OPEN EDUCATION EUROPA – OPPORTUNITIES FOR IMPROVEMENT OF HIGHER EDUCATION AREA IN SERBIA

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Abstract

Recognizing the importance of the OER and its most common initiatives, is an important component of the promotion of higher education area in Serbia. The most important reason for harnessing OER is that openly licensed educational materials have tremendous potential to contribute to improving the quality and effectiveness of education. OEE is one of the most important OER initiatives. Serbia is a full member of the Bologna Process / EHEA since 2003. The starting point for the application of the OER concept in Serbia is the Strategy for Education Development in Serbia 2020.The Open Education Initiative, which has become more represented in the higher education system in Serbia in recent years, is the Distance Learning System - DLS. The representation of the DLS concept in the higher education system in Serbia was examined based on the analysis of the number of accredited DLS study programs at faculties and universities in Serbia. The numerical values obtained by analyzing the representation of the DLS concept as the only OER (OEE) initiative actively applied in the area of higher education in Serbia, point to the conclusion that the open education initiatives for the moment in the higher education system are very modest, and that it is necessary to work on their wider application and continuous development.

Key words: EHEA, OER, OEE, Strategy for Education Development in Serbia 2020, DLS.

ОТВОРЕНО ОБРАЗОВАЊЕ У ЕВРОПИ – МОГУЋНОСТИ ЗА УНАПРЕЂЕЊЕ ОБЛАСТИ ВИСОКОГ ОБРАЗОВАЊА У СРБИЈИ

Апстракт

Препознавање значаја концепта Отворени образовни ресурси (ОЕР) и његових најзаступљенијих иницијатива веома је важан сегмент унапређења области високог образовања у Србији. Најважнији разлог за примену ОЕР-а јесте то што упо-

треба лиценцираних едукативних материјала отвореног типа има огроман потенцијал да допринесе побољшању квалитета и ефикасности образовања. Отворено образовање у Европи једна је од најважнијих ОЕР иницијатива. Србија је од 2003. године пуноправни члан Болоњског процеса / Европског простора високог образовања. Полазна тачка за примену ОЕР концепта у Србији јесте Стратегија развоја образовања у Србији до 2020. године, а иницијатива отвореног образовања Distance Learning System – ДЛС је у систему високог образовања у Србији последњих година постала све заступљенија. Заступљеност ДЛС концепта у систему високог образовања у Србији сагледана је у раду на основу анализе броја акредитованих ДЛС студијских програма на факултетима и универзитетима у Србији. Нумеричке вредности добијене анализом заступљености ДЛС концепта као једине ОЕР (ОЕЕ) иницијативе која се активно примењује у простору високог образовања у Србији упућују на закључак да се иницијативе отвореног образовања за сада у систему високог образовања веома скромно примењују, те да је неопходно радити на њиховој широј примени и непрестаном развоју.

Кључне речи: Европски простор високог образовања, ОЕР, ОЕЕ, Стратегија развоја образовања у Србији до 2020. године, ДЛС.

INTRODUCTION

The modern system of higher education in Europe in the period from the 90s of the twentieth century until today is faced with many pressures of globalization and expansion in the development of information and communication technologies.In such circumstances, it is inevitable that there have been significant changes in the European system of higher education. The main changes relate to the introduction of precise criteria for the accreditation of the universities, faculties, and academic programs and orientations, as well as the introduction of criteria and rules for quality control in higher education.

Among the goals of the United Europe is the creation of a European knowledge society, which rests on two pillars– European Resaerch Area – ERA and European Higher Education Area – EHEA. Their implementation has a special strategic position in the European integration (Komnenović, 2005, p. 7).

Major changes in the way of teaching caused the expansive development, implementation and wide availability of information and communication technologies.

