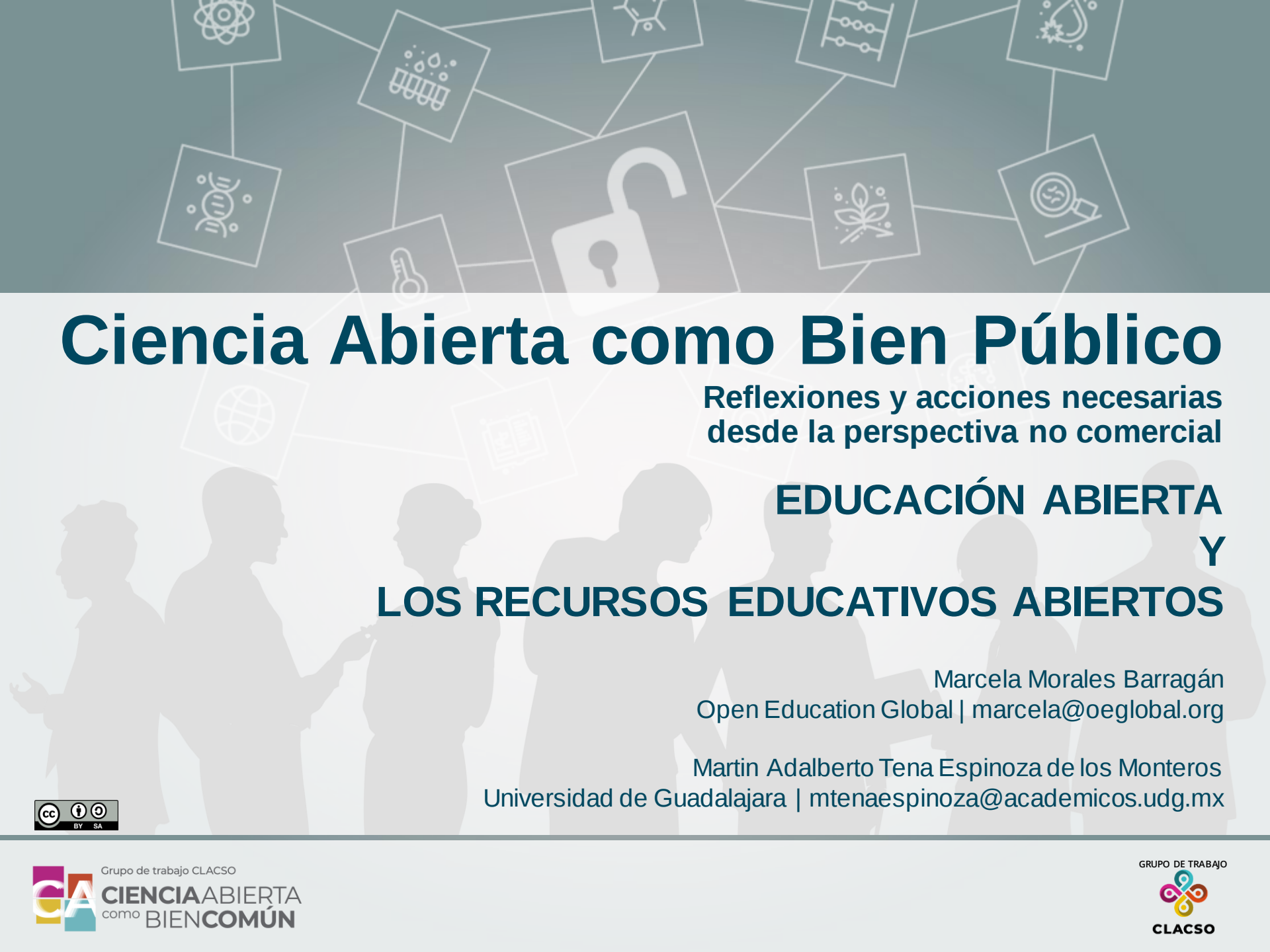




Ciencia Abierta como Bien Público

Reflexiones y acciones necesarias
desde la perspectiva no comercial

EDUCACIÓN ABIERTA Y LOS RECURSOS EDUCATIVOS ABIERTOS

Marcela Morales Barragán
Open Education Global | marcela@oeglobal.org

Martin Adalberto Tena Espinoza de los Monteros
Universidad de Guadalajara | mtenaespinosa@academicos.udg.mx





