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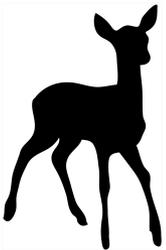
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Education in the Open Government Partnership Commitments

#oeglobal18
Delft NL 24-26 April 2018



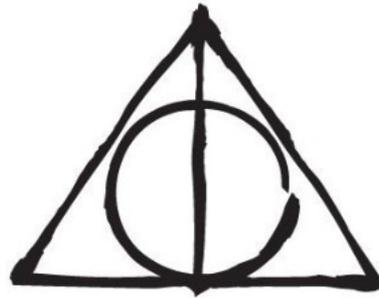
Leo Havemann & Javiera Atenas

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Prologue...

We live in a **datafied** society where almost everything is transformed into data, quantified and analysed (*Schäfer & Van Es, 2017*).



From birth to death - studying, voting, buying, relationships, working, travelling - practically every activity we do leaves a **digital footprint** behind, and this data can be used as a political tool.

We need to understand how data about us is created and used by **governments, political campaigns, media and technology companies** in order to make informed decisions as **citizens** and **individuals**



Open Data as OER

Datasets which are freely available online and openly-licensed can be used in learning and teaching to give students authentic experiences of working with the same raw data used by researchers and policy-makers

Open Data as Open Educational Resources
Case studies of emerging practice

Edited by Javiera Atenas & Leo Havemann

education.okfn.org/open-data-as-open-educational-resources-case-studies-of-emerging-practice

Open Government Partnership

Coalition of 70+ countries
advocating & fostering

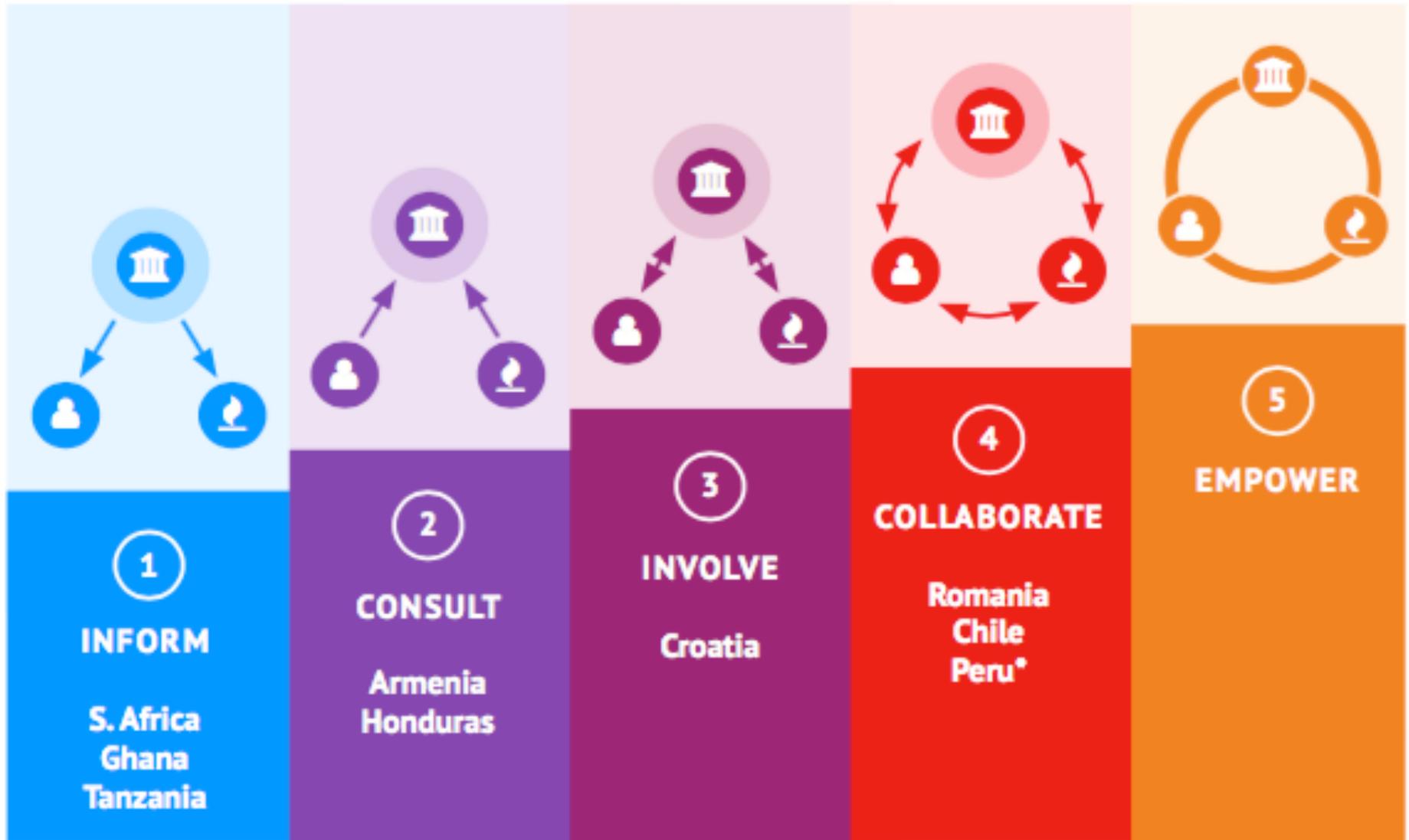
- transparency,
- accountability and
- participation

