

Open education

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ABSTRACT

Models of open education in schools that are practiced in recent times and are considered successful because the systems are more organized, strengthen the community and young people but also encourage others to try it, respect it and adapt to it to benefit from sharing experiences of all involved in the process of open education, as well as to work on the development of local communities and society as a whole in any way. Attention is paid especially to the individual, regardless of whether they are pedagogues, teachers, students or unemployed rather to anyone who can notice changes in their environment but also who wants to influence on them. Open education opens the possibility for an individual to learn anytime and anywhere with anyone's support and with the help of any device.

When it comes to upbringing and education, we can say that it went from a traditional to a modern school. It makes the modern school different by introducing innovations in teaching. Also, the school sees progress where the theory of equal opportunities for all is being created, which ranged from the integration of some rejected and neglected groups until inclusion.

In this paper, we want to emphasize that as an innovation in society on the one hand and innovation in school is the integration and inclusion of marginalized groups. "In order to see the individualization of teaching in the light of the concept of inclusive education, it is especially important, first to make a conceptual and essential distinction and then to think about the permeation of elements of these concepts (phenomenon)" (Milinković, M., 2008: 8).

The family has always, in a greater or lesser extent, influenced on social changes and due to the progress of humanity, there is a change in the individual plan of parents in terms of the need for new education, work, statute in society etc. No matter what the changes are, they change the way of life of both parents and children. With the emergence of the need for institutional admission of children in educational institutions, there have been some changes in the family and social field, which has led to changes in the work of institutions. The modernization of schooling itself brings an improvement in the education of parents, who become more informed and instructed in children's development.

In order to ensure a better and more interesting stay in school for children, it is important to establish cooperation between parents and teachers i.e families and schools, where it is necessary to invest time, effort, knowledge, that there is tolerance, understanding and a genuine desire to put it all into practice. Since the school and the family home are places where children are brought up and educated, this cooperation must not be absent, because it is an important factor in the development and success of the child.

Cooperation between parents and school has long pointed to various forms that are called modern and traditional forms in the literature and many studies have been conducted on this topic where it is investigated at what level these collaborations are and to what extent they affect the success and development of the child. The family and the school, as well as the parent and the teacher are the most important subjects in the upbringing and education of the child, so they should be jointly instructed in the development of partnerships. Therefore, we analyzed the forms of cooperation, the needs of cooperation, the importance of cooperation, development and strengthening of cooperation, as well as the advantages and obstacles in creating partnerships between family and school. Establishing partnerships has a positive effect on children whose families actively participate in cooperation with the school.

Keywords: open school, open education, inclusion and integration, cooperation of family, schools, communities and societies.

INTRODUCTION

1. OPEN EDUCATION

In recent times, it is often talked about open access to education, where are used the terms open education, open courses, e-learning, open educational resources, which differ from each other. Open educational resources as a term was first used in UNESCO in 2002. on their forum. According to Butcher, open educational resources cannot be equated with open learning or open education, because they are not limited to openly available resources in education, but implies the implementation of the entire online system of openly available education and training focused on students and their needs, removing any obstacles.

We consider that open education together with open educational resources will greatly contribute to overcoming the differences between rich and poor, both people and countries, as well as that it will improve the quality of education and greater inclusion in independent education. We can say that an open approach is of particular importance for the successful development of science, because it accelerates the flow and availability of information, encourages, enables and accelerates multidisciplinary research, increases visibility and impact of results, while encouraging their quality and relevance. „Open access is free, with no payment required and uninterrupted online access to digital and educational information and content that allows reading, storing, distributing, searching, retrieving, indexing or other lawful use of that information and content.“ (Bekić, 2012:4). Also, Bekić points out that awareness should be raised about how important and what are the advantages of open access not only for academic citizens, but also for the wider community.

As we find in the literature, open education is primarily intended for the individual, regardless of whether they are pedagogues, teachers, students, unemployed, but for anyone who can notice changes in their environment, but also who wants to influence them.

Since the notion of „open education“ is more recent in the literature, we will briefly explain this notion. It often happens that school systems change in many countries, but the concept of open education „represents a response to the challenges that global society poses to the school system“ (Tobudić, S. et al., 2011: 10). This process of open education appeared in the United States in the 1930s, as well as in Great Britain, while in Western Europe, despite many attempts, it was not until the end of the twentieth century that these models were supported by the authorities in some countries. Many donors and NGOs have contributed to bringing the concept of open schools to life in Eastern and Northeastern European countries, through the process of democratization of economic and social institutions.

