

## FINAL REPORT

### LAUNCH OF THE OPEN EDUCATION RESOURCES (OER) DYNAMIC COALITION

Online  
March 2020

#### INTRODUCTION

The Launch of the Open Educational Resources (OER) Dynamic Coalition brought together a network of 100 experts representing UNESCO Member States from all regional groups (including UNESCO National Commissions, Ministries responsible for Education, and Ministries responsible for Communication and Information), inter-governmental organisations (including ALECSO, the Commonwealth of Learning and the International Organisation of Francophonie), specialised institutions in the field of OER (including the International Council for Open and Distance Education and UNESCO Chairs for OER), civil society, organisations of publishers, the private sector and foundations. The meeting was organised by the Digital Innovation and Transformation Section of UNESCO's Communication and Information Sector (CI/DIT). (Annex I. List of Participants; Annex II. Agenda of the Meeting)

#### ***Special circumstances: COVID-19***

In the wake of precautionary measures to contain Covid-19, the planned physical meeting to be held on 2 March 2020 at UNESCO Headquarters was adapted to take place online through March 2020. Further to announcement from the Assistant Director-General for Administration of UNESCO (ADG/ADM) on 28 February 2020 that: *large international conferences/meetings taking place at Headquarters (with more than 50 international participants) were to be postponed, unless alternative digitized mechanisms could be put in place.* (Annex III: UNESCO Covid-19 Alert Outbreak Precautionary Measure Update on 28 February 2020)

For this reason, it was decided on 28 February 2020 to hold the foreseen meeting online. Given that the initial event was due to take place on 2 March 2020, the online consultation started on that same day to capitalise on the participants' mobilisation.

#### BACKGROUND

The concept of the OER Dynamic Coalition originates from the Ministerial Statement of the 2<sup>nd</sup> World OER Congress<sup>1</sup>, signed by the 14 Ministers responsible for Education on the Ministerial Panel at this event<sup>2</sup>. The Dynamic OER Coalition is also referenced in the Preliminary Report for the Draft UNESCO OER Recommendation<sup>3</sup> sent to Member States in April 2019 and endorsed by the Category 2 Meeting on the draft UNESCO OER Recommendation, held 27 and 28 May 2019.

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<sup>1</sup> [https://en.unesco.org/sites/default/files/oer\\_congress\\_2017\\_ministerial\\_statement.pdf](https://en.unesco.org/sites/default/files/oer_congress_2017_ministerial_statement.pdf)

<sup>2</sup> The OER Recommendation builds on the Ljubljana OER Action Plan that was adopted at the 2nd World OER Congress (Ljubljana, Slovenia, September 2017)

<sup>3</sup> <https://unesdoc.unesco.org/ark:/48223/pf0000367718>

Further to the adoption of the UNESCO OER Recommendation by the UNESCO General Conference at its 40th Session in November 2019<sup>4</sup>, UNESCO launched the OER Dynamic Coalition to reinforce international and regional cooperation among all stakeholders in the first four areas of the UNESCO OER Recommendation, namely:

- i) Building capacity of stakeholders to create, access, re-use, adapt and redistribute OER;
- ii) Developing supportive policy;
- iii) Encouraging inclusive and equitable quality OER; and
- iv) Nurturing the creation of sustainability models for OER.

The Dynamic OER Coalition responds to the fifth area of action of the UNESCO OER Recommendation, 'Promoting and reinforcing international cooperation'. It will serve as an entry point for cooperation between stakeholders in implementing the UNESCO OER Recommendation.

The vision of the Dynamic OER Coalitions is to expand and consolidate commitments to actions in the area of OER, and to promote and reinforce international cooperation among all relevant stakeholders, whether on a bilateral or multilateral basis. It will serve as a core for multi-stakeholder working groups dedicated to ensuring networking and sharing of expertise and synergies for the implementation of the UNESCO OER Recommendation.

The objective of the Dynamic OER Coalition is to support the multi-stakeholder participation of UNESCO Member States, (including a strong focus on National Commissions to UNESCO), institutions, including libraries, civil society, private sector and IGOs. The principles of gender equality, open and accessible participation for stakeholders in all UNESCO regions to contribute ideas, knowledge and information underly all actions.

It will serve as a foundation for multi-stakeholder working groups dedicated to each of the four areas of action laid out in the UNESCO OER Recommendation. Their main role will be to share necessary expertise, ensure networking and create synergies towards the implementation of each of their area of action.