EDUCACIÓN ABIERTA Y LOS RECURSOS EDUCATIVOS ABIERTOS



EDUCACIÓN ABIERTA Y LOS RECURSOS EDUCATIVOS ABIERTOS

CONTENIDOS

A. Qué es la Educación Abierta
(Contexto y Evolución)

B. Relación entre la Educación Abierta
y la Ciencia Abierta

C. Componentes de la Educación
Abierta

D. Infraestructura de la Educación
Abierta

E. Licencias CC

F. Los REA
(Dónde Localizar REA, Cómo reutilizar
REA, Cómo crear nuevos REA, Cómo
publicar y compartir REA, Ejemplos
de iniciativas REA)

G. Prácticas Abiertas

B. Relación de la Educación Abierta y la Ciencia Abierta



Educación Abierta y Ciencia Abierta

La **EDUCACIÓN** y la **CIENCIA** son un **DERECHO**.

Artículo 26

1. Toda persona tiene derecho a la educación. La educación debe ser gratuita, al menos en lo concerniente a la instrucción elemental y fundamental. La instrucción elemental será obligatoria. La instrucción técnica y profesional habrá de ser generalizada; el acceso a los estudios superiores será igual para todos, en función de los méritos respectivos.
2. La educación tendrá por objeto el pleno desarrollo de la personalidad humana y el fortalecimiento del respeto a los derechos humanos y a las libertades fundamentales; favorecerá la comprensión, la tolerancia y la amistad entre todas las naciones y todos los grupos étnicos o religiosos, y promoverá el desarrollo de las actividades de las Naciones Unidas para el mantenimiento de la paz.
3. Los padres tendrán derecho preferente a escoger el tipo de educación que habrá de darse a sus hijos.

Artículo 27

1. Toda persona tiene derecho a tomar parte libremente en la vida cultural de la comunidad, a gozar de las artes y a participar en el progreso científico y en los beneficios que de él resulten.
2. Toda persona tiene derecho a la protección de los intereses morales y materiales que le correspondan por razón de las producciones científicas, literarias o artísticas de que sea autora.



THE UNIVERSAL DECLARATION OF Human Rights

PREAMBLE recognition of the inherent dignity and of the equal and inalienable rights of all members of the human family is the foundation of freedom, justice and peace in the world,

PREAMBLE disregard and contempt for human rights have resulted in barbarous acts which have outraged the conscience of mankind, and the advent of a world in which human beings shall enjoy freedom of speech and belief and freedom from fear and want has been proclaimed as the highest aspiration of the common people,

PREAMBLE it is essential, if man is not to be compelled to have recourse, as a last resort, to rebellion against tyranny and oppression, that human rights should be protected by the rule of law,

PREAMBLE it is essential to promote the development of friendly relations among nations,

PREAMBLE the peoples of the United Nations have in the Charter reaffirmed their faith in fundamental human rights, in the dignity and worth of the human person and in the equal rights of men and women and have

determined to promote social progress and better standards of life in larger freedom,

PREAMBLE Member States have pledged themselves to achieve, in co-operation with the United Nations, the promotion of universal respect for and observance of human rights and fundamental freedoms,

PREAMBLE a common understanding of these rights and freedoms is of the greatest importance for the full realization of this pledge,

THE GENERAL ASSEMBLY

WHEREAS the Universal Declaration of Human Rights is a common standard of achievement for all peoples and all nations, to the end that every individual and every organ of society, keeping this Declaration constantly in mind, shall strive by teaching and education to promote respect for these rights and freedoms and by progressive measures, national and international, to secure their universal and effective recognition and observance, both among the peoples of Member States themselves and among the peoples of territories under their jurisdiction,

ARTICLE 1 — All human beings are born free and equal in dignity and rights. They are endowed with reason and conscience and should act towards one another in a spirit of brotherhood.