OGP core components

- National Commitments
- Public Documents
- Open Data



Opening government data in order to...



Open Education: 19 OGP Commitments

1. Azerbaijan
2. Brazil (2)
3. El Salvador
4. Estonia
5. Greece
6. Indonesia
7. Ireland
8. Italy (3)
9. Ivory Coast (2)
10. Romania (2)
11. Slovakia
12. Spain
13. USA (2)

But 128 Commitments which relate to one or more of the following...

Access to Information
Anti-Corruption
Public Service Capacity Building
Education
Open Education
Civic Education
Civic-Public Participation
Open Data
Open Government
Citizen Participatory Budgeting
Fiscal Openness
Transparency
Accountability

Core educational challenges of the datafied society



OGP members must **commit to citizenship education** in order to foster participation - developing and supporting policies that promote forms of **OEP** that develop a data literate citizenry

Key literacies:
Statistical, Political and Media.

Digital and data divides

The illusion of access promoted by computers provokes a *confusion* between the presentation of information and the capacity to use, sort and interpret it.

(Brabazon, 2001)

...as with the earlier discussion concerning the 'digital divide' there would, in this context, appear to be some *confusion* between movements to enhance citizen 'access' to data and the related issues concerning enhancing citizen 'use' of this data.

(Gurstein, 2011)

Bridging education and participation

Educational and citizenship programmes should form a bridge between **civil society**, **industry**, **research** and **politics**, promoting the development of an **informed citizenship**, allowing citizens to **critically participate**.



OEP / Open Pedagogy

We use the term Open Pedagogy to refer to a subset of OEP, concerned specifically with the philosophy and design of teaching and learning activities which use or create open resources, or operate in open contexts.

Detectors and Effectors

(Hood & Margetts, 2007)

Detectors gather information (and data) from individuals and society

Effectors seek to influence people



Open Pedagogy of Citizenship

Empower open educators and learners to become cognisant of the rhetorical and influential techniques used by governments, the media and corporations, so that they can become information gatherers (detectors) and *influential agents* (effectors) in society