At the global level in recent years in the field of higher education, and lifelong learning, there has been a very intensive development and application of the concept Open Educational Resources – OER, which includes a free (or for a symbolic fee) multiple use, access, and distribution of educational and research materials.In the European research and education area contemporary Open Education concept is known as Open Education Europa – OEE, andmeans an approach that is best described with slogan *Europe's community for innovative education*.

What does the OER concept mean, what are its reflections on the higher education system and the concept of lifelong learning, which implications does OEE have on the development and training of Higher Education in Serbia and implementation of ERA and EHEA standards, what is strategically important in the process of European Integration, are some of the issues that deserve a more detailed elaboration.

After theoretical determination and understanding of the significance of the OER and OEE concept, it is necessary to briefly analyze the current situation regarding the real representation of the open education initiatives in the higher education system in Serbia.Namely, the question that arises is whether and how many open education initiatives are taught in the curricula of faculties and universities in Serbia. The starting methodological framework in analyzing the above issues is the theoretical analysis of the content, the deductive method, and the basic quantitative data analysis.

ERA AND EHEA - BRIEF OVERVIEW

Creation of the European Resaerch Area was launched by the European Commission in 2000, seeking to overcome three major perceived weaknesses: insufficient funding of research activities; lack of supportive environment and using the results of research activities; and completely fragmented activities and dispersion of sources (Komnenović, 2005, p. 7). The objectives of the ERA concept are definitely better coordination and cooperation between research activities and policies at the national level, under the umbrella of the European research policy, but also creatingarea within which the knowledge, information and research results can to flow freely, and the allocation of relevant resources can be much more optimal.

According to official data, the ERA evolves around six priorities: "more effective national research systems; optimal transnational co-operation and competition, including 'optimal transnational cooperation and competition' and 'Research Infrastructures'; an open labour market for researchers; gender equality and gender mainstreaming in research; optimal circulation, access to and transfer of scientific knowledge, including 'Knowledge circulation' and 'Open Access'; international cooperation" (EC ERA Progress Report 2016, 2017, p. 3).

The creation and development of European Higher Education Area is known as the Bologna Process. The Bologna Declaration was signed in 1999 by ministers responsible for higher education from 29 European countries. Many authors believe that the Bologna process can be seen as a response to European institutions of higher education in the process of globalization and technological development.

As some authors point out, "among the priorities of the Bologna Process are: the adoption of a common framework for comparability of qualifications and diplomas; the introduction of joint degrees study in all

countries (two-stage study); introduction of the European Credit Transfer System; introduction of European standards for quality assurance of higher education; smooth movement of students and teachers within the single European area, regardless of country / system from which it comes and to which it goes; the inclusion of doctoral studies into a single system EHEA and ERA; the development of lifelong learning" (Komnenović, 2005, p. 8).

So, according to official data, "it should be emphasized that Adult Education is a subject of great interest to the European Union. A series of reports over the last few years have made it clear that the EU has considerable catching up to do in order to match the level of education of other advanced economies. Alarmingly, one in five adults have low literacy and numeracy skills, one in four have completed lower secondary education at most and one in three have very low or no ICT skills.While progress is being steadily made, considerably more work needs to be done" (Directorate-General for Internal Policies, 2015, p. 11).

OPEN EDUCATIONAL RESOURCES AND REFLECTION ON THE EDUCATIONAL SYSTEM

According to official data, based on the analysis of the representation of modern educational resources, "as information technologies have become more readily available, those involved in education have found that a vast number of digital resources are available from many sources. Many teachers are using the Internet in their courses and thus the amount of course content available in digital format is growing. Yet, until recently, much of this material was locked up behind passwords within proprietary systems. The OER movement aims to break down such barriers and to encourage and enable sharing content freely" (CERI, 2007, p. 30).

Experts who support OER, highlight the following benefitsof this modern approach to education: open access to content for educational institutions and teachers, students and lifelong learners, etc; content is often designedfor easy re-use in that open content standards and formats; the availability of relevant applications, software, etc (OLCOS, 2007, p. 20).