ARTICLE 2 — Everyone is entitled to all the rights and freedoms set forth in this Declaration, without distinction of any kind, such as race, colour, sex, language, religion, political or other opinion, national or social origin, property, birth or other status.

ARTICLE 3 — Everyone has the right to life, liberty and security of person.

ARTICLE 4 — No one shall be held in slavery or servitude; slavery and the slave trade shall be prohibited in all their forms.

ARTICLE 5 — No one shall be subjected to torture or to cruel, inhuman or degrading treatment or punishment.

ARTICLE 6 — Everyone has the right to recognition everywhere as a person before the law.

ARTICLE 7 — All are equal before the law and are entitled without any discrimination to equal protection of the law. All are entitled to equal protection against any discrimination in violation of this Declaration and against any incitement to such discrimination.

ARTICLE 8 — Everyone has the right to an effective remedy by the competent national tribunals for acts violating the fundamental rights granted him by the constitution or by law.

ARTICLE 9 — No one shall be subjected to arbitrary arrest, detention or exile.

ARTICLE 10 — Everyone has the right to a fair and public hearing by an independent and impartial tribunal, in the determination of his rights and obligations and of any criminal charge against him.

ARTICLE 11 — Everyone charged with a penal offence has the right to be presumed innocent until proved guilty according to law in a public trial at which he has had all the guarantees necessary for his defence.

ARTICLE 12 — No one shall be held guilty of any penal offence on account of any act or omission which did not constitute a penal offence, under national or international law, at the time when it was committed. Nor shall he be liable to any penal sanction because of the non-existence of a penal offence at the time when it was committed.

ARTICLE 13 — (1) — No one shall be subjected to arbitrary interference with his privacy, family, home or correspondence, nor to attacks upon his honour and reputation. Everyone has the right to the protection of the law against such interference or attacks.

ARTICLE 14 — (1) — Everyone has the right to freedom of movement and residence within the borders of each state.

ARTICLE 15 — (1) — Everyone has the right to leave any country, including his own, and to return to his country.

ARTICLE 16 — (1) — Everyone has the right to seek and to enjoy in other countries refuge from persecution.

ARTICLE 17 — (1) — Everyone has the right to own property singly as well as in community with others and no one may be arbitrarily deprived of his nationality nor denied the right to change his nationality.

ARTICLE 18 — (1) — Everyone has the right to freedom of thought, conscience and religion; this right includes freedom to change his religion or belief, freedom, either alone or in community with others and in public or private, to manifest his religion or belief in teaching, practice, worship and observance.

ARTICLE 19 — (1) — Everyone has the right to freedom of opinion and expression; this right includes freedom to hold opinions without restriction and to seek, receive and impart information and ideas through any media and regardless of frontiers.

ARTICLE 20 — (1) — Everyone has the right to freedom of peaceful assembly and association.

ARTICLE 21 — (1) — Everyone has the right to take part in the government of his country, directly or through freely chosen representatives.

ARTICLE 22 — (1) — Everyone has the right of equal access to public service in his country.

ARTICLE 23 — (1) — Everyone has the right to work, to free choice of employment, to just and favourable conditions of work and to protection against unemployment.

ARTICLE 24 — (1) — Everyone has the right to rest and leisure, including reasonable limitation of working hours and periodic holidays with pay.

ARTICLE 25 — (1) — Everyone has the right to a standard of living adequate for the health and well-being of himself and of his family, including food, clothing, housing and medical care and necessary services, and the right to security in the event of unemployment, sickness, disability, widowhood, old age or other lack of livelihood in circumstances beyond his control.

ARTICLE 26 — (1) — Everyone has the right to education. Education shall be free, at least in the elementary and fundamental stages. Elementary education shall be compulsory. Technical and professional education shall be made generally available and higher education shall be equally accessible to all on the basis of merit.

ARTICLE 27 — (1) — Everyone has the right to take part in the cultural life of the community, to enjoy the arts and to share in scientific advancement and its benefits.

ARTICLE 28 — (1) — Everyone has the right to a social and international order in which the rights and freedoms set forth in this Declaration can be fully realized.

