

EQui-T Abschlussstagung

Kenote, 07.05.2026

OPEN EDUCATION FOR ALL

OER as a Tool for Realizing the UN-CRPD

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Inclusive educational processes and systems

University of Munich

Who am I...



- Researcher @ LMU Munich
- Field: Inclusive educational systems and systems and their development
- PhD in Special Education focussing on Learning and Intelligence Disabilities
- Special interest in Open Science in Research and Open Educational Resources

...and what will I talk about?

Basics first!



1. What is the UN CRPD?



2. What are Open Educational Resources?



How can OER contribute to human rights?



3. OER **for** rights



4. OER **about** rights

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What is the UN CRPD?

THE CRPD

Convention for the rights of people with disabilities

To **promote, protect** and **ensure** the full and equal enjoyment of **human rights** and **fundamental freedoms** by **persons with disabilities**.

50
ARTICLES



1st Comprehensive human rights treaty of the 21st century

13 DECEMBER 2006
ADOPTION OF THE CRPD

Negotiated during 8 sessions from 2002 to 2006
FASTEST NEGOCIATED HUMAN RIGHTS TREATY

May 3, 2008
ENTRY INTO FORCE

Figure: Voices on the CRPD, hi.org/crpd

What is the UN CRPD?

50 articles for every area of life



Art. 30: Culture & Leisure



Art. 12 & 13: Equal law and justice



Art. 27: Work



Art. 22 & 23: Privacy and home



Art. 8: Awareness-raising



Art. 14, 15, 16: Liberty, security and freedom



Art. 24: Education



Art. 21: Access to information

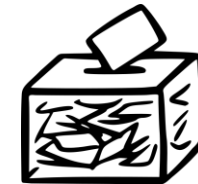


Art. 9: Accessibility



Art. 19: Independence and Community

“Nothing about us without us!”



Art. 29: Political life



Art. 20: Mobility

What is the UN CRPD?

Article 24: Education



“ States Parties recognize the right of persons with disabilities to education. [...] States Parties shall ensure an inclusive education system **at all levels and lifelong learning** [...]. In realizing this right, States Parties shall ensure that Persons with disabilities are not excluded from the general education system on the basis of disability [...], that persons with disabilities can **access inclusive, quality and free** [...] **education** [...] in the communities in which they live, that reasonable accommodation of the **individual's requirements** is provided, (and) that persons with disabilities receive the **support required within the general education system**. [...] ”



UN CRPD is an important legal milestone for the rights of people with disabilities, but **implementing it is difficult**. Rights on paper do not automatically lead to inclusion. Lang et al. (2011)



Similar problems all around the globe, when it comes to implementation of inclusive education.

Byrne (2019), Winzer & Mazurek (2025)

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Expensive education is better education?



Do More Expensive Wines Taste Better? Evidence from a Large Sample of Blind Tastings*



Robin Goldstein^a, Johan Almenberg^b, Anna Dreber^c,
John W. Emerson^d, Alexis Herschkowitsch^a, and Jacob Katz^a

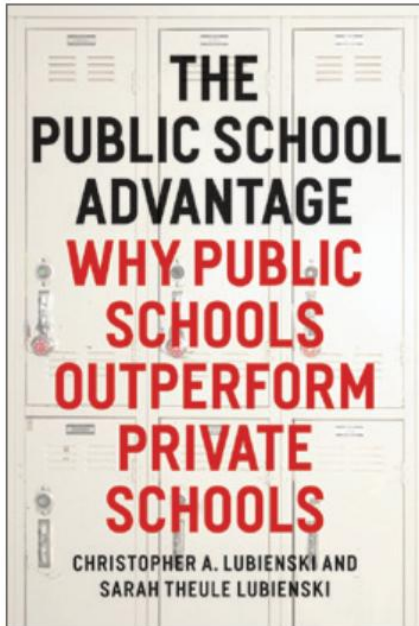
Individuals who are unaware of the price do not derive more enjoyment from more expensive wine. In a sample of more than 6,000 blind tastings, we find that the correlation between price and overall rating is small and negative, suggesting that individuals on average enjoy more expensive wines slightly *less*. For individuals with wine training, however, we find indications of a non-negative relationship between price and enjoyment. Our results are robust to the inclusion of individual fixed effects, and are not driven by outliers: when omitting the top and bottom deciles of the price distribution, our qualitative results are strengthened, and the statistical significance is improved further. These findings suggest that non-expert wine consumers should not anticipate greater enjoyment of the intrinsic qualities of a wine simply because it is expensive or is appreciated by experts. (JEL Classification: L15, L66, M30, Q13)



Expensive product is often **perceived** as higher quality!

(also the same for clothes, medicine and other products...)

Expensive education is better education?