In its simplest form, according to Butcher, "the concept of OER describes any educational resources (including curriculum maps, course materials, textbooks, streaming videos, multimedia applications, podcasts, and any other materials that have been designed for use in teaching and learning) that are openly available for use by educators and students, without an accompanying need to pay royalties or licence fees" (Butcher, 2015, p. 5).According to the views of many authors, "OER movement originated from developments in Open (free) Learning, Distance Learning and the broad context of a culture of Open Learning, Open Source, free sharing and many others who have appeared at the end of the 20th

century" (Mossley, 2013; Wiley, 2007). The OER has provided great support for significant changes in education.Its transformative power lies in the easy handling of digitized educational resources. What significantly differentiates OER and other contemporary approaches to education is the existence of a license. Thus, "an OER is simply an educational resource that incorporates a licence that facilitates reuse, and potentially adaptation, without first requesting permission from the copyright holder" (Butcher, 2015, p. 5).

According with that, OER concept include learning content, adequate software to support the development and use of learning content and intellectual property licences to promote open publishing of materials, as well as the necessary ethical standards in this process (CERI, 2007, p. 30-31).

The concept of OER and the work of the OER movement "draw on the principle of ensuring the right to education for all (as stated in the United Nations' Universal Declaration of Human Rights)" (Wilson-Strydom, 2009). Therefore, according to Conole, "the OER movement argues that educational materials should be freely available for learners and teachers as a fundamental human right" (Conole, 2012, p. 112).

The importance of connecting teaching and learning practice with ICT in education/eLearning/eEducation policies is now well recognised. Nonetheless, making this connection meaningful and effective is far from trivial. Blin and Munro argue that "although most institutions now have technology infrastructure, easy-to-use virtual learning environments (VLEs), and learning management systems (LMSs) in place, with a range of tools to support the delivery and management of student learning, there is still significant resistance from academics to adopting technology for teaching and learning" (Blin, Munro, 2008). Concomitantly, there is a resistance to the adoption of open education practices (OEP), which are defined by the International Council for Open and Distance Education (ICDE) "as practices which support the production, use and reuse of high quality open educational resources (OER) through institutionalpolicies, which promote innovative pedagogical models, and respect and empower learners as co-producers on their lifelong learning path" (Conole, 2012, p. 112-113).

In contrast to traditional education OER concept offers different possibilities to learners and teaching staff.

Given this, the transformative educational potential of OER revolves around three linked possibilities: "1. Increased availability of high quality, relevant learning materials can contribute to more productive students and educators; 2. The principle of allowing adaptation of materials provides one mechanism amongst many for constructing roles for students as active participants in educational processes, who learn best by doing and creating, not by passively reading and absorbing; 3. OER has potential to build capacity by providing institutions and educators access, at low or no cost, to the means of production to develop their competence in producing educational materials and carrying out the necessary instructional design to

integrate such materials into high quality programmes of learning" (Butcher, 2015, p. 13).

How important is the use of OER by the fact that the European OER's record increase of users, the majority of this number is calculated from several hundred thousand registered users and up to several million. In the USA the number is much higher. In Serbia, the OER was inserted into the Strategy of Higher Education by 2020, which is based on the openness of Education (Milošević, Milošević, Radović, 2015).

There are a number of initiatives in the field of higher education in the European Union (both by organizations and by individuals) relating to the promotion of public education available globally community learning and teaching. Some of these initiatives are: Open Education Europa; Miriada X, which was launched in Spain; iMOOC, which was launched in Portugal; FutureLearn as a branch of the Open University and forum, which were launched in the United Kingdom; Alison, and IREL-Open, which were launched in Ireland; (...) Be the Engineer, which was launched at the Architecture and Civil Engineering, University of Banja Luka; Knowledge for All, which was launched by the University Library "Svetozar Markovic" in Belgrade; The platform called Distance Learning System (DLS), which was launched by LINKgroup company in Belgrade, which has developed its own system of distance learning, with many of courses (BAEKTEL, 2014, pp. 12-20).