## OBJECTIVES

The meeting had two main objectives, to:

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 expand and consolidate commitments to actions and strategies in implementing the OER Recommendation.

This activity is in line with UNESCO's objective to promote universal access to information through open and inclusive solutions and innovative use of ICTs for sustainable development (Major Programme V - Communication and Information, Main Line of Action 2, Expected Result 5), as adopted by the UNESCO General Conference at its 39<sup>th</sup> session in November 2017, and confirmed at its 40<sup>th</sup> Session in November 2019.

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<sup>4</sup><https://unesdoc.unesco.org/ark:/48223/pf0000372579> p. 170

## DISCUSSION

In accordance with the precautionary measures announced on 28 February 2020 by UNESCO concerning the Covid-19 sanitary crisis, the Launch of the OER Dynamic Coalition was held online throughout the month of March 2020. In this regard, further to the kind offer of support from the UNESCO Category 2 Centre for Artificial Intelligence (IRCAI - Jožef Stefan Institute, based in Slovenia), arrangements were made to ensure that the speakers' presentations (videos, .ppt, etc.) could be made available on their website: [http://videlectures.net/OERCoalition\\_2020/](http://videlectures.net/OERCoalition_2020/)

The online consultation took place in three stages, as follows:

### *1. Opening of the Launch*

The Opening of the Launch was jointly carried out via live webcast by Mr Cedric Wachholz, Chief of the Digital Innovation and Transformation Section, on behalf of Mr Moez Chakchouk, Assistant Director-General for Communication and Information, and Mr Borhene Chakroun, Director of the Division for Policies and Lifelong Learning Systems, Education Sector on behalf of Ms Stefania Giannini, the Assistant Director-General for Education. Ms Zeynep Varoglu, Programme Specialist in the Section for Digital Innovation and Transformation, delivered a presentation on the background, overarching issues and areas of action of the OER Recommendation.

### *2. Speakers' presentations*

Following this, the speakers' video and .ppt presentations were shared among participants by email and uploaded to the website of IRCAI - Jožef Stefan Institute, the UNESCO Category 2 Centre, where they were made available to the public<sup>5</sup>. The presentations by the following experts were made available in this regard:

- *Building capacity of stakeholders* by Ms Nokulunga Ndlovu, South Africa, and Ms Gihan Osman, Egypt
- *Developing Supportive Policy* by Ms Huhua Fan, Education Sector, UNESCO,
- *Encouraging inclusive and equitable quality OER* by Ms Melinda Bandalaria, Philippines
- *Nurturing the creation of sustainability models for OER* (2 presentations) by Mr Mark Matunga Kenya, as well as by Ms Lisa Petrides and Ms Angela DeBarger, United States
- *Elements of a monitoring strategy to monitor and measure success* by Ms Alexis Carr, Commonwealth of Learning
- *Elements of a communication strategy to showcase success* by Mr Neil Butcher, OER Africa

### *3. Online questionnaire*

A questionnaire, available in English, French and Spanish<sup>6</sup>, was sent to participants on 3 March 2020 to gather inputs on potential actions to support each of the four areas of the UNESCO OER

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<sup>5</sup> Available at : [http://videlectures.net/OERCoalition\\_2020/](http://videlectures.net/OERCoalition_2020/)

<sup>6</sup> Questionnaire in English : [https://docs.google.com/forms/d/e/1FAIpQLSdKbj6BWu-7Dptuu7i8jogQhNAo6jbOvmBsrwvyuRdGUTiV2g/viewform?usp=sf\\_link](https://docs.google.com/forms/d/e/1FAIpQLSdKbj6BWu-7Dptuu7i8jogQhNAo6jbOvmBsrwvyuRdGUTiV2g/viewform?usp=sf_link)

Questionnaire in French: [https://docs.google.com/forms/d/e/1FAIpQLScXN00lr7Zxlxsg-36DPTRakFTAlZnqLMrvaUw-IJOEYdejPw/viewform?usp=sf\\_link](https://docs.google.com/forms/d/e/1FAIpQLScXN00lr7Zxlxsg-36DPTRakFTAlZnqLMrvaUw-IJOEYdejPw/viewform?usp=sf_link)

Questionnaire in Spanish: [https://docs.google.com/forms/d/e/1FAIpQLSexgRPuJAchY7qetd3AWpJz9luFVamaqT6-6npFLk8ZMOKDAA/viewform?usp=sf\\_link](https://docs.google.com/forms/d/e/1FAIpQLSexgRPuJAchY7qetd3AWpJz9luFVamaqT6-6npFLk8ZMOKDAA/viewform?usp=sf_link)

Recommendation, including outlining stakeholders, regional and inter-regional collaboration mechanisms, peer networks, communities of practice, and funding mechanisms. Participants were invited to consult the materials online and were given until 9 March 2020.