ARTICLE 29 — (1) — Everyone has duties to the community in which alone the free and full development of his personality is possible.

ARTICLE 30 — (1) — Nothing in this Declaration may be interpreted as implying for any State, group or person any right to engage in any activity or to perform any act aimed at the destruction of any of the rights and freedoms set forth herein.

after having for himself and his family an existence worthy of human dignity, and supplemented, if necessary, by other means of social protection.

ARTICLE 31 — (1) — Everyone has the right to work and leisure, including reasonable limitation of working hours and periodic holidays with pay.

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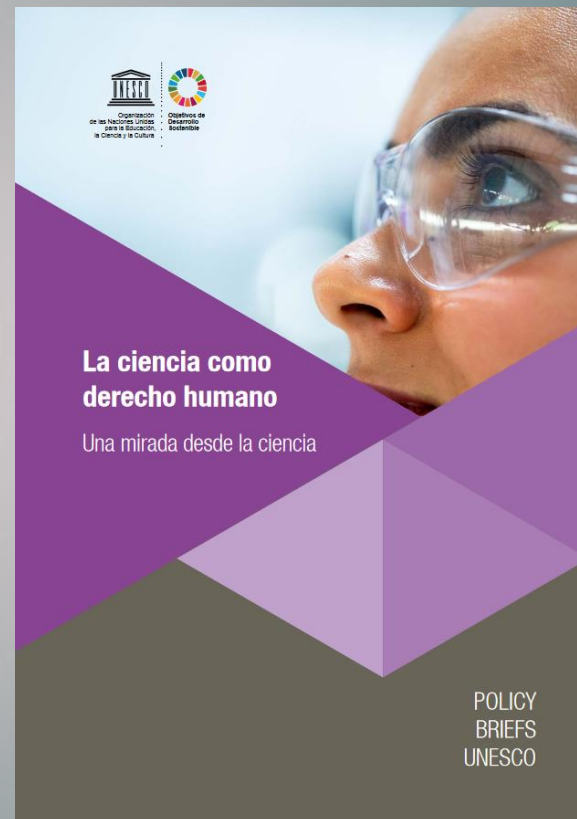
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Educación Abierta y Ciencia Abierta

