think our major contribution to getting OER into the world into mainstreaming both this idea and also the practice, so a Tingi is a learning platform, and if I can ask the colleagues if you could just click through. I kind of hid the text. Perfect. That's great. Thank you very much.

So, a Tingi is a learning platform which we offer to all of our development partners across the globe, but it's also used by many independent learners. Because of the context of us working in digital transformation, it's kind of really motivated from the idea that many changes are happening in the world, and to go back to one of the arguments put on earlier in the session, because of the changes and these adaptations, learning is extremely important and we have to try to think of

new ways of providing learning. We still see that learning
provision is a scarcity. We're building this learning platform
based on partnerships. We're very oriented on the principles
for digital development; in particular, focusing on
collaboration, but as putting the users at the center.

And in the end, the learning that we want to provide is
really going to be useful if it actually provides value to the
learners themselves and their communities.

I'll show you in a second, and we can also go to the next
slide. Thank you. Maybe the interesting thing about a Tingi
is OER is baked into the whole concept. One of the challenges
about open education resources is we have a growing number of
people who are very interested in supporting educational
resources and supporting the idea, but I'm quite interested in
the idea of kind of through the backdoor introducing OER
because it's giving value.

So, on Atingi, and thank you again for the technical
help. Can you just press the slide again. Thank you. So on
Atingi, we have about 700,000 registered users. We're using a
Moodle platform because we're fully committed to using an open
text. We're working at the moment with over 200 partners
across the globe and we have about 400 courses open independent
learners. We've been advising all of our partners who provide
the content to really use open licenses. We just did a
analysis a couple of days ago to find out that we've managed to
get about three-quarters of those public courses openly
licensed, and we're really pushing for this to continue like
this.

One element, however, is we're a learning platform.
We're providing these courses. You can see here one of the
examples tackling online gender-based violence. The really
interesting thing is if we can actually use these open licenses
to encourage our partners to actually further develop these
courses. And just last week, we started to publish our courses
also on MoodleNet which is a global platform where you can
actually go and pick out courses without any form of
registration. There is going to be a full integration into
Moodle 4.1 very soon, so if you're using a Moodle instance, you
can press a button, and the course we're referring will slip
right away on to your own Moodle service, and we're going to be
providing some additional information and support to partners
to be able to do this.

Because the interesting thing for us is, yes, we've got
these 400 courses, but they're already in specific languages
using specific examples. But they're probably many times
talking about different topics which could be globally
relevant, but then made mostly globally relevant if they're

translated into new languages, if new examples are given, or if they're also offered in different learning formats to the ones that we have at the moment.

So, we've really committed to working on that it year, and we're also going to be registering ourselves as a digital public good because this is really a commitment also from the German Government that we do this.

And so if we could go to the next slide. I just wanted to put what we're doing into the context of two big strategies which we decided last year. The first one is the German Digitalization Strategy which has the title of Creating Digital Value Together. And again, if you could press the slide again. Thank you.

I've just taken one quote from the strategy, which is on page 2, so it's actually straight after the content page, so it really shows there is a very big commitment to developing an interoperable education ecosystem that opens up equal opportunities and barrier-free access to digital education and is actively used by people at all stages of life.

The interesting thing and what we think is anovum with the German digitalization strategy, is that part of this strategy also talks about the fact that what we're doing we want to make available across the globe to all of our partner countries. We're not just -- it is -- the German Digitalization Strategy, but when we say creating digital value together, we're also thinking of how can we do this with all of the German development partner countries.

The second, if you could go to the next slide, the second interesting strategy that we have, and again just press the button again. Thank you. It is that last year the German Government also introduced the strategy called Open Educational resources for the development of digital education. This is a strategy which essentially very much is about providing a new funding program. It is very focused on development in Germany. But there is two very interesting major points to this which make it interesting also for how we can contribute across the globe, which is not only does it talk about promoting Open Educational Resources, but as developing Open Source OER infrastructures so we would really like to be able to create these together with our partners across the world.

And also what I think is very important is wore also talking about constellations of different educational actors also working across different learning sites and institutions. So we're talking about supporting OER through this funding program, but as really getting to the heart of using OER to enable experimentation and innovation within the educational field so that we can really start to address many of those

challenges, probably tied up particularly in SDG 4.

That was actually just a small point I wanted to give you. You'll see on the slide afterwards that I made links to the documents as well and thank you very much for having a chance to talk today. Thank you.