## RESULTS OF THE ONLINE CONSULTATION

The questionnaire was made available to all 100 experts on the list of participants, 40 participants (45 per cent female, 55 per cent male) from 28 countries, covering all UNESCO regions, sent their inputs to the questionnaire. representatives of Member States (National Commissions for UNESCO, Ministries responsible for Education, and Ministries responsible for Communication and Information), as well as representatives of IGOs, specialised institutions, civil society, foundations and publishers.

### *1. Compilation of online contributions on 4 areas of action and modalities*

The online consultation resulted in a compilation of feedback on the implementation of each area of action of the UNESCO OER Recommendation. In addition, it also resulted in a compilation of inputs on implementation modalities, i.e. indicators to measure activity impact and a communication strategy for the Dynamic Coalition. Working Group leaders responsible for the Working Group sessions organized in the meeting for each area of action were invited to synthesize the inputs received on their respective area with a view to identifying overarching activities for the OER Dynamic Coalition. (Annex IV a-f: Synthesis of the outputs of the questionnaires)

### *2. Draft Roadmap*

Based on the online consultation, the Roadmap outlines activities, modalities, stakeholders and an overall timetable linked to the four areas of the Recommendation in the 2020-2022 period (Annex Va - b: Roadmap). The activities outlined in Annex V (Synthesis of the outputs of the questionnaires), provides a basis for the implementation of activities in each of the four areas of action.

## CONCLUSION

The Launch of the OER Dynamic Coalition was successful in federating at a distance a representative pool of experts in OER and in defining the modalities of the Roadmap, to map out next steps in the OER.

The questionnaire responses provided extensive inputs to support the examination of the first four areas of action of the UNESCO OER Recommendation with a view to establishing mechanisms for international and regional cooperation. The synthesis of the inputs provided the elements of a multi-stakeholder Roadmap to expand and consolidate commitments to actions and strategies in implementing the OER Recommendation.

The OER Dynamic Coalition Launch, while held in unforeseen circumstances due to the COVID-19 crisis, originally foreseen as a two- day meeting at UNESCO Headquarters, was held in effect over a month, allowing for a fruitful, in depth online exchanges on the key issues. The Roadmap produced through this process brings together the richness of these global inputs and defines a series of strategic, timebound results, allowing the diverse stakeholders to implement jointly UNESCO's OER Recommendation. (Annex V a-b. Roadmap)

Annex I. List of Participants;

Annex II. Agenda of the Meeting

Annex III: UNESCO Covid-19 Alert Outbreak Precautionary Measure Update on 28 February 2020

Annex IV (a-f): Synthesis of the outputs of the questionnaires

Annex Va: OER Dynamic Coalition Roadmap Content  
Annex Vb: OER Dynamic Coalition Roadmap Process

Annex II. Draft Roadmap Process (What, How, Who, When, Governance)

WHAT	HOW	WHO	GOVERNANCE
Working Groups on 4 areas of Action: 1. Capacity Building 2. Policy 3. Inclusive, Equitable, Quality OER 4. Sustainability <ul style="list-style-type: none"> <li>- Communication Strategy</li> <li>- Monitoring Indicators</li> </ul>	<ul style="list-style-type: none"> <li>- Online WGs</li> <li>- F2F Meetings (5 regional, 1 inter-regional linked to GC)</li> <li>- Links to International Frameworks</li> </ul>	<ul style="list-style-type: none"> <li>- Governments (with strong links to UNESCO National Commissions)</li> <li>- IGOs</li> <li>- Civil Society</li> <li>- Professional Bodies (including QA and Recognition bodies)</li> <li>- Institutions</li> <li>- UNESCO Category 2 Centres</li> <li>- OER Chairs (UNESCO, COL, ICDE)</li> <li>- Funding Bodies (including Foundations, Private Sector, Other)</li> </ul>	Advisory Group:  UNESCO <ul style="list-style-type: none"> <li>- 2 Leads /Working Group</li> <li>- Communication Lead</li> <li>- Monitoring Lead</li> <li>- Emerging Tech. Lead</li> </ul>
WHEN			
2020	2021	2022	
Dynamic Coalition Launch - March		Evaluation of Activities	
Advisory Group Establishment - May- June	Advisory Group Meeting - December	Advisory Group Meeting - November	
Launch and implementation of the 4 WGs - June - Dec	Implementation of WGs - Jan to Dec	Revision of Working Group Tasks based on monitoring and evaluation outputs	
Establishment of the Project Communication Strategy, including online platforms for communication - June – Oct	3 Regional F2F Meetings - Jan – Sept 1 Inter-regional with a Gov. Focus (linked to the 41 <sup>st</sup> UNESCO General Conference ) - Oct- Nov	2 Regional FF Meeting - Sept -Dec	
International Frameworks : Identification of relevant events, meetings , coordination with Organizers - June – May  Integration of OER Recomm activities in International Framework meetings - June to Dec	Continuation	Preparation of the Report by all Member States on the Recommendation to the 42 <sup>nd</sup> UNESCO General Conference (report to the UNESCO Executive Board in 2022, and 42 <sup>nd</sup> General Conference in 2023)  Continuation based on evaluation of outputs	

