IGF 2016 Workshop Report Template

Session Title	**No. 108 Empowerment through Quality Online Education**
Date	8th December 2016
Time	17-00 – 18-00
Session Organizer	Mr. Bonface Witaba, Centre for Youth Empowerment and Leadership (CYEL) Ms. Sarah Kiden, Uganda Christian University Dr. Mikhail Komarov, National Research University Higher School of Economics
Chair/Moderator	Dr. Mikhail Komarov, National Research University Higher School of Economics
Rapporteur/Notetaker	Dr. Andrey Shcherbovich, National Research University Higher School of Economics
List of Speakers and their institutional affiliations	**Dr. Mikhail Komarov,** Deputy Head for International Relations at the School of Business Informatics, Moscow Higher School of Economics, **Ms. Sarah Kiden**, Head of System at the Uganda Christian University (remotely), **Dr. Patrick Ryan**, Public Policy & Government Relations Counsel for Free Expression and International Relations at Google, **Dr Andrey Shcherbovich**, lecturer at the Faculty of Law, Moscow Higher School of Economics, **Dr. Olga Cavalli**, ISOC Board of Trustees Member, **Dr. Cristina Cárdenas**, General Coordinator of @prendre.mx.
Key Issues raised (1 sentence per issue):	☐ Which policies should be developed for the educational content quality ranking on the Internet? ☐ How OERs could serve the right of education and better human rights awareness? ☐ Is it possible to decrease the gap in the quality and quantity of information provided for education between developed and developing countries? ☐ Do OERs increase or lower the quality of education in institutions of higher education? ☐ How can the global South deal with the issue of access to OERs? ☐ What benefits are OERs offering to educators and learners in higher educational institutions?

If there were presentations during the session, please provide a 1-paragraph summary for each Presentation	**Ms. Sarah Kiden:** Policies for quality ranking and quality control in online education and online educational resources should be a collective effort of different stakeholders, and not a responsibility of anyone in particular. All stakeholder groups should be involved in developing such policies. **Dr. Patrick Ryan:** Open technologies can help addressing this issue and transform education. In his view, there are three areas where improvements are needed in order to give teachers more time to teach and students more time to learn: improve communication, create and collect assignments, and stay organised. All these things could be facilitated by technologies. **Dr. Andrey Shcherbovich:** An overview of international instruments tackling education-related aspects, like the Universal Declaration of Human Rights, the Council of Europe Guide to Human Rights for Internet Users, and the Charter of Human Rights and Principles for the Internet developed by the Internet Rights and Principles Coalition of the IGF. Also the presentation outlined two key challenges regarding online education: recognition of online education as a commodity or public good, and the recognition of academic degrees. **Dr. Olga Cavalli:** Online educational tools could benefit from feedback from the community: both from students who use the content, and from colleagues. Argentina has developed online training programmes allowing individuals to acquire certifications in certain specific fields. **Dr. Cristina Cárdenas:** Ongoing programme run by the Mexican government with the aim to allow students and teachers to develop digital skills. The programme has different components: professional development in information and communications technologies, digital educational resources, equipment connectivity, teacher training, and content creation. @prende.mx – a new educational platform launched by the government, allowing teachers to learn how to use technology for their teaching activities.

Please describe the Discussions that took place during the workshop session: (3 paragraphs)	The issue of ensuring quality online education in rural areas of developing countries was raised, where electricity and other critical recourses are not available. Also there is a problem of absence of the educational content available in local languages. Online education is a powerful tool that can increase quality of lives of people, especially those in rural and isolated communities with limited access to traditional education. It was also underlined that, while online content is often available, sometimes it cannot be used because of the lack of connectivity and technical equipment in schools. Online education might be different in terms of regulation and policies across countries. Even if there are such differences, everyone should have the opportunity to make use of online education services. But users also need to be guided on how to choose proper content and courses. The question that needs to be further looked at is whether and how to measure quality in online education.
Please describe any Participant suggestions regarding the way forward/ potential next steps /key takeaways: (3 paragraphs)	Connectivity of the topic to the needs of the global labor market. It is necessary to see the relevance of existent educational content to different labor markets. Relevant educational content must empower the most vulnerable groups of people and increase positive influence of those people on the local economy and raise their quality of life. Quality education cannot be taken into consideration without direct linkage to the employment thus it is necessary to arrange ranking of the content by different stakeholders. Ranking approach of relevance of educational content for local labor market should be discussed among representatives of different stakeholder groups and different regions.