



# UNESCO OER Dynamic Coalition

SPARC Europe – European Network of Open Educational Librarians (ENOEL)

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UNESCO Building peace in the minds of men and women



Launch of the UNESCO Dynamic Coalition for Open Education Resources (OER)



# UNESCO OER Dynamic Coalition - Context

Member States adopted the **UNESCO OER Recommendation** (in the 40<sup>th</sup> UNESCO General Conference, November 2019 )

- [Revised draft of UNESCO OER Recommendation](#)

UNESCO launched the **OER Dynamic Coalition** on 2<sup>nd</sup> of March

- Originated from the Ministerial Statement of the [2nd World OER Congress](#) (Ljubljana, Slovenia, September 2017)
- Built on the OER Recommendations

# UNESCO OER Dynamic Coalition - Objectives

- facilitate **international cooperation** to promote the use of OER: to federate stakeholders in the field of OER, with common goals and to speak as one voice;
- lead and structure the **program of activities to achieve the 4 areas of action** laid in the Recommendation:
  1. **building capacity** of stakeholders to create, access, re-sue, adapt and redistribute OER
  2. developing supportive **policy**
  3. encouraging **inclusive and equitable quality OER**
  4. nurturing the creation of **sustainability** models of OER

The Dynamic OER Coalition **responds to the fifth area** of action of the UNESCO OER Recommendation: **‘Promoting and reinforcing international cooperation’**

# UNESCO OER Dynamic Coalition - Participants

This event brought together a network of **102 experts** representing:

- **UNESCO Member States from all regional groups**  
UNESCO National Commissions, Ministries responsible for Education, etc
- **Inter-governmental organisations**  
The Commonwealth of Learning, etc.
- **Specialised institutions in the field of OER**  
The International Council for Open and Distance Education (ICDE), UNESCO Chairs for OER, Creative Commons, SPARC, etc.
- **Organisations of publishers**
- **The private sector**
- **Foundations**

In the context of the COVID-19 crisis, the main event was held online and, during several weeks, there were some face-to-face and online meetings



## Dynamic OER Coalition Launch

- Opening meeting
- [Speakers' Presentations](#)
- Objectives:
  1. **Examine the first four areas of action** of the UNESCO OER Recommendation with a view to establishing mechanisms for international and regional cooperation;
  2. Jointly establish the elements of a multi-stakeholder Roadmap to consolidate commitments to **actions and strategies in implementing the OER Recommendation.**

# UNESCO OER Dynamic Coalition- **Process (II)**



**Network of OER Organizations to support Implementation of the OER Recommendation**

## **Participants**

- Paul Stacey & Igor Lesko, **Open Education Global** (leading)
- Neil Butcher, **OER Africa**
- Torunn Gjelsvik, Secretary General **ICDE**
- Shivi Chandra, **Learning Equality**
- Cable Green, Jennryn Wetzle & Brigitte Vézina, **Creative Commons**
- Lisa Petrides, **ISKME**
- Angela DeBarger, **Hewlett Foundation**
- Hailey Babb & Nicole Allen, **SPARC North America**
- Vanessa Proudman & Gema Santos, **SPARC Europe**