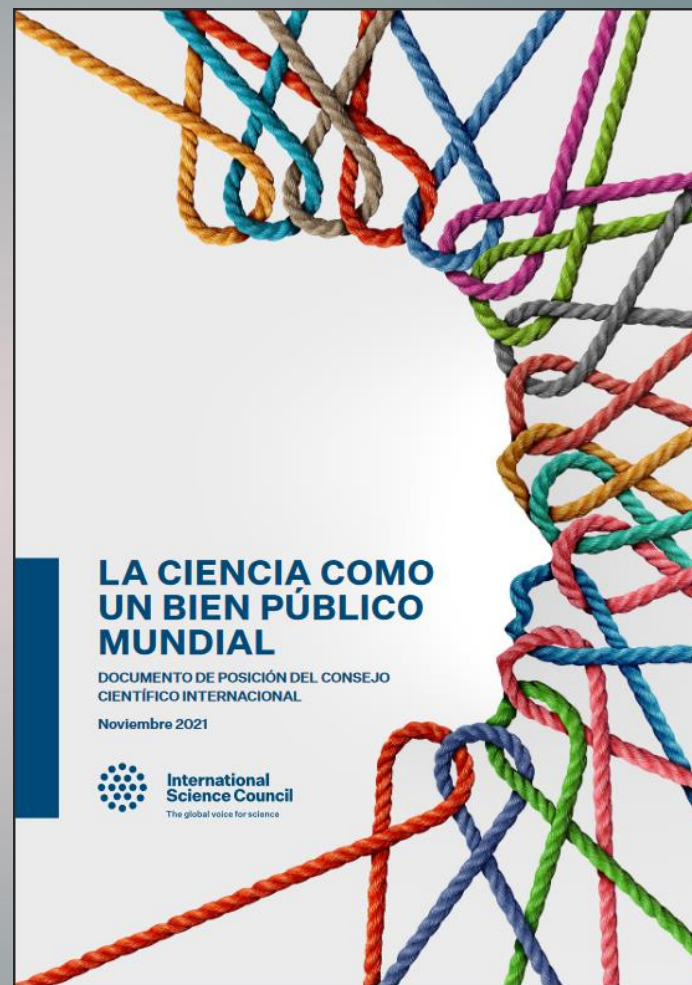
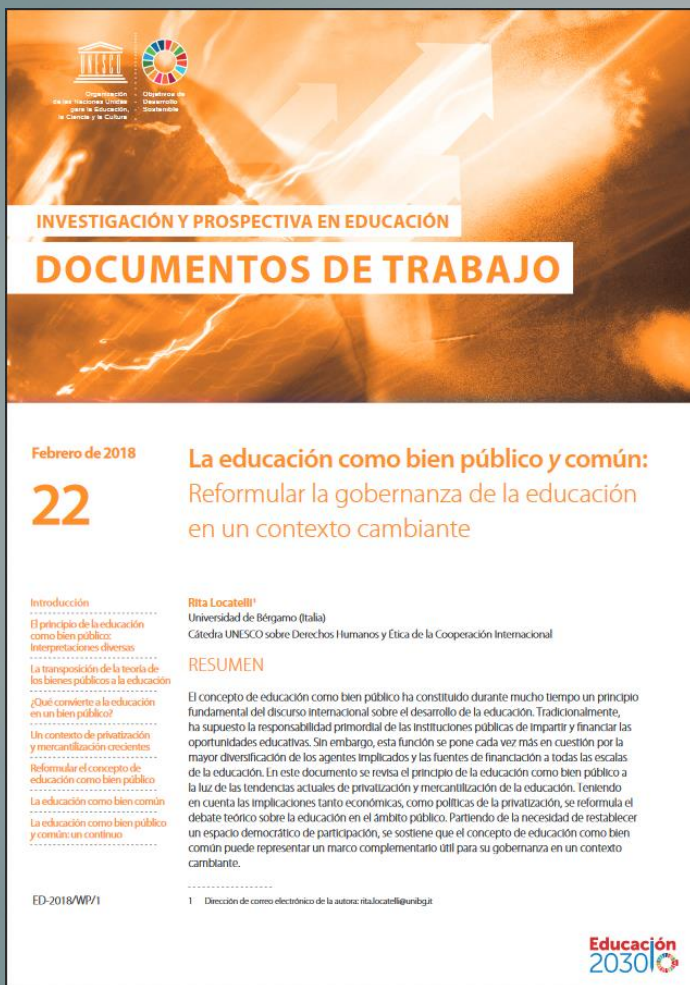
La **EDUCACIÓN** y la **CIENCIA** son un **DERECHO**.

“el derecho a la ciencia conlleva el derecho a la educación”