OPEN EDUCATION EUROPA – NEW OPPORTUNITIES FOR EUROPEAN HIGHER EDUCATION AREA

At the beginning it should clarify the concept of "openness" within the open education concept. The concept of 'openness' in contemporary open education is constantly evolving.

Namely, according to some attitudes, "open education is an umbrella term under which different understandings of open education can be accommodated. In Europe, and particularly in higher education, opening up education does not refer exclusively to open educational resources or to the availability of open access research in repositories. However, these two aspects of education can and should be included in the broader concept of open education" (Inamorato dos Santos, Punie, Castano-Munoz, 2016, p. 10).

In accordance with this opinion, it is important to emphasize the goal of open education, which consists of widen access and participation to everyone by removing barriers and making learning accessible, abundant, and customisable for all. Open education offers multiple ways of teaching and learning, building and sharing knowledge (Ibid).

The use of Open Educational Resources has been developing fast in Europe. According to official data, "it is clear that OER can offer many benefits, including, longer term, the possibility of delivering education in

a more effective fashion while keeping a close eye on cost" (Directorate-General for Internal Policies, 2015, p. 11). In recent years, digital learning resources globallyhave developed very well. In the European context, this development was slower. The reasons that should be mentioned are certainlymany different languages, different educational frameworks and various aspects of cultural diversity. However, generally speaking, official data point to the fact that "there is a predominance of material in English, due to the considerable and sustained efforts of countries such as the USA (e.g. MERLOT – Multimedia Educational Resource for Learning and On-Line Teaching), Canada (EduSource – Canadian Network of Learning Object Repositories), Australia (EdNA Online) and, on the European side, the United Kingdom" (OLCOS, 2007, p. 31).

Open Education Europa is one of the most important OER initiatives. It was launched by the European Commission, as part of the European Consortium of Publicly Available Educational Programs. Reasons for initiating the OEE initiative are follows. Namely, "every day teachers, school leaders, researchers, organisations and students discover new ideas and methods to make learning more effective, interesting and motivating. This might have a small impact or change entire lives. But rarely are those ideas shared and taken up by others. The European Commission launched Open Education Europa to capture these ideas and ensure that anyone from across the EU can find, discuss and learn how to bring innovation to the world of education" (Open Education Europa, https://www.openeducationeuropa.eu).

The significance of the OER concept and its initiatives, which include OEE, is great for the European Higher Education Area– EHEA. This assert, among other things, "Communication from the European Commission to the European Parliament, the Council, the European Economic and Social Committee and the Committee of the Regions, called *Opening up Education: Innovative teaching and learning for all through new Technologies and Open Educational Resource*" (COM (2013) 654), which sets out a "European agenda for stimulating high-quality, innovative ways of learning and teaching through new technologies and digital content. 'Opening up education' proposes actions towards more open learning environments to deliver education of higher quality and efficacy and thus contributing to the Europe 2020 goals of boosting EU competitiveness and growth through better skilled workforce and more employment"(COM (2013) 654).

Thanks to OER, a large number of teachers and education institutions can now reach better opportunities for education. Cooperation between learners, educators, researchers and institutions thereby is continually improving (COM (2013) 654).

The most prominent examples of use OEE initiative, in terms of the existence and application platforms and repositories for Open

Educational Resources are: "OER Repository and Open E-books – at Open AGH e-textbooks, AGH University (Akademia Górniczo-Hutnicza) in Poland (Name of the initiative: Open AGH e-textbooks); Open Courseware, free online courses – at OpenLearn, The Open University in United Kingdom (Name of the initiative: OpenLearn); OER repository – at Canal-U, Centre National de la Documentation Pédagogique in France (Name of the initiative: Canal-U); Regional OER platform – at N/A in United Kingdom (Name of the initiative: OER Wales); OER repository – at Open Sverige, Karlstad University in Sweden (Name of the initiative: Open Sverige); OER Repository – podcasts – at Multimedia Kontor Hamburg in Germany (Name of the initiative: PodCampus); OER Repository – at Jozef Stefan Institute in Slovenia (Name of the initiative: VideoLectures.net); OER Repository – at Dutch Ministry of Education in The Netherlands (Name of the initiative: Wikiwijs Textbooks Square)" (Lažetić, Souto-Otero, Shields, 2015, pp. 34-41).

