

Draft Policy Recommendations

Enabling Cultural and Linguistic Diversity in Europe through OER

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Note: this document is an attachment of the agenda of the conference *Open Education: promoting diversity for European Languages*. LangOER is a 3-year network (January 2014- December 2016) supported by action KA2 Languages of the Lifelong Learning Programme, European Commission - 543239-LLP-1-2013-1-LV-KA2-KA2NW

Introduction

Lesser Used Languages (LUL) are the special focus of the LangOER project. In the context of LangOER, the definition of LUL encompasses endangered languages, regional and minority languages (approximately 10% of Europe's population) and small state languages. Open Educational Resources hold out the promise of supporting the teaching and learning of these languages in Europe and consequently inclusion and quality education for all. Enabling LUL communities to actively take up OERs can generate a number of welcome transformations that include "the change of mind set towards teaching and learning methodology; new channels to obtain education; and opportunities for knowledge sharing."¹

However, even as the number of policy proposals to support OER uptake have grown and the benefits are more widely recognized, thus far there have been only sporadic efforts to explicitly address the opportunities and challenges of OER policies aimed at European LUL communities.²

Against this background, LangOER conference participants will debate a draft of policy recommendations on how different stakeholders could take concrete actions that enable LUL communities to actively develop, exchange and take up OERs.

Draft policy recommendations*

The European Commission should

- Revitalise the commitment to OER that it expressed in Opening Up Education, with a particular focus on OER in LUL as a means of maintaining cultural and linguistic diversity.
- Organise pan-European peer learning opportunities for governmental decision makers on the recommendations.
- Organise calls for proposals with action lines addressing specific issues highlighted in the recommendations including research that provides evidence on OER impact and benefits.
- Facilitate support and knowledge sharing for cross-country and global initiatives.
- Have dialogue with quality assurance agencies (ENQA etc.) on OER, their role and responsibility related to OER.
- Support R&D on translation from English and other world languages to LUL.

¹ UNESCO, 2016, p. 228. <http://unesdoc.unesco.org/images/0024/002443/244365e.pdf>

² https://wiki.creativecommons.org/wiki/OER_Policy_Registry

*A separate addendum document will be distributed to participants shortly prior to the conference and at the event with background information and questions for further discussion.

Governments/governance structures in nations and regions should

- Review financial frameworks and provide incentives for OER for all languages within their borders.
 - Establish an OER framework within its authority.
 - Organise awareness targeting key stakeholders.
 - Include OER as an issue for quality assurance agencies.
 - Include training on OER within initial teacher education and continuing professional development programmes for teachers and via online platforms (MOOCs).
 - Establish guidance, tools and toolboxes for all relevant aspects of OER, in particular how OERs can support 21st century teaching and learning skills.
 - Support regular conferences/meeting places on OER – in collaboration with institutions.
 - Support collaboration with other nations or regions in establishing quality OER in LUL.
 - Organise public procurement of OER.
 - Organise competitions for quality OER.
 - Consider establishing and funding an OER evaluation and adoption panel. This panel should include lead teachers, content experts and accessibility experts.
 - Consider establishing a specialist OER function/post to undertake an in-country cost-benefit analysis to assess the potential savings (or otherwise) which might be achieved through implementing an OER strategy.
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Institutions should

- Develop and implement a strategy for OER, in particular addressing quality OER for grades, degrees and diplomas.
 - Facilitate teacher and support staff training in the creation, adaptation and use of OERs.
 - Implement quality standards for sustaining OER.
 - Collaborate with other institutions and stakeholder in stimulating community of practices for OER.
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