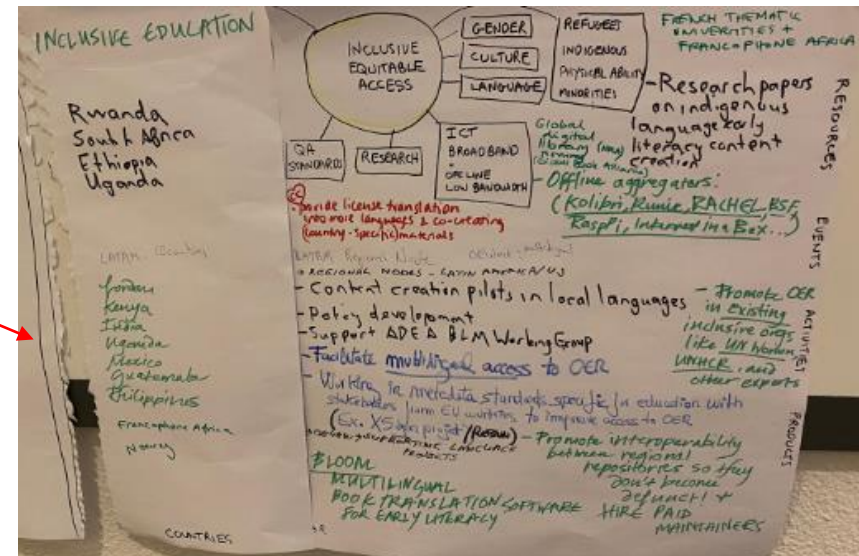
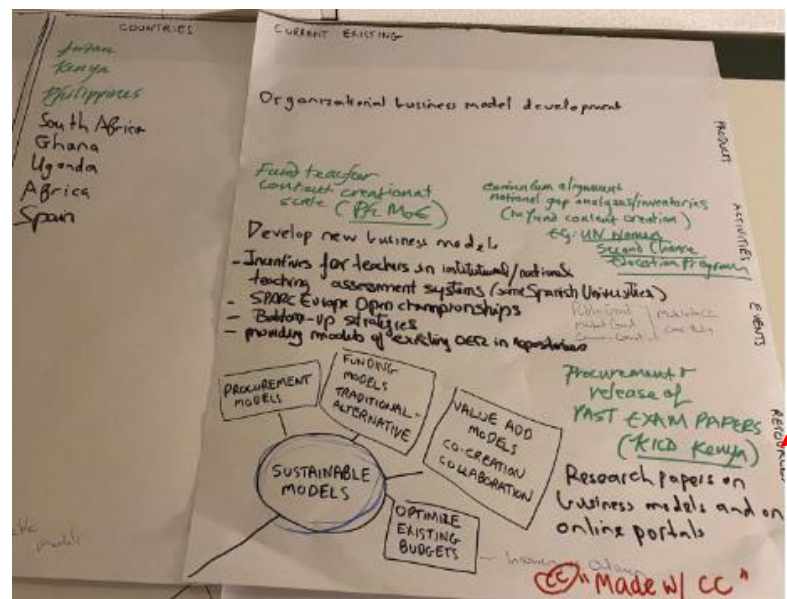
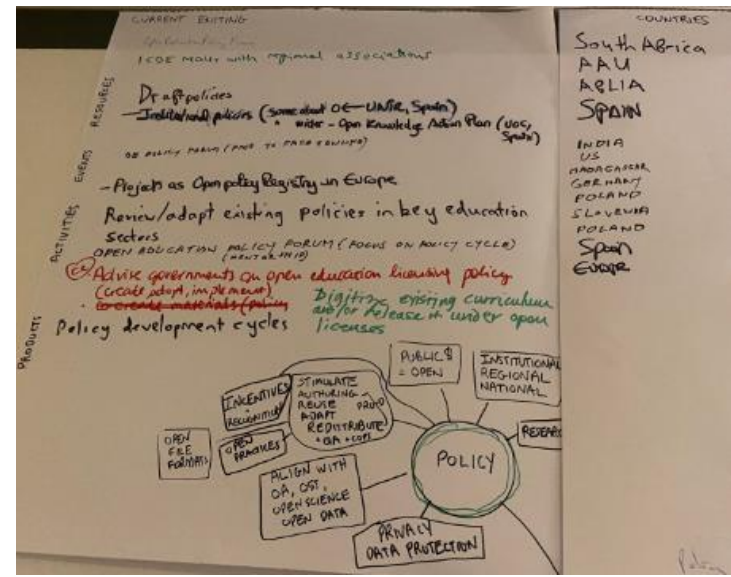
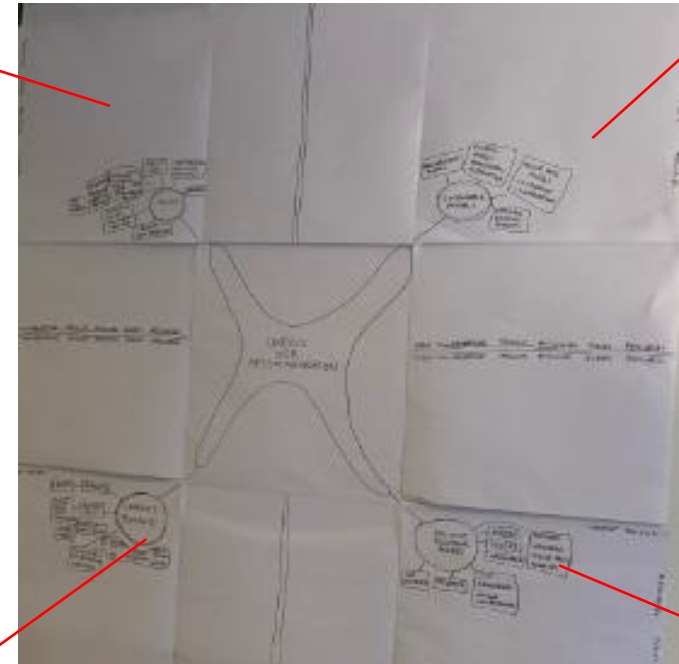
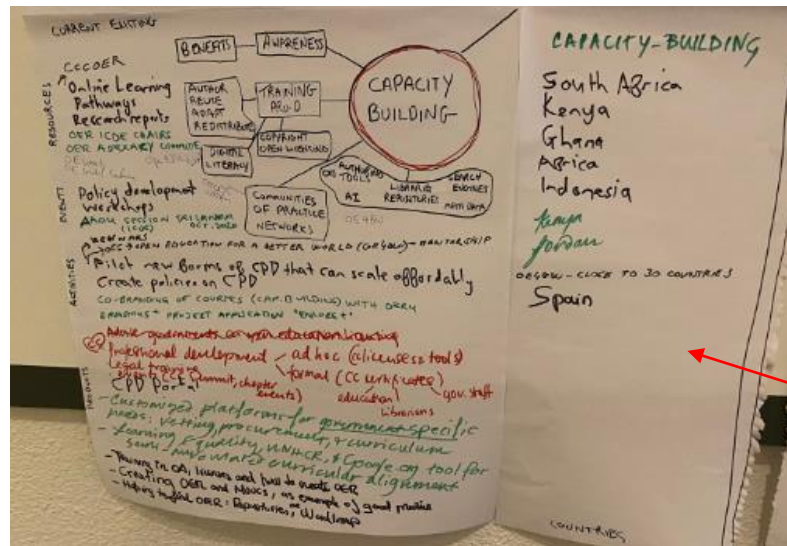