MODERATOR: Thank you very much, Dominic, wherever you are. It's a great honor to learn about the great work being done by the German Government which is really a leader in OER. They've taken on a strategy in 2022 and they've really done some innovative work and it's a great pleasure that you're sharing this work with us.

Now, the problem is that we can't stop time, and it's 4:25 and we have three speakers. I will have to ask if our next speaker is hopefully joining us also online? Mark West, are you there? Maybe not?

>> MARK WEST: Yes, I am here. Hi.

MODERATOR: Okay. Mark, I'm going to ask you that really stick to 10 minutes and then we go to Stephen Wyber because I'm not sure if cable is here.

>> MARK WEST: Cable seems to be here and we are with each other in the Zoom meeting. To confirm, given Dominic's presentation, the participants are able to see the slides. Is that correct?

MODERATOR: Our next speaker is Mark West a colleague in the education sector and he's going to present the gateways to public digital learning and he's calling in from Paris, UNESCO Paris. Mark, the floor is yours.

>> MARK WEST: Okay. Excellent. And, Zeyep, I assume I can't share my screen is that a possibility?

MODERATOR: It's impossible. Our colleagues here are sharing your slides.

>> MARK WEST: Okay. Great. Thanks, everybody. Pleasure to be here and pleasure to join this panel organized by the colleagues in the Communication's Sector and to speak about an initiative we have, which has a lot of similarities and draws on the importance of the OER recommendation.

So, I'll be introducing this new initiative that UNESCO is running with UNICEF, and perhaps at the end of the session, we'll have a chance for further exchange or questions if there are any.

So, this initiative is called Gateways to Public Digital Learning, and if we could go to the next slide, please. Thank you.

It grows out of a lot of work that UNESCO has done around digital changes to education and recognition that these various digital transformations are affecting the sector. Some of those changes seem to be very promising. Others of those

changes seem to entail a lot of different risks. UNESCO's analysis of changes that happened during COVID-19, the sort of very extreme case of digitalized learning, was that the digital transformation of education is moving in a pretty dangerous trajectory. We saw a lot of private capture of things that had been a public good, and so UNESCO has sort of worked with a variety of partners to put our heads together to sort of understand what might be a new direction for this digital transformation of education.

And this was initially articulated in a document call the Rewired Global Declaration which is here and puts forward these three major principles to steer the digital changes happening to education, center the most marginalized, expand investments in educational content that are available digitally, and also this recognition that there needs to be pedagogical changes and that those are so important and we didn't see a lot of pedagogical changes during COVID-19 and we just saw the same models and paradigms move from the classroom environments into digital environments.

So, anyway, thinking through some of this, next slide, please. This was followed by the Transforming Education Summit mentioned by Marielza earlier in the panel. The major meeting of the global education community. There was recognition that the conversation around digital learning had really gotten a bit stuck, that there was a lot of talk around the lack of Internet access and dearth of digital skills, and this was, of course, problematic, the universal access to the Internet is of course needed to power really meaningful digital learning. Of course, there are a lot of offline solutions, but that's important, and digital skills are also very important. Anyway, we felt that this focus on content had been a bit overlooked. Next slide, please.

Working with a variety of countries and with this sort of international group that was assembled at the Transforming Education Summit, we put forward a call saying that there are three main keys to digital learning, that's content, that's capacity, and connectivity. And that you need all three of these Cs to make digital learning work. We observed again that the conversation had really been very focused on content and capacities. Super important, but as, mainly outside of the education sector, certainly education ministries. Content needs to be driven by ministries of ICT, and capacity is something that touches on all sectors. It's not just education sectors.

So we felt that the sort of overlooked key was this key around -- the key around content, if I may. So connectivity, capacity got a lot of attention there, but less attention on

content. Next slide.

So, that's the basis of this initiative, is to sort of bring increased attention to the importance for good, quality, and public digital learning resources and content. And to sort of acknowledge that when education moves from offline environments into online and digital environments, education can still be public, it can still be a common good.

So we saw that so much of the content sort of sits behind paywall, riddled with various advertising, there are incentives to make it extremely sticky so that people stick around, and why can we not have the learning platforms that should be a sort of digital commons.