Annex II. Draft Roadmap Process (What, How, Who, When, Governance)

## OER Capacity Building

MODALITIES OF ACTION TO REALISE ACTIVITIES IN EACH AREA – what can be done to realise actions for Capacity building

	Theme	Action modalities/ to be done	Indicator	Communication
1	Stakeholder Professional Development	Consortium of universities (including university libraries) for development and sharing of OERs	Professional associations	Annual Conferences/ workshops aimed at specific aspects of OER
		Creating a coalition of universities who can provide/remix training to be offered in multiple languages and to create networks of teacher/researchers.	Productivity in the creation of content.	
		Evidence-based research describing value and benefits of OER related activities.	Models of good practice in the development, adaptation, use and evaluation of OERs An internationally accepted QA framework that can be used to evaluate the quality of OERs."	
		Research grants can include the development of Instructional Design, implementation and evaluation of models for OERs.	Knowledge creation targeted capacity building for new entrants in OER and those in developing countries  Thematic papers on topics such as Copyright, OER	
		Collaborative studies can be prioritised to a wider spectrum of stake holders at a time.	Knowledge exchange around open practices.	



Annex IVa: Synthesis of the outputs of the questionnaires - 1 Capacity Building

2	Systematic and continuous capacity building	Creation of literacy areas in copyright and support for the reform and updating of national copyright laws	Acknowledgement, recognition of intellectual property.	Online meetings or webinars on strategies and capacity building for local peer networks for the different education sectors
		Licensing of technology infrastructure for OERs Identify a team to develop a framework for peer networks and Communities of Practice (CoPs) for capacity building Digital literacy	?  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.	
		Work closely with educational publishers in each region to identify gaps and best way of addressing them.	Increase in generic, specific and locally based OER content	
3	Existing OERs	Scale and amplify work by existing OERs. Support and empower existing organisations, networks, educational publishers, Wikimedia, etc.	Establishment of OER e-portals and repositories	Web communications and online resources.  Holding Webinars and network events (provide online courses packages on platforms for the latest trends on creating OER materials)
		Periodic update of OER-related activities and capacity building should be provided across regions	Relevant and updated OER content for different regions	
		Identify existing practitioners, champions, and open education organizations already serving open education in specific regions and support them in becoming a go-to source for governments seeking advice and support in those regions.	Establishment of OER institutions serving different regions	

Annex IVa: Synthesis of the outputs of the questionnaires - 1 Capacity Building

		Formation of partnerships to integrate capacity building support into more comprehensive solutions.	Integration of capacity building support into more comprehensive solutions.	
		Empower, promote, and fund current open education organizations in forming collaborations.	Co-creation of practical solutions based on existing best practices and evidence-based research.	
		Aggregate and consolidate current open education organization knowledge, services, and communications into end-to-end open education solutions that enable governments to have a coherent entry point for sourcing support.	Dissemination of resulting expertise and knowledge.	
4	Local/regional involvement	Advocacy committee for OERs at local and regional level	Adoption of OERs at all levels of education systems	Annual regional/ inter-regional events/ meetings online summit, webinars on OER  Meetings for the coordination, monitoring and evaluation of the actions for the development of targeted capacities.  Launch regional events (its main objectives would be implementing OER in education)
		Collaboration: culture of sharing of resources and good practice.	Sharing of good practice in the creation of content for instance.  Coordinated co-creation, curation, and maintenance of OER	
		A regional/ international organization can have a registry of all OER repositories (a landing platform of the links to OER repositories).	Registry wherein organizations/universities will register their OER repository for it to be counted."	