Are Private Schools Better Than Public Schools? Appraisal for Ireland by Methods for Observational Studies

Danny Pfeffermann* and Victoria Landsman**

* Hebrew university of Jerusalem, Israel, and University of Southampton, UK

** National Cancer Institute, NIH, Rockville, MD, USA

School Choice and Student Performance: Are Private Schools Really Better?

David N. Figlio

Department of Economics

University of Oregon

E-mail address: dfiglio@oregon.uoregon.edu

Joe A. Stone

Department of Economics

University of Oregon



Private Schools are **not** better than public schools

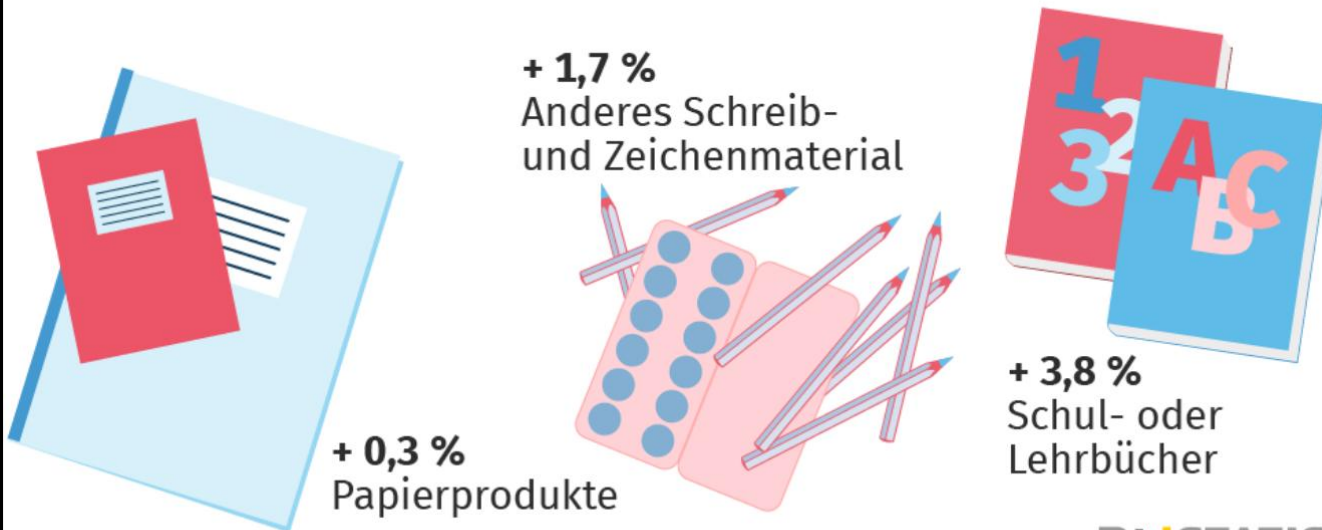
Expensive education is better education?



Traditional educational resources are often not accessible, expensive and not adaptable. Also: Traditional educational resources are **not** per se more qualitative.

Preisentwicklung von unterschiedlichen Schulmaterialien

Veränderung Juni 2025 gegenüber Juni 2024



© Statistisches Bundesamt (Destatis), 2025

DISTATIS
Statistisches Bundesamt



Costs of educational material in schools rose over the course of a year:

- Books: +3.8 %
- Paper products: +0.3 %
- Other writing material: +1.7 %

Expensive education is better education?



Traditional educational resources are often not accessible, expensive and not adaptable. Also: Traditional educational resources are **not** per se more qualitative.

Mutmaßlich KI-generiertes Unterrichtsmaterial

+ Ein Kinderkopf ohne Körper, Aufgaben voller Fehler

Unlösbare Aufgaben, verstörende Zeichnungen: Ein Schulbuchverlag verkauft Unterrichtshefte für Inklusionsklassen, die augenscheinlich mithilfe von KI erstellt wurden. Und: Gibt es die Autorin und die Illustratoren überhaupt?

Von Armin Himmelrath

22.04.2026, 11.17 Uhr



A textbook publisher is selling workbooks for inclusive classrooms that were created using generative AI and contain multiple errors.

www.spiegel.de (2026)

What are Open Educational Resources?

“ OER are teaching, learning and research materials that make use of appropriate tools, such as open licensing, to permit their free reuse, continuous improvement and repurposing by others for educational purposes. UNESCO (2019) ”

Open educational resources are accessible, free and adaptable.
Open question is about ensuring quality of OER.