So we also observed that a lot of content, educational content, a lot of good content out there, but it's often sort of disorganized. The UN Special Envoy on Technology surprisingly to me at the Transforming Education Summit quoted a poet and said content of education reminded him of a verse of one of his poems which is water, water everywhere and nothing to drink. I think that sort of cap happens to learners when we look on the Internet for good, quality resources. There is a lot out there and it's hard to know what to find. For the gateway initiative that we're doing with UNICEF, we want to focus on platforms, because platforms are what make learning content organized and help people to understand where to go, where to find what they need, it's curricularly aligned, and meant to sort of enrich and supplement the important and vital work that's happening offline in schools.

So, our initiative mainly has three central strands. The first strand is to build a portal to public, digital learning platforms. So many countries do acknowledge that they have some sort of public digital learning platform. I'm speaking to you here from France. France has a sort of very much front door for students, secondary school students and others who want to look for things to support their mathematic's course or history course or literature course.

But many other country, it's very unclear where people should sort of go. So we want to map this. The second pillar is to understand sort of best practices in the space and to build a community of practice around the people inside of countries who are responsible for building these platforms, for maintaining these platforms, for improving these platforms.

And then the third pillar is to establish some sort of international norms and standards around these platforms, and I'm looking at my panel and if I ask Dominic what a digital learning platform is and he's probably going to give a different answer. So we wanted to establish some sort of baseline of what these things are. It's not our intent to

police it or something like that, but to give countries a
starting point to understand what they might want to do in
recognition that many countries don't already have public
digital learning platforms, despite being almost two decades
into the sort of Internet and digital era. Next slide, please.
     So, these are the objectives. Again, to provide details
to this, to provide you with sort of a map where if you want to
see what the national digital learning platform in Australia
is, you can jump there. We recognize this includes quite a lot
of complexities, especially for federated countries, but again
we've got some pretty concrete plans about how to Zoom in on
countries like the United States and Canada and help people to
understand that different states sort of have ownership of the
platforms in those countries. So it's not always a national
digital learning platform, but in many countries it is. And
just to help bring awareness to that and to help countries
learn examples and start talking to one another and draw
inspiration from the different platforms. Those are the sort
of main objectives. Next slide.
     MODERATOR: I'm sorry. Excuse me. I think we have two
more speakers so if I could ask you to just go very quickly so
we just can get through.
     >> MARK WEST: Sure. I can sort of wrap up now but
these are the sort the of things at that we want to do in the
beginning is to be descriptive about the platforms and not
really evaluative. At a later stage we may imagine some sort
of evaluative criteria to sort of differentiate the quality of
the platforms, but at the beginning we simply want to describe
them, and as we know, descriptions can provide a lot of
important clues about quality. These are just some of the
criteria that we're sort of planning to future and look at.
Next slide, please.
     This is just sort of an inspiration and vision. We sort
of looked through the interphoto for things we thought were
inspiring for us or how we might like the mapping to look.
This is a map from Freedom house looking at Internet freedom
around the world but a snap shot view of giving you a sense of
where the Internet is more or less free, and we think that
something like this could work, and we quickly see which
countries have platforms and don't have platforms. Next slide,
please.
     And then when you roll over a particular country, it
gives you quite a bit of valuable information about the
country. And again in this particular map, it's giving you
information about Internet freedom. But in our map it will be
giving you information about the public digital learning
platform or platforms in that country and give you some basic

information on the sort of rollover function. Next slide.

And then if you click, you get a lot of sort of very detailed information where it provides a sort of description, and that's what we want to do, provide a sort of narrative description about the platform, who the kind of target users are, provide information of is the platform actually being used by people in the country. That's sort of a dirty little secret about a lot of these platforms, although they exist they aren't being used by anybody, and instead only private platforms are being used in the country.

And then to look and of course draw the connection with OER and look at how or what the content is on those platforms. Are they under open copyrights? Do they have sort of licenses that allow them to be reused, remixed and shared? Or are they very sort of locked down and very difficult for people to copy them, to reuse them, to remix them?

Next slide.

And this just provides, again, if we never moved to something where it becomes more evaluative, this looks at different sort of categories and provides evaluation. Again, this has to do with the Internet freedom in different country, but we could imagine sort of categories to provide some sort of indication of whether or not content or consumers are using OER or whether a technical standard is being used that promotes shareability and openness around the different platforms that we will map.