Annex IVa: Synthesis of the outputs of the questionnaires - 1 Capacity Building

		<p>Connection of the regional associations to a broader international community and dissemination of relevant resources and facilitates contact between stakeholders of mutual interest.</p>	<p>Aggregation of repository systems with common quality standards and evidence-based adoption strategies.</p>	<p>Regional Policy Forum for Min of Education to include training of stakeholders from tertiary to the classroom</p>
		<p>Encouraging cross institutional and transnational research on OERs and open education. This could be between different consortia or it could be organized by international organizations.</p>	<p>Availability of educational resources that are specific and appropriate for each country and be national curriculum specific.</p>	
		<p>Collaboration should be in terms of localising general resources to specific local requirement</p>	<p>Materials created locally – so they are part of the cultural identity.</p>	

## Area of Action 2: Developing Supportive Policy for OER

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**Guiding Question: What actions (e.g. events, products, other) would you suggest to develop supportive policy for OER?**

### **2.0: Regional and Inter-regional collaboration mechanisms**

#### **2.1: Description**

This covers mechanisms or processes that aids in the regional and inter-regional development of supportive policy for OERs.

##### **2.1.1: The Mechanisms are:**

- High level dialogue (Ministers, Directors) on the benefits of supporting OER policy should be encouraged across regions
- Awareness on UNESCO-OER Recommendations should be sustained across regions
- Periodic interactive regional and inter-regional forum on education should endeavour highlight the role of OERs to the attainment of the SDGs
- OER policies should be aligned with the prevailing educational, copyright, publishing, IP policies.
- Regional and inter-regional government should develop and regulate frameworks that encourage embedding open-licensing in public-funded educational materials
- Advisory support in the development of open policies should be established.
- Sharing of experiences and documents on OER at regional and inter-regional levels should be sustained.
- A portal to share documents should be initiated across regions should be maintained
- Collaboration with commercial publishers in OER is needed
- Allignment of OER policy with open data is needed
- Review and revision of existing policies and recommendations to remove barriers to OER

## Annex IVb: Synthesis of the outputs of the questionnaires - 2. Policy

- Educational institutions across regions should enable policies that encourages recognition for OER creators and users
- Encourage collaborative platforms to enable regions identify gaps, offer or share alternative solutions to embracing OERs.
- Regions should encourage and support institutions to develop legal frameworks to stimulate OER activities
- Guidelines detailing quality assurance measures should be part of OER creation and update regionally and nationally.
- Research networks in OER and open education should be encouraged across and within regions with corresponding policy guidelines
- Continuous support and capacity building among the UNESCO member states to develop OER policies to address the existing issues in their education system should be encouraged.
- Regional and inter-regional collaboration mechanisms towards inclusion of OER transforming education, adjusting or reforming curricula and all form of learning so as to exploit OER potential and opportunities should be encouraged.
- Encourage and support institutions to develop or update legal or policy frameworks to stimulate the creation, access, re-use, re-purpose, adaptation and redistribution of quality OER by educators and learners in a manner consistent with national copyright legislation and international obligations
- Develop and integrate a quality assurance mechanism for OER into the existing quality assurance strategies for teaching and learning materials
- Encourage research in OER
- Annual meeting with donors and potential donors should be encouraged

### **2.1.2: Target Stakeholders**

- Regional organizations
- Sub-regional organizations
- International NGOs
- Governments
- Policy makers
- Educational Institutions
- Civil society counterparts.
- OER advocates
- Teachers

- Learners

### **2.1.3: Link for further contact**

<https://oerworldmap.org/>

<https://www.opengovpartnership.org>

### **2.1.4: Frequency/timeline**

Annually

Quarterly

Monthly (via various communication strategies)

## **2.2: Peer networks/communities of practice**

**2.2.1: Description:** This section outlines processes that sustains peer network/community of practice as it relates development of supportive policy for OER

### **The Mechanisms:**

- OER policy should provide guidelines indicating how to utilize OER for teaching and learning; steps in OER material development and usage; quality assurance; Infrastructure and connectivity; Implementation strategies among communities of practice
- Regional and sub-regional organizations should be enabled to organize capacity-building for OER for communities of practice
- UNESCO OER commons Hub is a good platform for sharing expertise, member countries who have developed their OER policy can play a big role in helping those that have not developed. Therefore, using the UNESCO OER commons Hub platform would make much sense to bringing all parties within one platform to discuss issues that affect the development of OERs
- Promote teacher professional development using OER
- Establish and sustain create network of experts/networks in OER.
- Recognize OER creation as a professional or academic merit