THE POSSIBILITIES FOR APPLICATION OF OER AND OEE CONCEPT IN THE EDUCATIONAL AREA OF SERBIA, IN THE CONTEXT OF FULFILLMENT OF ERA AND EHEA STANDARDS

Serbia is a full member of the Bologna Process / European higher education area since 2003 (initially as Serbia-Montenegro).

For the implementation and development of the OER concept and all its initiatives, which include in the first place the OEE initiative, at the national level, it is necessary to obtain adequate legal conditions. The starting point for the application of the OER concept in Serbia is the Strategy for Education Development in Serbia 2020 (hereinafter: Strategy), (Official Gazette of the Republic of Serbia, No. 107/2012), which is based on the openness of education.

In the first part of the Strategy it is stated that circumstances arising in the environment of the Republic of Serbia, especially in the European Union, make clear that the country needs a very thoughtful, organised and high-quality development of education because it is one of the key conditions for the development of Serbia towards a society based on knowledge and capable of providing good employment opportunities to the population. These circumstances call for a harmonisation of the education system in the Republic of Serbia with the European educational area (The Ministry of Education, Science and Technological Development of the Republic of Serbia, 2012, p. 13).

Strategyprovides answers to the following questions:

"1) What can and should be the system of education in the Republic of Serbi like, by 2020 and beyond – a vision of desirable yet possible future state – so it could best meet the life and development needs of the citizens of the Republic of Serbia and the society on the

whole by and after 2020 (the time horizon is marked as "2020 +") and continue to grow in the correct direction in the very long term? (…)

4) In which ways the education system in the Republic of Serbia can become (a) a competent part of the European area of education, especially the higher one, and (b) attractive for international cooperation and the provision of educational services (especially in higher education) in the direct environment of Serbia, in the Western Balkans and in Southest Europe?

Strategyshould fulfill two main roles: it is (a) an integrated framework (basis) for the design of key laws, regulations and other regulatory instruments for the operation and development of education in the Republic of Serbia, and (b) the main strategic instrument by which the education system in the Republic of Serbia is efficiently and acceptably translated from the present to the desired and achievable state by 2020 and beyond" (The Ministry of Education, Science and Technological Development of the Republic of Serbia, 2012, p. 13-14).

A special part of the Strategy is dedicated to the purpose that in the educational area in Serbia is fully implemented ERA and EHEA standards. Namely, in accordance with the tendencies of the Strategy, the higher education will continue to adapt its work, development and behaviour to the principles on which the EHEA and the ERA are based.

Given that the Strategy focused on targets to be achieved in the period up to 2020 in the educational area of Serbia in general, and that the results of the planned activities are not always compatible with the initial plans, it is not superfluous to make a brief overview of the actual situation of fulfillment of certain ERA and EHEA standards, given in the National Report regarding the Bologna Process implementation, for the period 2012-2015, which refers to Serbia.

In National Report regarding the Bologna Process implementation 2012-2015 – Serbia (contributors to the Report: Department for Higher Education of the Ministry of Education, Science and Technological Development), it was pointed out that Serbia is an active and successful participant in numerous European projects of students and staff mobility, reform and modernization od Higher education and scientific cooperation TEMPUS, Erasmus Mundus, Marie, Curie Action, CEEPUS, IAESTE, Fund for young talents of the Republic of Serbia, FP projects and numerous bilateral projects. The expectations are that participation in programme Erasmus+ and Horison 2020 will continue in the same way (chapter 7.4.2.1. of the Report) (EHEA introductory material, http://www.ehea.info/cid101594/serbia.html).