Final slide, I believe. Yes. And so again this work just kicked off at the very beginning of this year. But we have assembled a excellent reference group of about 20 different global experts, including experts from a number of countries that are responsible for their national digital learning platforms, in Indonesia, Singapore, and Greece, countries we were very much involved with through the Transforming Education Summit process. So, again, this is sort of what the group will do. We're going to decide what we want to feature in this sort of map. Then we'll go out and gather the information by leveraging different offices in different countries, UNESCO and UNICEF offices. And then, of course, we'll make this resource available to all of you and we hope that you will use it, find it valuable and find inspiration there. Again, I think the overriding message is to reassert the public with the Internet and digital goods can be common goods, and I think a great place to start is education, that we hope that going forward that everybody will have a sort of clear front door to find world-class digital learning content to support their education. That's the bottom line goal. Thanks a lot, Zeyep and Marielza and appreciate the invitation.

Bye now.

>> MARIELZA OLIVEIRA: Thank you very much. Thank you for sharing with us. I have good news. We can have 10 minutes more so we can breathe just a little bit. The next speaker is Dr. Cable Green who is the Director for Open Content at Creative Commons which is the -- which is the origin and the keeper of open licenses, so with that, Cable, I think you're online. Are you there?

>> CABLE GREEN: Yes. They just opened the mic. I'm here.

>> MARIELZA OLIVEIRA: Excellent. Cable, the floor is yours.

>> CABLE GREEN: Wonderful. If my slides could be put up, I'm ready to go any time. For those of you online, I will share a link to my slides with you as well. Zeyep would you like me to share my slides.

>> MARIELZA OLIVEIRA: You can't share the slides. The colleagues have to share them. The system doesn't allow for you to share. Perhaps okay. Should we go to Stephen Wyber and come back to you? I think that would be better. Stephen, would you take the floor and then we'll come right back to you once we sort out the slides.

>> STEPHEN WYBER: Sounds good. I will keep myself to 5 minutes so that we can hear from Cable because I think certainly if we're talking about Open Educational Resources, it absolutely makes sense to hear from Creative Common sense. I come from the international federation of library associations and institution. Great to hear people talk about libraries as buildings, skill sets, concepts for discovering open education resources, and I think that just I want to agree with so much of what already was said.

I think I've been invited to be here a little bit as the ghost of the feast, and to talk a little bit about the topic of privacy and this is being brought up, so Mark talked about it, it clearly appears in the OER recommendation itself, and let's not worry about my slide. We can go through without so we can go quicker. We can reflect two aspects of library's own activities.

The first area that I wanted to talk about is that libraries, the key function that they have especially at a time of information abundance, is in working with people to develop reflection, to develop skills on ethical use of information, and this is a skill set, this is an issue that plays out into how we go about creating OER. This is particularly important because I think as we've highlighted a number of times, OER is particularly vital when we're talking about how we can bring education to people who are in vulnerable situations, who may

not be able to pay, frankly, honestly, inflated, huge prices
for formal educational materials, for textbooks and so on that
even in richer countries are often just too much to handle.

But, of course, with we're working with vulnerable people
we need to be careful. We need to make sure in the materials
to put together, authors, creators of OER, bearing in mind that
we need to be human, we're not sharing personal data, we're not
sharing materials that make things less inclusive, less
helpful. This is going to be particularly important in fields
such as medicine and psychology. A lot of these are the same
principles we already apply with we're thinking about ethical
use, ethical presentation sharing of research data as a whole.

The secondary part I wanted to focus on for a long time
of course libraries were the information platforms. They were
the place that you would come to in order to access content
provided by other people. Clearly, they definitely don't have
a -- they don't have a monopoly in the space anymore. We are
working a lot with digital platforms, and we've highlighted a
number of times the importance of digital platforms. Of
course, anyone who followed the UNESCO Internet For All
conference will be aware that platforms are not entirely
uncontroversial in terms of the way they work with data, they
work with the users. So a second key issue to underline would
be that when designing OER platforms, when using these, we need
to be careful, we need to make sure that responsible data
protection policies apply in the same way as libraries
themselves look to apply responsible data protection policies.
So minimizing data collection, being clear about what you're
collecting, really offering users a transparent and a
meaningful choice over the data teas collected about them when
using OER platforms.