## Annex IVb: Synthesis of the outputs of the questionnaires - 2. Policy

- Develop local nodes of peers across subject specialties

### 2.2.2: Target stakeholders:

- Government
- International and local NGOs
- Policy makers
- Academics
- Students/Peers
- Activists.
- Donors

### 2.2.3: Link for Further Information

- CC Open Education Platform is open and anyone may join: <https://github.com/creativecommons/network-platforms/blob/master/Open-Education.md>  
OER World Map: <https://oerworldmap.org>
- Creative Commons Global Network: <https://network.creativecommons.org>
- Open Education Global annual conference <https://conference.oeglobal.org/2020/>
- Open Education Policy Forum <https://oerpolicy.eu/oe-policy-forum/>
- Open Education Global a global members based network supporting open education and policy making across all sectors (primary/secondary, higher and, lifelong learning) and levels (institutional and governmental) <https://www.oeglobal.org/>  
Community College Consortium for Open Educational Resources - OE Global regional node / community of practice for US community colleges <https://www.cccoer.org/>
- Open Education Week <https://www.openeducationweek.org/>
- Open Government Partnership: <https://www.opengovpartnership.org/>
- OER World Map/OER Policy Registry: <https://oerworldmap.org/oerpolicies>
- International Council for Open and Distance Education (ICDE): <https://www.icde.org/>

- <https://www.icde.org/knowledge-hub/icde-oer-advocacy-committee> and <https://www.icde.org/knowledge-hub/icde-chairs-in-oer>

#### **2.2.4: Frequency/timeline:**

- Yearly
- Twice yearly
- With regular update

### **2.3 Funding mechanisms**

**2.3.1: Description:** Funding mechanisms are integrated into National Plans and are developed through an extensive consultation process. It is important to share experiences and documents.

#### **Mechanisms**

Drafting and sustenance of OER policies should be funded by:

- Regional and sub-regional organizations
- Governments
- Educational Institutions: Allocation of research funding on OERs by Universities and development-oriented organizations
- Foundations
- Development agencies
- IGOs
- HIVOS is a foundation that funds open society-related projects. They have funded efforts such as the Open Government Partnership. Target stakeholders: South America

#### **2.3.2: Stakeholders**

- Governments
- Educational Institutions
- Foundations
- Development agencies



- IGOs

### **2.3.3: Frequency/timeline: Unknown**

To be determined by regions/Organizations/Institutions

### **2.3.4: Contact/website:**

<https://www.hivos.org>

## **2.4: Leveraging International Frameworks in Support of OER Policies**

**2.4.1: Description of Mechanism:** This section presents international frameworks that could support development and sustainability in OER policies

### **Mechanisms**

- Sustain activities of the Open Government Partnership. This partnership offers a multilateral framework which supports policy efforts for open governance and engagement with civil society. OER policy falls within their work to strengthen open access to information, data and transparency in education
- Make available international policy frameworks for OER for adaptation among regions, countries and institutions
- Establish of five networks for "OER Policies" in the five continents on invitation by UNESCO headquarters in collaboration with UNESCO and ICDE Chairs in OER

### **2.4.2: Target stakeholders**

- All global stakeholders interested in OER
- Educational institutions
- Government.
- INGOs

## Annex IVb: Synthesis of the outputs of the questionnaires - 2. Policy

- Civil society counterparts
- Funding bodies

### **2.4.3: Timeline/Frequency**

Once or twice yearly with regular updates

### **2.4.4: Links**

Open Government Partnership <https://www.opengovpartnership.org>.