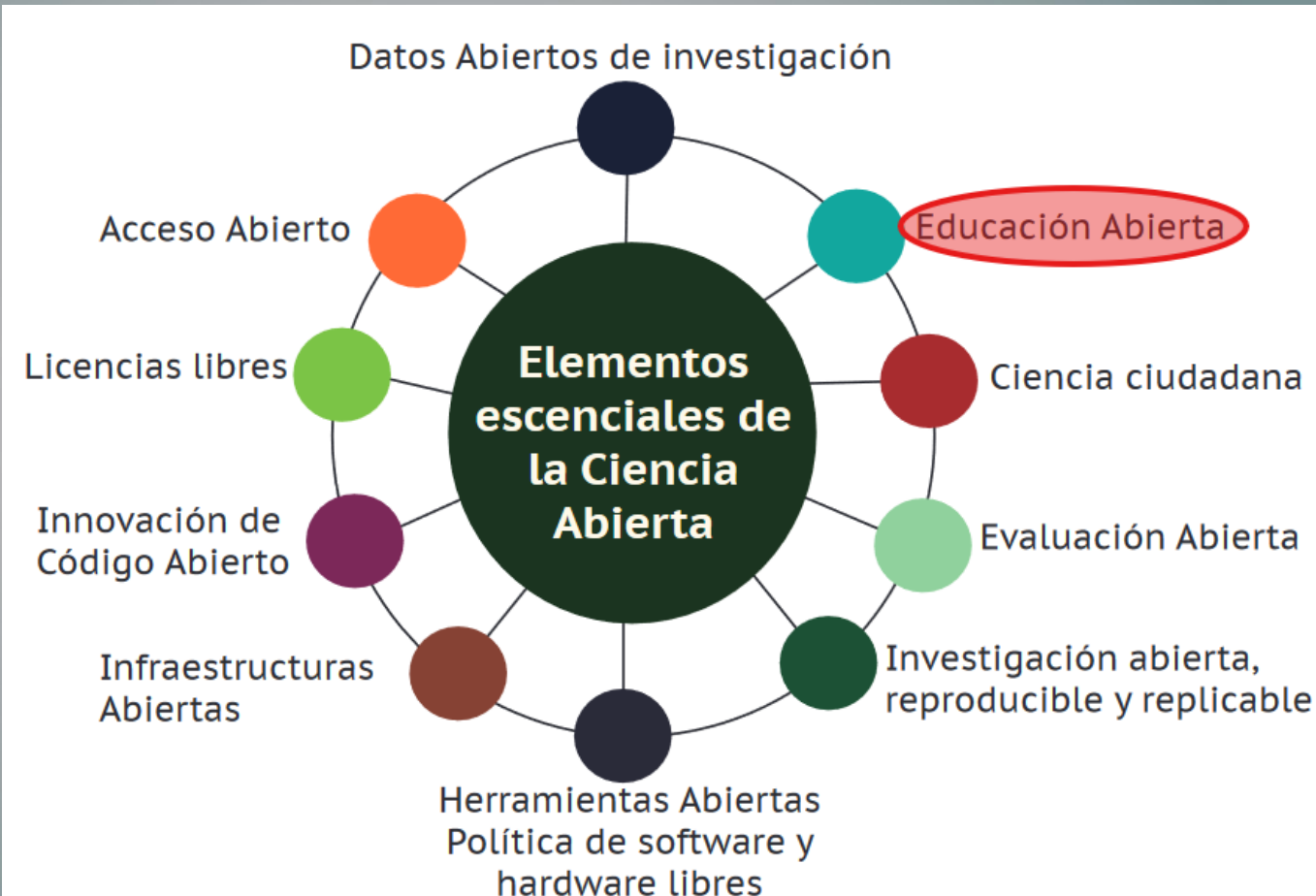
Educación Abierta y Ciencia Abierta

La **EDUCACIÓN** y la **CIENCIA** como **BIEN PÚBLICO**.



Educación Abierta y Ciencia Abierta

La **EDUCACIÓN ABIERTA** y la **CIENCIA ABIERTA** tienen un objetivo común: **DEMOCRATIZAR EL ACCESO AL CONOCIMIENTO**.



Educación Abierta y Ciencia Abierta

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Recomendación de la UNESCO sobre la Ciencia Abierta

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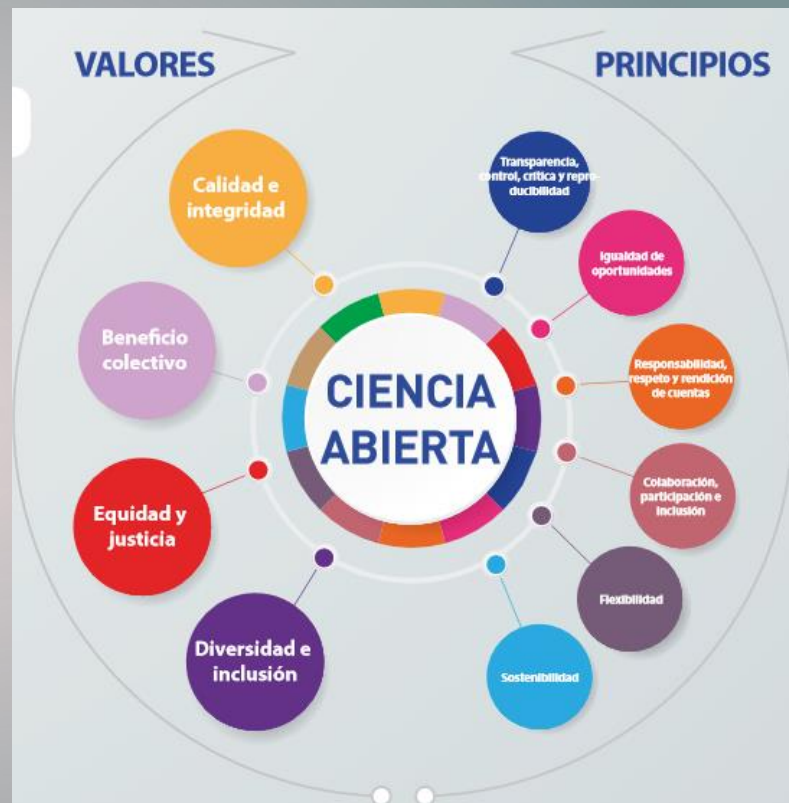