These are, of course, entirely -- these are, of course,
issues that are entirely solvable, and I think especially the
emphasis on the value of capacity building, on the value of
capacity building, the emphasis on the value of training,
providing guidelines, I think in particular the work that
Mark's doing on digital education platforms, has the potential
to be really helpful here so at that we make sure that we don't
jeopardize the credibility, we don't jeopardize people's trust
in OER platforms and OER repositories by raising questions
about privacy and data protection. So, as I said, that was
slightly the ghost of the feast speech there, but to underline
as a whole that clearly we are massively supportive of the OER
recommendation. We're supportive of the emphasis on the
importance of curation of discoverability, and we believe it
has a really great potential to make the bridge between
connectivity and real-world outcomes, but I'll cut there so we

can go to Cable.

>> MODERATOR: Thank you very much, Stephen. They're very important partners, ra digsal Civil Society organizations in consultative status with UNESCO, so we're very close cousin, if you like. With that, I will give the floor to Cable, and I think we have just with some indulgence of the organizers, 10 minutes. Cable, the floor is yours.

>> CABLE GREEN: Thank you. Should I wait for slides or just speak without them?

MODERATOR: Can we start the slides? 10 minutes. Apparently 10 minutes.

>> Cable, we can see the slides. Go ahead.

>> CABLE GREEN: Thank you very much. For the people moving the slides, I'll say next if that's okay. I'm Cable Green Director of open knowledge at creative Commons and here to talk about the open licenses that everyone has talked about so far. Next, please.

So at Creative Commons we're very focused on focusing our work on solving the world's most oppressing challenges, and our fundimental is that if you want to solve the biggest problems in the world, the knowledge about them must be open. Next. When we talk about open knowledge, we're talking about Open Educational Resources, research, data, science, the communities that embrace a culture of sharing and the open policies that the recommendation talks about to ensure that publicly-funded resources end up being digital public goods.

So what are the most pressing challenges? Next. We're all talking about them. They're the SDGs, and next, can you go through the next two slides. We're of course talking about SDG 4. Next. Next.

This was -- this was mentioned earlier, the radical efficiency. Paul was talking about this. If you look at the cost of what it costs to store and distribute digital things today, and of course those digital things can be openly licensed, we're literally talking about 1/10,000th of a dollar to store and share an entire textbook for students in their learning. So these are the types of efficiencies we're talking about with digital, and with we openly license these, we can radically increase the equity access and social justice around our goals and education. Next.

Of course, what the Internet enables, copying work, modifying work, translating, all the wonderful thing that the Internet enables and a lot of those are forbidden by copyright. Next.

What we find on the web often times is free. But it's for the open. Next. Open is better than free and different than free. Next. Open is free plus permissions. Next. And

these are the permissions that we're talking about. The ability to keep a copy, to reuse a cop copy if the way you want, revise, adopt, change to local needs, bring to local language, use local example, remix the work, redistribute to others. Next.

All of those things are legal rights which are not given to the public in all rights reserved to copyright. They're give to know the public with open licenses. These are the six CC licenses, and we don't have time to go through today, we also have two public domain tools where somebody can give up copyright and put the work into the public domain. Next.

What's important about open licensing and licenses in particular is they're perpetual. Mark was talking about countries having portals and sharing all of this wonderful digital content. If the licenses weren't perpetual, the countries could pull the content back. If Germany shared something and Ghana picked it up and use it had, Germany could reach it and say you can't use it anymore. When things are CC licensed, they can't do that. These licenses last forever on the works and that's good in education. We want to be able to design our works and use them in perpetuity. We proudly say we open open in OER in open access. The world uses CC licenses. Next.

Not all of the licenses work well for OER. Many people have talked about adaptation and that's a key component of the UNESCO definition of OER, so we do have two licenses called no derivatives and those actually don't work for OER because they don't allow for adaptations. Everything else works, but we try to stay away from those two in education. Next.

Zeyep often times say open licenses are foundational and she's absolutely right, to OER, and open licensing really needs to be understood and done well, otherwise OER doesn't work. This is a very infrastructure part of what we're doing and if that infrastructure is not used well, is not understood, then the rest of the tower that we're building tends to fall apart. This is a really important component. Next.

And we like to say, if you want to do open licensing correctly, it's really important that we all use standard international open copyright licenses that everybody uses, and those happen to be the creative commons licenses. Next.

CC, I'll go through briefly. We're a nonprofit, the steward of the licenses, we've been around for 20 years, and our licenses operate in every country in the world they're translated into languages around the world, 2.5 billion OER across 10 million websites CC licensed, would we've got teams, CC country chapters all across the planet. Next.