- Paris OER Declaration <https://en.unesco.org/oer/paris-declaration>

- Ljubljana OER Action Plan [https://en.unesco.org/sites/default/files/ljubljana\\_oer\\_action\\_plan\\_2017.pdf](https://en.unesco.org/sites/default/files/ljubljana_oer_action_plan_2017.pdf)

- Ministerial Statement 2nd World OER Congress, Ljubljana, Slovenia

[https://en.unesco.org/sites/default/files/oer\\_congress\\_2017\\_ministerial\\_statement.pdf](https://en.unesco.org/sites/default/files/oer_congress_2017_ministerial_statement.pdf)

- UNESCO OER Recommendation <https://unesdoc.unesco.org/ark:/48223/pf0000370936>

- UN Sustainable Development Goals (SDGs): <https://sustainabledevelopment.un.org/?menu=1300>

Annex IVc: Synthesis of the outputs of the questionnaires – 3 Inclusive, Equitable and Quality OER

<b>Inclusive, Equitable and Quality OER</b>	
3 Inclusive – PWD, Vulnerable persons	Include use of assistive technologies in OER development Connecting communities of practice – instructional designers and OER experts Identify best practices in connecting with persons in remote communities Tag OER for local needs (have a ‘local lens’ ) Ensure gender equity in all activities Ensure diversity (geographical, urban/rural) Ensure that OER is accessibly available (for use, and re-use/adaptation?) on mobile phones? Show success stories of innovation on how OER can be used for, by and with persons within difficult or ‘informal’ out of school contexts migration, refugee, etc.). Better shared definitions and dissemination of what inclusion means in OER Building Networks Activities (hackathons, book dashes a way to create or localize OER) – create a platform that calls for translations and people can offer to help Bring in the whole ‘creative value chain’ (publishers comment)
Languages	Translation, personalization - Leveraging AI for translation Policies simplified to encourage adaption, curation, sharing translation Use of open formats and standards to promote ease in translation/adaptation Ensuring the creation of OER in a variety of languages and developed in all UNESCO world regions
Quality	QA criteria and descriptive/tag development Guidelines concerning QA criteria development for OER and QA/ Recognition Bodies

Modalities

National and regional networks
Choice-based accessibility to resources
Develop internet and ICT infrastructure using UDL
Showcase, monitor and map impact of use of accessible OER. Making the case of viable practice
Create a multilingual and accessible federated OER discovery system (repository interoperability and metadata standards)
Encourage co-creation of materials and workshops on how to conduct co-creation and participatory models
Technical standards and best design practices dissemination mobile phone/App use friendly
Organise and hackathons locally with diverse participants
Recommend or define schemes for OER citation practices
Pilot open-collaboration with 2-3 governments (designed for enlargement)
Long term patterns of spending by govts best way to ensure access
MOOC and webinars on for multilingual and accessible OER development
Ensure knowledge producers are paid, valorise creation of resources
Engage students and young academics to use and remix of OER
Event, side event or working group to discuss inclusion from multiple perspectives/ countries on OER

Possible Indicators

- Quality resources created by local stakeholders
- Number of indexed resources that follow criteria of inclusion
- Inclusion in the access and development of OERs
- Ability of stakeholders to adapt OERs to their contexts
- Availability or access of software to translate OERs to indigenous languages
- Increase in indigenous content

## Annex IVc: Synthesis of the outputs of the questionnaires – 3 Inclusive, Equitable and Quality OER

- ▣ Measures should be implemented accordingly for any translated versions of the courses including investigations on the need for contextual and/or linguistic adaptation of the courses.

## Annex IVd: Synthesis of the outputs of the questionnaires – 4. Sustainability

### Nurturing the Creation of Sustainability Models for OER

UNESCO's OER Recommendation for the Creation of Sustainability Models for OER include the following four areas:

- 1) Reviewing and updating current provisions and procurement policies
- 2) Catalyzing new modes for funding and resource sharing
- 3) Building capacity and support across silos
- 4) Supporting continuous improvement

A set of actions, indicators of success, and communication activities are outlined here based on an analysis of UNESCO's OER Recommendation, as well as an analysis of responses from the Dynamic Coalition.

#### 1) Reviewing and updating current provisions and procurement policies

Key questions to be addressed include the following:

- What exists in terms of current policies and regulations that support the procurement and use OER; and what's in the way?
- How can policies be simplified, to encourage adaptation, curation, sharing translation?
- How can we plan to do more than develop content, and think about developing and supporting people?
- What actions can be taken to enable all OER stakeholders to participate in the process?
- How do policies support consistent and thoughtful use of open licenses?