Educación Abierta y Ciencia Abierta

La **EDUCACIÓN ABIERTA** y la **CIENCIA ABIERTA** comparten **VALORES Y PRINCIPIOS**.



Marco de Educación Abierta (OpenEdu)



Recomendación UNESCO sobre la Ciencia Abierta



Educación Abierta y Ciencia Abierta

La **EDUCACIÓN ABIERTA** y la **CIENCIA ABIERTA** se **COMPLEMENTAN/ SE NECESITAN**.

90. La participación en la ciencia requiere que todas las personas reciban una educación científica. Se deben tomar medidas especiales para mejorar las oportunidades educativas de los grupos vulnerables y marginados.

Naciones Unidas

A/HRC/55/44



Asamblea General

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Consejo de Derechos Humanos

55º período de sesiones

26 de febrero a 5 de abril de 2024

Tema 3 de la agenda

Promoción y protección de todos los derechos humanos, civiles, políticos, económicos, sociales y culturales, incluido el derecho al desarrollo

Derecho a participar en la ciencia

Informe de la Relatora Especial sobre los derechos culturales, Alexandra Xanthaki*

Resumen

En su informe al Consejo de Derechos Humanos, la Relatora Especial sobre los derechos culturales, Alexandra Xanthaki, pone de relieve la importancia de adoptar un enfoque inclusivo con respecto al derecho a la ciencia. Asimismo, recuerda que el significado del término "ciencia" ha ido evolucionando y que ahora abarca todos los enfoques científicos. La Relatora Especial subraya que se debe garantizar a todas las personas el derecho a participar en la ciencia mediante diversas modalidades y aboga por que exista un amplio abanico de interfaces ciencia-política y por que se adopten medidas especiales para eliminar los obstáculos que impiden el ejercicio de ese derecho. Se debe garantizar la libertad científica, y todos los actores deben adoptar, a todos los niveles, un enfoque con respecto a la ciencia basado en los derechos humanos.

* Este informe se presentó con retraso para incluir en él la información más reciente.

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Se ruega reciclar



Educación Abierta y Ciencia Abierta

La **EDUCACIÓN ABIERTA** y la **CIENCIA ABIERTA** se **COMPLEMENTAN/ SE NECESITAN**.

“La educación abierta es la traducción de la filosofía de la ciencia abierta a un contexto educativo”

“Los estudiantes son los científicos/académicos y profesionales del futuro. Por lo tanto, es importante que los estudiantes aprendan qué es una actitud académica abierta”

Open Education (2024) Utrecht University.

Disponible en: <https://www.uu.nl/en/research/open-science/tracks/open-education>
(Consultado: 7 octubre 2024).

Plan of action Open Education (2023) Utrecht University.

Disponible en:
<https://www.uu.nl/sites/default/files/Plan%20van%20aanpak%20Open%20Education%20-%20opgemaakt%2028%20januari%202023%20-%20ENG.pdf>
(Consultado: 7 octubre 2024).



Plan of action Open Education

Version 28 January 2023

Leoniek Wijngaards-de Meij, Kim Zunderdorp, Marjan Groenouwe, Sicco de Knecht

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