# UNESCO OER Dynamic Coalition- Process (II)

Mapping our activities for the UNESCO

OER 4 areas:

- a) existing activities and resources
- b) new projects and proposals
- c) countries



Digital Diagram (summary)

# UNESCO OER Dynamic Coalition- Process (III)

From  **3** to  **9** **Online consultation**

- Original questionnaire in [English](#), [French](#) and [Spanish](#)

**Contributions for the Roadmap - Launch  
OER Dynamic Coalition, 2 March 2020**

Participants are invited to provide their inputs and ask their questions about the Launch by filling in this questionnaire.

[Next](#)



For each area of action, experts contributed to:

- design activities / strategies
- define timelines
- identify potential partners & stakeholders
- Propose funding mechanisms.

- SPARC EU Responses



# UNESCO OER Dynamic Coalition - Results



Outputs from the online consultation and the WG contents:

- **Roadmap Report 2020-2022**, to implement these 4 areas of action
  - Annexes with the compilation of feedback in each area + Synthesis
  - Report with the inputs of the WG leaders + Synthesis
  - Draft Roadmap report → a view to established mechanisms and actions for international and regional cooperation in the implementation of the OER Recommendation

# SPARC EU & Libraries' contributions



Creating and sharing professional development courses include modules on using OER for teachers, instructors and librarians for example for Arabic language to promote the using and increase the awareness.

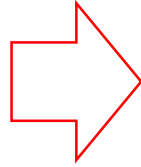


European Network  
of Open Education  
Librarians

## SPARC EU Libraries proposals:

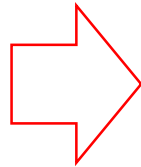
### Repositories systems:

- Quality standards and metadata
- Multilingualism



### OE champions in various disciplines and countries:

- Showcasing good practice to advocate for more OE and OERs,
- Based on the OA and OD champions work: [SPARC Europe open champions](#)
- Stakeholders: OER influencers, academics/teachers and learners.



## 1. CAPACITY BUILDING

### Actions

Existing capacity building materials:

- Identify generic, specific and locally contextualized OER content;
- sharing, wider dissemination, aggregation of repository systems with common quality standards and meta data, focus on multilingualism, accessibility, contextualization of courses to local needs (including language);
- Scale and amplify existing resources.

Development of new capacity building materials:

- identify gaps in available capacity building content resources, and collaborative solutions to address these gaps.