2. OPEN EDUCATION IS LEARNING FOR EVERYONE

Let's start with a folk proverb that says - a person learns while he is alive, in that context we state that it is actually one of the basic principles of open education where we are exposed to learning continuously throughout life. Some equate education only with formal education and the period of life spent in schools. We are of the opinion that we should understand learning as a need for lifelong learning for everyone, regardless of their age, origin, wealth, needs, status in society, so that they can more easily take control of their lives and be able to make decisions about their future.

„Open education enables all people to learn anywhere, at any time, with any device, and with anyone's support“ (European Commission, 2013). In open education, we can also talk about the fact that different learning materials can be used, ie contents, which are in the literature under the name „Open Educational Resources (contents)“ (OER). „OER are materials for learning, teaching and research and all other educational materials that are publicly available

and available with an open license that allows free access to these materials, their use, adaptation and redistribution.“ (UNESCO, 2012).

According to Tobudić and associates, open education is based on the fact that „the key to solving problems in a certain community lies within that community.“ One learns constantly and from everyone through interpersonal relationships. Although these informal skills are not acquired in schools, they greatly help the individual to successfully achieve interpersonal relationships in society. such skills are needed to be used and improved, where the role of the teacher becomes very important, where the teacher becomes a person who encourages knowledge and this is also the concept of open education.

„Open education represents the full and appropriate use of all resources in terms of facilities, materials, services“ (Tobudić, S. et al., 2011: 11). All educational institutions and all their spaces should be used to the maximum by all persons in the community, and especially parents should be involved in the work of the school, in order to contribute to the progress of education with their knowledge and skills. With this approach and contribution, open education enables all members of the community to make decisions about their destiny in the community in which they live.

One of the most important things of open education is empowering all citizens to have a clear picture of their capabilities but at the same time to acquire skills that will enable them to integrate freely into society. In this way, it will empower the entire community. If they empower themselves, they become ready to work on solving the problems that are posed to one community.

3. OPEN EDUCATION IS AN OPEN SCHOOL

As we have stated on several occasions in some works from pedagogy that traditional schools strive for change, especially referring to the fact that they are closed and focused on the realization of curricula and attention focused on the teacher as the main factor in the teaching process. The concept of open education and its goals can be best implemented if traditional schools are transformed into open schools, where the importance of inclusion in education, for more efficient education of children, as well as the family and the environment should be understood.

Many facts suggest that schools are best suited to run open education programs, although some authors find that other institutions as well can be open to the community. Here we present some of the reasons why schools are the most suitable resource for open community centers:

- They exist in almost every neighborhood and every community no matter how small it is,
- They represent the largest share in the demand for clear funds in most communities,
- They are owned by the community,
- Based on what we have stated they should be available to the community at all times throughout the year and to each person,
- The centers should be managed by a community by professionals and through organizations,
- They represent a great public potential, both physically (equipment, premises) and in human beings.

The differences between a traditional and an open school are huge, where we will state that a traditional school has only one goal and an open school has multiple goals. An integral part of working for an open school is to connect resources with the community, which also distinguishes it from a traditional school. In addition, open schools use resources to relieve school staff and give them a chance to respond to the challenges that students bring to school and build networks and relationships that encourage learning while creating opportunities for young people to strengthen their community.

It is logical that if we want to respond to the goal set by the community we can use some of the models of open schools that exist in large numbers in the world. Here we represent the division given by Tobudić and associates in their book:

1. Nurture partnerships - partners share resources and knowledge in the design and implementation of open schools,
2. Share responsibility for results - clear, jointly determined results drive the work of open schools,
3. Set high goals for all - open schools are organized to support learning. Children, young people and adults learn to high standards and are expected to be active citizens of the community,
4. Rely on the strength of the community - open schools draw resources from the whole community, from its people, organizations and the school itself,
5. Accept diversity - open schools know their communities. They work on developing respect and a strong positive identity of people who have different backgrounds, but who are committed to the well-being of all.

Based on these models, we can conclude that people have different views and interests, and thus the need is created for the institution to protect the rights of all people and enable them to live in peace all together.

The concept of open education enables decentralization, so that power, obligations and responsibilities can be redistributed in a community in which such a concept is applied, because the premise is that each individual should be active and ready to take responsibility with the desire to advance through their efforts and contribution.

The situation in today's schools can be said to be inflexibility and unwillingness to respond adequately to changes in educational policies and systems, as well as the implementation of information technologies and new approaches to teaching, where students would be placed in the center of attention. Then, insufficient investment in teacher training, especially for the acquisition of digital competencies and evaluation of their work in teaching..

Another situation in schools is that educational programs are not adapted to the needs of the market and students do not acquire the skills needed for lifelong learning for the 21st century, while innovative learning methods but also the application of technologies in teaching largely depend on the teacher himself and his training to work.