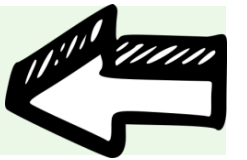
*OER as chance for inclusive education
&
Inclusive education as chance for OER*

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OER for and about rights



Art. 20 : Mobility



Art. 30: Culture & Leisure



Art. 12 & 13 : Equal law and justice



Art. 29 : Political life



Art. 14, 15, 16 : Liberty, security and freedom



Art. 24 : Education



Art. 9: Accessibility



Open Educational Resources



Art. 21 : Access to information



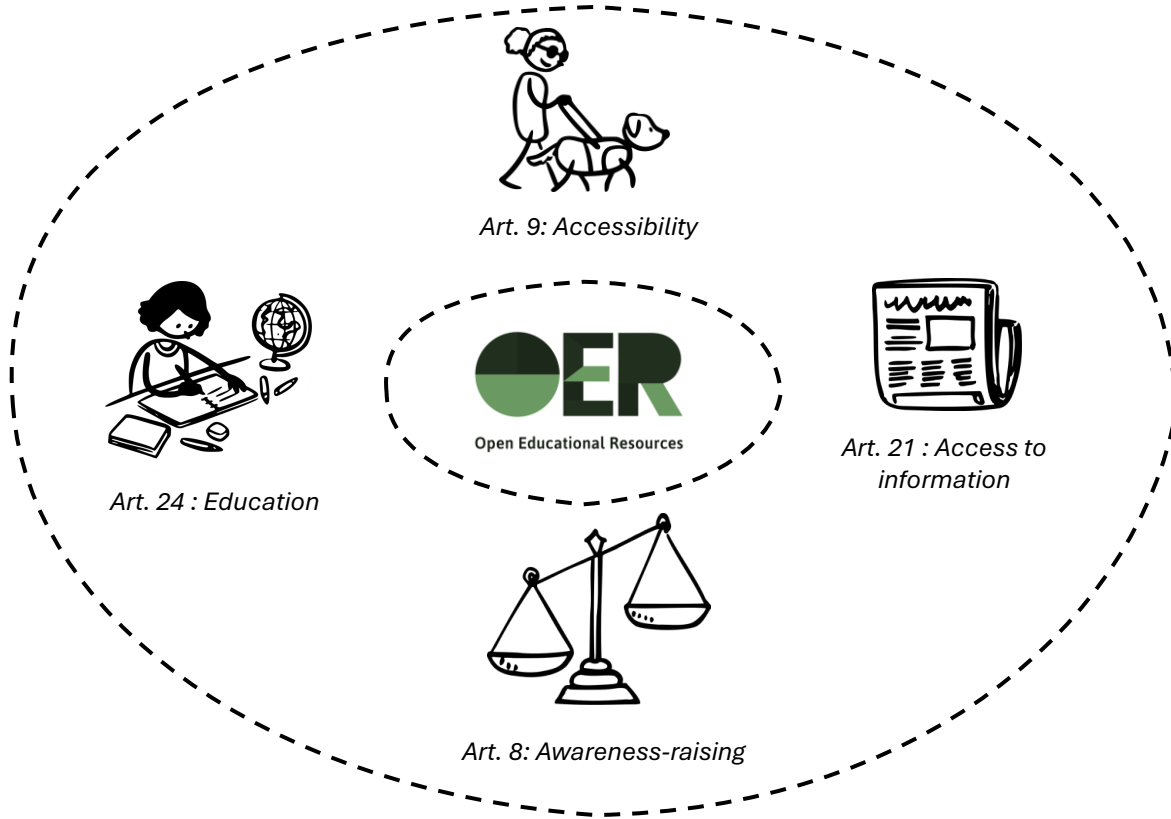
Art. 8: Awareness-raising

Contribution of OER to human rights!

Inclusivity as quality criterion for OER?

“ Nothing about us without us! ”

OER for rights



OER become rights-relevant when openness is used to **remove barriers** to learning and participation.

OER are not mentioned in UN CRPD, but they align with **core principles**:

Accessibility, non-discrimination, participation, equality of opportunity respect for diversity



OER for rights

Article 24: Education

Inclusive education requires:

- access to learning opportunities
- reasonable accommodation
- individualized support
- full participation
- development of inclusive system

Example:
**Mary's
Situation**

OER for rights

Mary's Situation



- Chronical illnesses (needs sometimes wheelchair, no public transport, family has only one car)
- Multiple days at home → No lessons and no digital opportunity to join
- Open and free learning videos as main learning source at home! → *Only few available*



OER for rights

Article 24: Education

Inclusive education requires:

- access to learning opportunities
- reasonable accommodation
- individualized support
- full participation
- development of inclusive system

What OER can add:

- differentiated materials
- multiple representations
- flexible tasks formats
- adaptation to individual needs
- collaborative development
- Reduced dependency on standardized, non-adaptable material!



OER for rights

Article 24: Education

Important:

Goal of Article 24 is not the “optimal learning material” but a **change of school systems to be fully inclusive.**

→ OER support Article 24 when they **help transform learning environments** rather than merely add materials to existing systems.