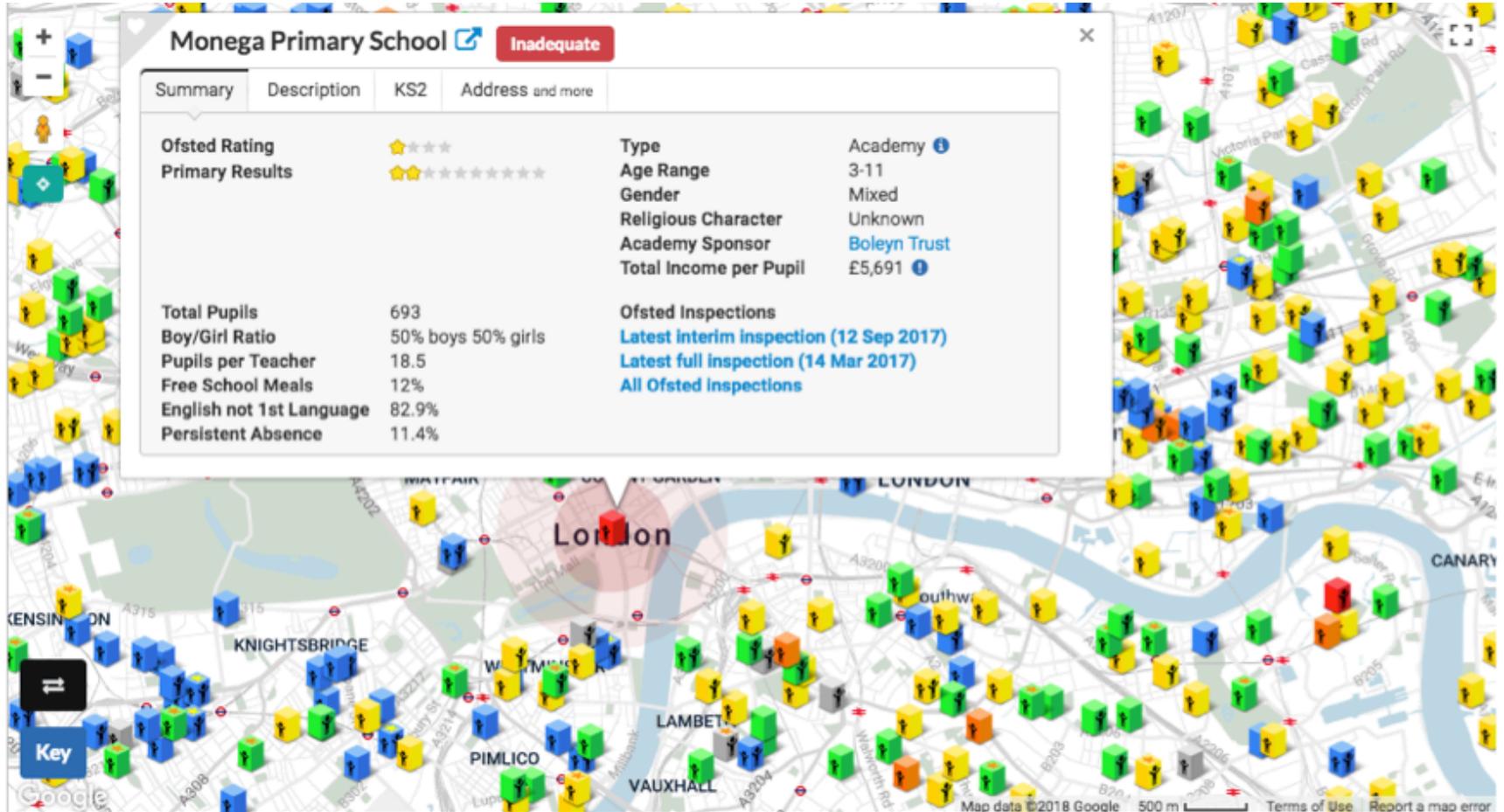
Attention to Social Justice

Open Data alone does not **promote social justice**, as it **can easily marginalise and exclude people** from the **interactions** produced by **those who know how to use data effectively**, hindering them from participating in the decisions of society by making them **merely objects of study**

Johnson (2014)



Attention to Social Justice



Fostering participation

Using OD to foster citizenship in education require to establish connections between learning and **socio-political problems**. So individuals can learn to check and evaluate the information presented in the media and in social networks, to make **politically responsible decisions** through the understanding of democratic and social processes, using the **same raw materials** used by the civil society, scientists, the press, the industry, the government and NGOs in their efforts to develop policies and research