4. OPEN EDUCATIONAL CONTENT

Open educational content are materials for teaching, learning and research in the public domain or are available under a license that allows the user to freely use, adapt and ultimately allows the possibility of distribution. These can include entire courses, learning materials, collections, journals, and software. Content published in this way can contribute to the development of open education, which aims to provide access to education to all interested parties, regardless of their country of origin and financial resources.

The question is where they can be found and at the same time where open educational content can be published. We are witnesses that nowadays it is used more and more, but most of the time it is used for searches, which is a way in which we can find a large number of educational contents. Before using, modifying or further distributing educational materials, it is recommended to check the license, as well as to check the restrictions related to their use. If you have created educational materials and want to publish them publicly, you can do it on any website. When publishing, the terms of use should be determined and copyright protected.

5. INTEGRATION - INCLUSION

At the beginning, we will explain which groups of society we can include under marginalized groups. These are primarily persons with disabilities and mostly Roma who are not included or a negligibly small number of children do not go to school. Next, we will explain the concepts of integration and inclusion. There are many omissions or

failures in the organization, as in the approach in education systems, which makes it difficult or inaccessible for this group of children to attend education. „Due to the consequences of prejudice, discrimination and physical maladaptation of the environment, Roma and persons with disabilities are in a situation of difficult opportunities for education, employment, thus they remain at the lowest level of society.“ (Milinković, M., 2008: 7)

In developed societies, a model of integration is emerging, which includes the inclusion of children with small developmental difficulties in regular schools in different ways: - in special schools with a special curriculum, - in special classes of regular schools or - in regular schools in the same class where the curriculum was not in line with their abilities, nor was there enough support from the teachers and thus their success was lower than other students.

As we find in the literature, integration refers to the sharing of common space and some activities in a certain period of time and under the supervision of those who do not have developmental difficulties. While integration involves targeting an individual or a small group of students for whom a curriculum needs to be tailored, specific tasks are assigned or a teaching assistant is actively involved in the same class.

In the last century, a large number of movements in the world in the field of education appeared, and in the middle of the last century an inclusive movement appeared, whose idea was the affirmation, advocacy and realization of the right to education for all, regardless of their differences guaranteed by the Convention. rights of children from 1989, as well as in many other declarations. “Inclusion is, at the same time and in fact in its essence, a movement in education that today unites different and numerous strategies, methods and techniques for developing quality, open and fair education.“ (Ćirović, D ., 2008: www.inclusion.org)

In order for inclusive education to be applied, a number of preconditions need to be fulfilled. One of the most important is certainly the individualization of teaching, where Milinković states that the individualization of teaching is a precondition for the concept of inclusive education to become a practice.

CONCLUSION

The situation among the population, which is becoming poorer and more indebted every day, has a great impact globally, observing the changes in the education system in many countries, especially in the Balkan countries. Reading about open education, we come across that education systems are inadequate, that residents face a large number of social problems and changes, about the needs of school and education itself, but also society as a whole, about enabling children and adults to learn what they need to adapt to change while overcoming these problems.

The existing needs in current education are a sufficient reason and conditions for the concept of open education to be successfully applied. This model of education represents an opportunity to urge, encourage and provide an opportunity to actively empower everyone in the community. This can be done through a more open approach to young people, other groups and individuals who are more or less neglected.

We believe that if we put the school in the center of the community, so that it is always available to everyone, where we will encourage everyone to get involved, become active and responsible towards the environment therefor the concept of open education makes it possible. This means that they will be able to meet their needs with their commitment.

In order to live in an ideal society, where every member of the community will be satisfied and a society that has an ideal environment, individualization should be considered indispensable in teaching. We believe that educators, teachers and students in the classroom are important factors for a successful inclusive environment. Awareness of the individualization of teaching of all competent authorities, especially pedagogues and teachers, can help the integration of persons with disabilities and the Roma national community in the course of social events and in education.

Because of all that we have stated, the development of partnership relations between the family and the school is a change that in the concept of open education will lay a strong foundation of positive results in the education and

development of children. Parents and teachers need to work together as best they can and more than ever but success will be greater if parents and teachers understand each other, support each other, respect each other, without prejudice and have common goals. The initiative can come from both the parent and the teacher, without neglecting or putting the parent in the background.

That is why it is important to have a friendly relationship that parents and teachers should establish, to be equal, to listen to each other, to agree with each other, because the child will benefit the most from that. In order for such cooperation to occur, appropriate conditions for successful communication should be established and existing forms of cooperation should be improved, and at the same time new forms of cooperation should be devised where the parent will be more involved in the work of the school.

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