OER for rights

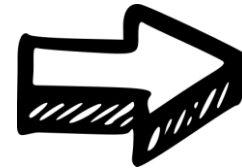


Article 9 & 21: Accessibility & Information

Accessibility as precondition for participation

Access to information as human right

- accessible digital formats
- screen-reader compatible documents
- captions and transcripts
- alternative text for images
- plain language and Easy Read versions
- sign language resources
- compatibility with assistive technologies



Inclusivity as
quality criterion
for OER?

OER about rights

Making disability rights accessible for

- Students
- Teachers
- School leaders
- Higher educators
- Families and communities

OER can support the UN CRPD not only by enabling access to education, but by making disability rights, accessibility and inclusion **visible, teachable and discussable**.

OER about rights

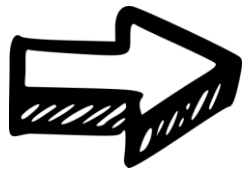


Article 8: Awareness

Article 8 aims to combat stereotypes, prejudices, harmful practices, deficit-oriented views of disability

Schools are **central spaces** for awareness-raising!

OER can provide materials for **disability rights education**



Awareness should not be a one-off campaign, but part of curriculum, school culture and teacher education

OER about rights

*Example:
University of Columbia*

High-incidence Disabilities

Previous

2 of 9 ▾

Next

High Incidence Disabilities and Universal Design for Learning (UDL)





High-incidence disabilities are disabilities that are more commonly seen in regular education classrooms. Students with high incidence disabilities typically are able to participate in regular education with some additional learning and support.

“High-incidence” disabilities may include:

- Communication disorders
- Intellectual disabilities
- Specific learning disabilities
- Autism Spectrum Disorder recently considered high-incidence.

One way to support all learners is to plan lessons using Universal Design for Learning (UDL). See introductory video on Universal Design for Learning in resource section. The CAST website explains the three common areas for UDL: Engagement, Representation, and Action and Expression. Visit the website and view the UDL Guidelines for how to build access, build, and internalize each of the areas.

Attached Resources

<p>Universal Design f...</p>  <p>Webpage</p>	<p>CAST website ...</p>  <p>Webpage</p>	<p>Introduction to Speci...</p>  <p>File size 836.6 KB</p>	<p>13 categorie...</p>  <p>File size 16.2 KB</p>
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OER about rights

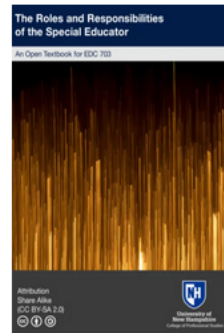
*Example:
University of Columbia*



The image shows a video player interface. On the left, there is a circular logo with a white 'C' on a dark background. To its right, the title 'Living Through Disability Justice Principles' is displayed in white text on a black background, with 'The Pedagogy Lab' underneath in a smaller font. To the right of the title, it says '3 years ago' and '# Learning' in a dark rounded rectangle. Below the title is a white audio waveform on a dark background, with '0:00' at the start and '13:30' at the end. On the right side of the player, there is a colorful abstract painting featuring figures in shades of red, pink, yellow, and blue.

OER about rights

*Example:
University of Columbia*



The Roles and Responsibilities of the Special Educator

(3 reviews)



Paula B. Lombardi, University of New Hampshire

Copyright Year: 2023

Publisher: [University of New Hampshire](#)

Language: English

Formats Available

ONLINE

EBOOK

Table of Contents

- Introduction
- Defining and Understanding Special Education
- Roles and Responsibilities of the Special Educator/Case Manager
- The Special Education Process
- Categories of Disability Under IDEA
- Prior Written Notice
- Multi-Tier System of Supports (MTSS) / Response to Intervention (RtI)
- Related Services: Supports for Students with Disabilities
- Special Education Paraeducators
- Collaboration and Communication
- IEP Service Delivery
- Instruction
- Standards-Based Curriculum and Instructional Planning

OER about rights

Whose knowledge counts?

Co-creating material about disability (rights) with persons with disabilities

Include lived experience, self-advocacy, community knowledge

“
Nothing about us without us!
”

Participatory design and participatory research

Make disabled authors, activists, scholars and students visible

Ensure materials are accessible to the communities they address

OER and Inclusive Education

Johnsson & Abumeeiz (2023)

OER may be open and free, but not inclusive!

OER **can** promote inclusion because they are freely available, adaptable, and shareable. However, OER are only inclusive if they are also **designed** to be accessible, for example:

- with captions,
- screen reader-compatible
- in plain language
- as audio, text, or video
- easy to find and
- clearly structured.

Accessibility must not be an afterthought, but central to the design process from the **start!**
→ Combine OER with Universal Design for Learning and Disability Justice.

OER and Inclusive Education

OER are a powerful tool for inclusion, but they are not automatically inclusive. Only when openness is combined with accessibility, adaptability, and disability justice can OER contribute to the implementation of the UN CRPD.