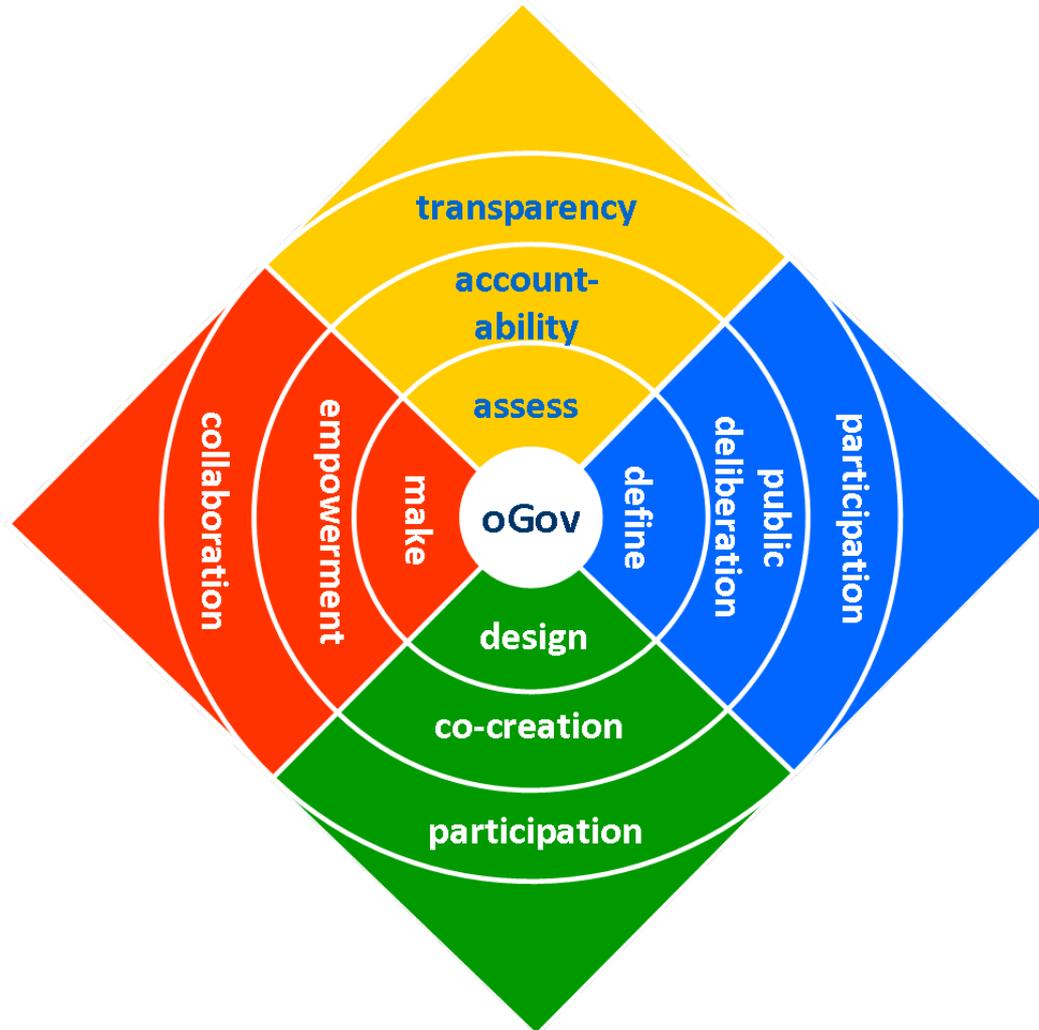
Practice Civic Monitoring

Civic Monitoring as OEP promotes active citizenship by training people in controlling the governmental activities (**Buttiglione & Reggi, 2015**).

This model of **civic participation** must be acknowledged by **OGP** members when developing commitments and action plans in relation to:

Access to Information; Anti-corruption; Capacity building; Education; Civic Education; Public Participation Open Gov Data; Participatory budgeting; Transparency and Accountability

Practice knowledge co-creation



Open Pedagogy of Citizenship

- 1) Embed **political, media** and **statistical literacies** to develop transversal skills for lifelong and lifewide learning;
- 2) Enable people to understand and **critically analyse information** and **data** from media and government sources;
- 3) **Empower** people to become critically engaged data intermediaries who are empowered to act as social detectors and effectors in the service of **social justice and democratic values.**

List of spells

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Schäfer, M. G. & Van Es, K., (Eds.). (2017). [The Datafied Society: Studying Culture through Data](#) (1st ed.). Amsterdam: Amsterdam University Press

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- Buttiglione, P. L., & Reggi, L. (2015).** [Il monitoraggio civico delle politiche di coesione e lo sviluppo di comunità civiche.](#) PRISMA Economia-Società-Lavoro, 17, 81-97.
- Atenas, J. & Havemann, L. (2015)** [Open Data as Open Educational Resources : Towards Transversal Skills and Global Citizenship](#) OpenPraxis, 7 (4): 377–89.
- Schild, M. (2004).** [Information Literacy, Statistical Literacy and Data Literacy.](#) IASSIST Quarterly, (August), 6–11.



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