Support collaboration amongst OER champions:

- Identifying existing OER champion practitioners, institutions, organizations and ensuring sharing of best practices for users' capacity to create, access, re-use, adapt and redistribute OER);
- Support co-creation of practical solutions based on existing best practices and evidence-based research;
- Support collaboration to contextualize resources to specific local needs;
- Support cross – language collaboration (e.g. amongst Hispanophone or Arabic – speaking partners in different continents and/ or countries);
- Create strong well facilitated regional hubs and platforms to share OER knowledge, tools and approaches.

Research:

- Encourage research with communities of practice to inform the development and implementation of OER;
- Create sabbatical and visiting scholarship exchanges between and within regions for training and research.

### Indicators

Focus includes number of courses, their use, impact and outputs.

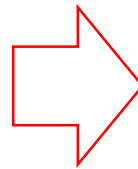
Example indicators:

- Aggregation of repository systems with common quality standards and evidence-based adoption strategies
- No. of contextualized OER to meet national curriculum needs
- No of capacity building solutions for OER integrated into other capacity building initiatives (e.g.; for Teacher education)
- Adoption of OERs at all levels of the education system
- Use of common repositories

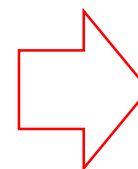
## SPARC EU Libraries proposals:

- **Collaboratively develop templates based on an analysis of existing good practice national or institutional policies:**

- new policy-making
- to further strengthen existing policies by embedding new template elements for example.



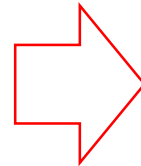
- **2. Gather evidence on policy-making amongst European universities through the *SPARC Europe academic library OE annual survey***



2. POLICY	
Actions	Indicators
<p>Identification, sharing of information on and support for:</p> <ul style="list-style-type: none"> <li>- The development and implementation of institutional, governmental policies (including those that are stand alone, and those that are integrated in policies related to other frameworks;</li> <li>- Aligning OER related policies to open education, OA, prevailing IP policies;</li> <li>- Regional and inter-regional frameworks that encourage embedding open licensing in public funded educational materials;</li> <li>- Mechanisms and Tools to share information and best practices on policy issues inter- and intra-regionally;</li> <li>- International multilateral frameworks which reinforce open access to information, data and transparency in education.</li> </ul> <p>Encourage collaborative mechanisms to:</p> <ul style="list-style-type: none"> <li>- Development and implement tools to support the revision of copyright and IP policies and laws;</li> <li>- <u>Collectively develop templates based on analysis of existing good practices, national institutional policies;</u></li> <li>- To encourage the development and/or implementation of policies that recognize OER users and creators, as well as policies that stimulate the creation, access, re-use , repurpose, adaption and redistribution quality OER by educator and learners;</li> <li>- Develop and integrate policies that identify and address barriers for OER integration in education systems.</li> </ul> <p>Research:</p> <ul style="list-style-type: none"> <li>- Establish research networks to provide an evidence base to / for policy development in OER.</li> </ul>	<ul style="list-style-type: none"> <li>- N° of existing policies related to OER (stand alone, integrated, at governmental level, at institutional level)</li> <li>- Impact of existing policies for supporting the use, re-use and sharing of OER</li> <li>- Impact of existing and developed mechanisms for sharing policies</li> </ul>

## SPARC EU Libraries proposals:

- Help develop a **federated OER discovery system** calling upon repositories from different regions of Europe and in **different languages**
- Help develop a protocol to increase repository **interoperability**



### 3. INCLUSIVE, EQUITABLE ACCESSIBLE, QUALITY OER

#### Actions

##### Inclusive OER

- Include use of assistive technologies and accessible formats, including the use of Universal Design for Learning in OER capacity building and policy initiatives;
- Initiate and support Communities of Practice made up of OER expert, Instructional Designers with expertise in accessibility issues;
- Ensure the use of UDL for the development of mechanisms to develop, and share OER (including related ICT infrastructure);
- Ensure gender equity in all OER activities (with regard to participants, supporting access to funding, actors, beneficiaries). This includes identifying barriers to gender equity, and addressing them;
- Support access to OER initiatives and resources for those in remote areas;
- Share best practices and success stories of how OER can be used for, by and with persons in difficult or informal out of school contexts (e.g. OER to support educational opportunities for migrants and refugees);
- Showcase, monitor and map the impact of the use of accessible OER, making the case of viable practice;
- Develop, implement and showcase technical standards and best design practices for the USE/REUSE of OER on mobile devices, and related App development;
- Collectively develop and disseminate shared definitions of what 'inclusion' means for OER users' capacity to create, access, re-use, adapt and redistribute OER;
- Link projects to specific community needs;
- Develop local leadership, peer networks, and grass roots engagement in regions to sustain the richness and diversity of local knowledge.