As I mentioned, we just had the 20th anniversary. I

guess the important thing here and I haven't said it yet, the licenses have never once lost in a court of law. They don't go to -- they don't go to courts very often, but when they do, they have always won. So you can rest assured that if you use a CC license, your works are protected, your copyright is retained by you and protected, and you have to legally receive attribution when you share your works, among other requirements of the licenses. We proudly have worked with UNESCO and other UN agencies for 20 years and it's just an honor to be here. Next.

Let's skip the vision. Next. We're interested in public goods. That's what that says.

So, this is really important. Some people say, well open license, that's really important, I'll create my own. We ask you please, don't do that. It's not that we don't think other people could create licenses, they certainly can, but the problem is that the world over the last 20 years has really adopted CC licenses as an international legal standard, and these licenses grant clear standard permissions to the public that are interoperable, and license content in one country can be legally be used in every other country immediately with no embargo beard and standard open license terms reduce the transaction cost, reduce friction and facilitate broad international OER reuse, which is critical and called out in the recommendation. Next.

When open licenses are created, and this happens rarely, but when it happens, and they're not CC licenses, this causes confusion in the ecosystem. People don't understand the new licenses. The licenses are not often implemented well. They're not supported by stewards. There is no Q&A. There is no staff to answer questions about them. There is for presentations. Content licenses under open licenses cannot be reMicked with billions of CC mixed licenses out there so you get interoperability problems out there and we don't want to create that kind of friction. When the open licenses get -- when the custom licenses are written, they both cause reduced use and less sharing, but as fewer adaptations and remixes by the public which is the opposite of what we're trying to do. Next.

This is what this says. If we're trying to solve big problems, we're trying to solve the SDGs, we need more use, more sharing, more adaptation, and not less. Next.

General offer, Creative Commons stands ready to support your governments, your education institutions in your countries, and anything that we can do to help. We are obviously quite savvy helping you understand and use CC licenses, that's our main business. And we also work very

closely with UNESCO and we can help governments implement multiple parts of the recommendation on OER. If we can be of service, please reach out to me. My email is Cable@creativecommons.org. Happy to help. Next. That's it for me. Here is my information. I shared my slide in the chat. Thank you very much, Zeyep for the invitation. I turn it back to you.

        MODERATOR: Thank you so much, Cable. It's a pleasure each time when you join us and present the licenses, in effect without open licenses, there is no Open Educational Resources. It's a fact.

        We are two seconds away. I think we have two seconds to have a discussion. Maybe I'll give the floor right away to Marielza.

        >> MARIELZA OLIVEIRA: Thank you very much. Now, you have a taste of the power of Open Educational Resources. You can be a teacher for 1-million students at a time. You can have 2.5-billion educational resources at your fingertips. You can have access to every city, village, and place in the world through libraries. This is what Open Educational Resources Dynamic Coalition is about.

        You saw literally a few of the 500 Members of this Coalition. You have a taste of what it can bring, you know, in terms of resources, capabilities, and enthusiasm to education around the world. Just, you know, join this and work with us and enable this process in this coalition to go forward by benefiting also from what you have to offer because we all have something to offer to this ecosystem.

        You know, it's partners like that that can tell you, you know, what is good educational resource, how to build them, and how to distribute them, and what they are for, you know, sustainable development, and how to license them and enable others to benefit from them that make this a worthy, worthy environment.

        If all things we have in UNESCO, you know, of all the things that we have that my team is responsible for, I would say that the 2019 recommendation on open education resources ranks up there, you know, one of the top five things that I'm proudest of. Just want to share that with you guys. Thank you.

        MODERATOR: Thank you very much, Marielza. I wish I could say that I open the floor for discussion and let's talk, but I don't think I'm allowed to.

        I will have to, I'm afraid, close the session. I'd like to thank all of our speakers here and online. Ms. Moria de Roche, Marielza, Patrick, Stephen, Dominic Orr who is up there somewhere, Mark West from the education sector, and of course

dear Cable Green from Creative Commons. Thank you very much.
      (Applause).
      I never introduced myself. I'm very sorry. My name is
Zeyep Varoglu on the team with Marielza and working on the
recommendation. There is the recommendation in French there
that's left, unfortunately just in French, but you're welcome,
please to take it. Thank you very much. Thank you.
      Hello. Thank you to the interpreters and also our
technical staff who made it possible for us to have the session
today. Thank you so much.