Education in the Open Government Partnership Commitments

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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.

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.
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.
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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


Schäfer, M. T. & Van Es, K., (Eds.). (2017). The Datafied Society: Studying Culture through Data (1st ed.). Amsterdam: Amsterdam University Press
List of spells


**Schield, M. (2004).** Information Literacy, Statistical Literacy and Data Literacy. IASSIST Quarterly, (August), 6–11.