In chapter 7.10. of the Report, on the question "Do any higher education institutions (HEIs) in your country offer massive open online courses (MOOCs)?", the answer in Report is "No". In chapter 7.11.1. of the Report, on the question "Which are the main regions of operation for

student mobility?", the answer in Report is "EHEA and North Africa". Also, in chapter 7.11.9. of the Report, on the question "Which are the main regions of operation for international cooperation in research?", the answer in Report is "EHEA and China specifically" (EHEA introductory material, http://www.ehea.info/cid101594/serbia.html).

From all of the above, it can be concluded that there are opportunities for the application of OER and OEE concept in the educational area of Serbia,that both the concept and other initiatives of the Open Education recognized as an essential approach to the further development and modernization of higher education and lifelong learning in Serbia, that the acceptance and implementation of the ERA and the EHEA standards are provided by the highest legislative acts at the national level, and that the strategic framework specified objectives in this domain, as well as ways of their realization.

For the first three years of the implementation of the Strategy, which can be seen in National Report regarding the Bologna Process implementation 2012-2015 which refers to Serbia, some of aspects ERA and EHEA standards (in this primarily refers to the OER concept and its initiatives - in this case OEE) have not yet been implemented, and the implementation of these contemporary approaches in education is expected in the future.

PARTICIPATION OF THE OER AND OEE INITIATIVES IN THE FIELD OF HIGHER EDUCATION IN SERBIA

The Open Education Initiative, which has become more represented in the higher education system in Serbia in the past years, is the Distance Learning System - DLS. DLS is a type of modern approach to education, and is a form of learning based on the application of ICT, and includes, among other things, the physical distance between students and teachers, an organization that provides teaching content in electronic form, and (mostly) interactive implementation of teaching through information technology.

The representation of the DLS concept in the higher education system in Serbia can best be seen by analyzing the number of accredited DLS study programs at faculties and universities in Serbia. The analyses presented below are tabulated on the basis of the official data of the Commission for Accreditation and Quality Assurance (CAQA), and include all current study programs, such as those that have not yet entered the re-accreditation process, and those who successfully completed the process. Analyses were updated by CAQA as of October 13, 2017. The starting methodological framework in analyzing the above issues is the theoretical analysis of the content, the deductive method, if the basic quantitative data analysis.

Table 1. Representation of DLS study programs at faculties and universities in Serbia

	Universities in Serbia - studies at the university	Faculties in Serbia	In total
DLS – Bachelor's degree	10	19	29
DLS – Master studies	4	9	13
DLS – Basicprofessionalstudies	/	2	2
DLS	14	30	44

Source: CAQA, 2017, pp. 5-60.

If we look closely at the data displayed, the following is noted:

The total number of accredited DLS study programs at universities in Serbia is 14, while the total number of accredited DLS study programs at universities in Serbia is double the size, and it is 30. At the level of all faculties and universities in Serbia, regardless of the educational field, type and type of ownership structure (whether it is the founder of the state or it is privately owned), the total number of accredited DLS study programs is 44. Of the total number of accredited DLS study programs, 29 are accredited in Bachelor's degree, 13 are accredited to Master studies, while only two DLS study programs are accredited in Basic professional studies.

If we compare the total number of accredited DLS study programs (44) with the number of universities (18), faculties (around 140) and all study programs that follow the concept of traditional (classical) education (over 1,770), it is perceived that for the introduction the DLS concept in some study programs was decided by very few faculties/universities, whereby institutions choose for accreditation mostly one or two study programs on the level of the whole institution.

CONCLUSION

Serbia, as well as other participants of the Bologna process, in recent years actively working on establishing a national qualifications framework that comply with the general framework of qualifications for the EHEA, then, the quality assurance system in accordance with the European Standards and Guidelines for Quality Assurance in the EHEA and fair recognition of qualifications and diplomas in accordance with the Convention on the recognition of qualifications by Council of Europe and UNESCO (Lisbon Convention).