##### Multilingualism:

- Create a multilingual and accessible federated OER discovery system based on agreed upon common meta-data;
- Leverage AI for translation of OER;
- Use open formats and standards to promote ease in translation and contextualization;
- Recommend or define schemes for OER citation practices.

##### Quality Assurance

- Development of QA criteria and descriptive tag development;
- Development of guidelines concerning QA Criteria for OER for QA and Recognition bodies;
- Sensitization of QA and Recognition bodies to OER issues that need to be integrated in review and accreditation processes at the course, institutional and governmental levels.

##### Research

- Encourage research with communities of practices in the are of accessibility, inclusiveness, quality assurance and multilingualism t o

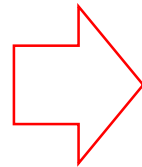
#### Indicators

- Quality resources created by local stakeholders
- Number of indexed resources that follow criteria for inclusion
- Inclusion in the success and development of OER
- Ability of stakeholders to adapt OER to their contexts
- Availability and success of software to translate OER to other languages, including with a focus on indigenous languages
- Increase in OER content in languages other than English



## SPARC EU Libraries proposals:

- Help ensure that open OER infrastructure remains open and does not get co-opted by large commercial companies **by promoting community-funding for open OE infrastructure.**
- **Provide advice on community-funding** for OER infrastructure, building on work lead by SPARC Europe for Open Science in the Global Open Science Sustainability Coalition ([SCOSS](#)) or [Invest in Open Infrastructure](#)



4. Sustainability	
Actions	Indicators
<p>1. Reviewing and updating current provisions and procurement policies</p> <ul style="list-style-type: none"> <li>- Develop and share common frameworks across regions in OER development and utilization;</li> <li>- Advocacy efforts for policy makers to make publicly funded educational materials openly licensed;</li> <li>- Identify partner organizations that can help facilitate discussions and publish compelling case studies to inform policy makers;</li> <li>- Encourage learners and teachers and researchers to learn about OER and participate in developing policies.</li> </ul> <p>2. Catalyzing new modes for funding and resource sharing</p> <ul style="list-style-type: none"> <li>- Encourage funding and collaboration in OER between and within regions</li> <li>- Emphasize the importance of multi-stakeholder activity to unlock sources of funding;</li> <li>- Provide targeted support for individual countries to develop sustainability plans;</li> <li>- Revise and reallocate existing budgets to support OER;</li> <li>- Leverage taxes on the basis – supporting that all educational materials produced with public funds should be openly licensed;</li> <li>- Examine small scale start up funding models and other new business models. This includes: creating new models that optimize open educational resources and practices as a public good, incentivizing <u>community based models of content creation and sharing</u>; and considering partnerships with publishers to support the curation, creation and dissemination of OER.</li> </ul> <p>3. Supporting continuous improvement</p> <ul style="list-style-type: none"> <li>- Identify, share and apply common surveys and tools for reevaluating OER implementation;</li> <li>- Create a review and improvement model;</li> <li>- Use research to help define the value of OER;</li> <li>- Develop and adopt feedback mechanisms for OER utilization and creation;</li> <li>- Share curation of measures such as survey instruments.</li> </ul> <p>Research:</p> <ul style="list-style-type: none"> <li>- Use research to help define the value of OER.</li> </ul>	<ul style="list-style-type: none"> <li>- Publication of common frameworks</li> <li>- Evidence of government policies that support long-term investment in OER</li> <li>- sharing and re-use of frameworks, and OER</li> <li>- Measured impact on teaching and learning practices</li> <li>- Number of OER based courses adopted by country or region or language</li> <li>- Number of participants across multiple diverse stakeholder groups</li> <li>- Reporting on current costs of education materials</li> <li>- Measure diversity in funding sources for OER</li> <li>- Interrogate and publicly report on the cost of materials for each level of education</li> <li>- Number of countries that have produced action plans for sustainability</li> <li>- Increase in membership in local, regional and international networks</li> </ul>



**Thank you very much for your attention**