What is certainly important for the Serbian educational area, especially for Higher Education, is the development, introduction of new and further implementation of a small number of existing initiatives from the OER concept, in which primarily refers to the initiative - Open

Education Europa.This is fully according with the framework that provides Strategy for Education Development in Serbia 2020, whose objectives are that higher education, its work, development and behavior, further harmonize to the ERA and EHEA principles and standards.

The numerical values obtained by analyzing the representation of the DLS concept as the only OER (OEE) initiative actively applied in the area of higher education in Serbia, point to the conclusion that the open education initiatives for the moment in the higher education system are very modest, and that it is necessary to work on their wider application and continuous development.

Namely, to accept innovations in the field of education, a very powerful influence has a system of values in a particular society, then a cultural moment as well as a motivational aspect.The decision for a certain approach, in this case in the education system, is not conditioned only on the comparative aspect of the good and bad sides of an approach, but also on the readiness of society to understand the benefits of a particular model of teaching and learning, and in accordance with that assessment and apply it.

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ОТВОРЕНО ОБРАЗОВАЊЕ У ЕВРОПИ – МОГУЋНОСТИ ЗА УНАПРЕЂЕЊЕ ОБЛАСТИ ВИСОКОГ ОБРАЗОВАЊА У СРБИЈИ

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Резиме

Међу циљевима уједињене Европе је стварање европског друштва знања које почива на два стуба – Европском простору истраживања и Европском простору високог образовања. Њихово остваривање има посебно стратешко место у евроинтеграцијама. Међутим, препознавање значаја концепта Отворени образовни ресурси (Open Educational Resoursces – ОЕР) и његових најзаступљенијих иницијатива – веома је важан сегмент унапређења области високог образовања у Србији. Најважнији разлог за примену ОЕР-а јесте то што употреба лиценцираних едукативних материјала отвореног типа (без накнаде или уз симболичну накнаду) има огроман потенцијал да допринесе побољшању квалитета и ефикасности образовања.

Употреба ОЕР-а брзо се развија у Европи. Јасно је да ОЕР може да понуди много предности, укључујући, дугорочно гледано, могућност пружања образовања на један ефикаснији и рационалнији начин, имајући у виду трошкове образовања. Отворено образовање у Европи (Open Education Europa – ОЕЕ) једна је од најважнијих ОЕР иницијатива, која је покренута од стране Европске комисије, као део Европског конзорцијума јавно доступних образовних програма. Србија је од 2003. године пуноправни члан Болоњског процеса / Европског простора високог образовања.

Полазна тачка за примену ОЕР концепта у Србији јесте Стратегија развоја образовања у Србији до 2020. године. Може се закључити да постоје одличне могућности за примену ОЕР и ОЕЕ концепта у образовном простору Србије, као битних приступа за даљи развој и модернизацију високог образовања и доживотног учења у Србији. Међутим, пракса у примени ОЕР и ОЕЕ концепта у Србији разликује се у односу на декларативни приступ дат у Стратегији.

Потпуна примена савремених приступа (ОЕР, ОЕЕ итд.) у образовном простору Србије ипак се очекује у будућности.

Иницијатива отвореног образовања која је у систему високог образовања у Србији последњих година постала све заступљенија јесте Distance Learning System – ДЛС. Заступљеност ДЛС концепта у систему високог образовања у Србији сагледана је у раду на основу анализе броја акредитованих ДЛС студијских програма на факултетима и универзитетима у Србији. Нумеричке вредности добијене анализом заступљености ДЛС концепта као једине ОЕР (ОЕЕ) иницијативе која се активно примењује у простору високог образовања у Србији – упућују на закључак да се иницијативе отвореног образовања за сада у систему високог образовања веома скромно примењују, те да је неопходно радити на њиховој широј примени и непрестаном развоју.