Areas of Action

- Develop and share common frameworks across regions in OER development and utilization
- Advocacy efforts for policymakers to make publicly funded educational materials openly licensed
- Identify partner organizations that can help facilitate discussions and publish compelling case studies to inform policymakers
- Encourage learners, teachers, and researchers to learn about OER and participate in developing policies

Indicators of Progress

- Publication of frameworks
- Evidence of government policies that support long-term investment in OER
- Evidence of sharing and reuse of frameworks
- Evidence of sharing and reuse of OER
- Adaptation of both frameworks and OERs to local contexts for relevance?
- Measured impact on teaching and learning practices
- Number of OER-based courses adopted, by country, or region (language)
- Number of participants, across multiple diverse stakeholder groups

Communication Activities

- Local meetings (within country) to bring together different stakeholder groups

## Annex IVd: Synthesis of the outputs of the questionnaires – 4. Sustainability

- Regional meetings (webinar, in-person) to discuss frameworks and strategies to inform shifting policy
- Regional Policy Forum for Ministries of Education

### 2) Catalyzing new modes for funding and resource sharing

Key questions to be addressed include the following:

- How can existing resources be reallocated to support OER development and implementation?
- What are new funding sources and models that can be explored? For example, reciprocity and the co-creation of resources or sharing the burden of creation, production, translation.
- How can we not get stuck in traditional thinking about sustainability?
- What can each of us bring to the table based on our own country's or region's resources in terms of people, expertise, programmes, technology--keeping in mind that we do not want to shift costs to educators and students?

#### Areas of Action

- Encourage funding and collaboration in OER between and within regions
- Emphasize the importance of multi-stakeholder activity to unlock additional sources of funding
- Provide targeted support for individual countries to develop sustainability plans
- Revise and reallocate existing budgets to support OER
- Leverage tax-payers money by ensuring that all educational materials produced with public funds should be openly-licensed
- Examine small scale start-up funding models, and other new business models
  - Create new models that optimize open educational resources and practices as a public good
  - Incentivize community-based models of content creation and sharing
  - Consider partnerships with publishers to support the curation, creation, and dissemination of OER

#### Indicators of Progress

- Reporting on current costs of educational materials
- Measure diversity in funding sources for OER
- Interrogate and publicly report on the cost of materials for each level of education
- Number of countries that have produced action plans for sustainability
- Enactment and coordination of multi-pronged strategies and funding models in a country or region
- New partnerships among industry, government, publishers, educators to support OER development

#### Communication Activities

- Share case studies (e.g., country action plans, examples of effective partnerships, analyses of costs of educational materials) via reports and webinars
- Create opportunities for cross regional discussions on funding and collaboration
- Create open dialogue on the issue of education should be funded as a market good or public good

### 3) Building capacity and support across silos

Key questions to be addressed include the following:

- Content standards might be different across countries, but are learning goals similar? If so, how can OER be shared and repurposed?
- Are there opportunities for OER stakeholders to collaborate with developers of “regulatory frameworks”?
- How can OER be a solution for other priority areas that affect and inform teaching and learning - human rights, inclusion, and gender?

Areas of Action

- Create targeted capacity building for new entrants in OER, including those in developing countries
- Encourage learners, teachers and researchers to learn about OER
- Encourage OER translations across regions
- Create strong and well-facilitated regional hubs and platforms to share OER, knowledge, tools, and approaches
- Create regional OER organizations for capacity building, membership drive and other OER-related activities
- Develop regional projects (e.g., shared curricula)
- Link projects to specific community needs
- Develop local leadership, peer networks, and grassroots engagement in regions to sustain the richness and diversity of local knowledge
- Encourage research with communities of practice to inform the development and implementation of OER
- Establish collaborations among government, institutions, teachers/faculty, researchers
- Create sabbatical and visiting scholarship exchanges between and within regions for training and research

Indicators of Progress

- Increased membership in local, regional, and international networks
- Number of regional meetings and events
- Measure of commitment of local leaders to participate and facilitate gathering
- Measure increased use of OER by all education stakeholders.

Communication Activities

- Periodic update of OER-related activities and capacity building provided across regions

### 4) Supporting continuous improvement

Key questions to be addressed include the following:

- How do we continuously improve OER and related approaches to meet teachers’ and students’ needs?
- How can research budgets be optimized to share findings and effective practices?

Areas of Action

## Annex IVd: Synthesis of the outputs of the questionnaires – 4. Sustainability

- Identify, share, and apply common surveys and tools for evaluating OER implementation
- Encourage translations of OER across regions
- Create a review and improvement model.
- Use research to help define the value of OER
- Explore funding for research by international and national organizations and universities
- Develop and adopt feedback mechanisms for OER utilization and creation
- Encourage active participation of multiple diverse stakeholders
- Share curation of measures, such as survey instruments

### Indicators of Progress

- Ongoing data collection and sharing of findings
- Self-improvement processes in place, where countries/sectors/institutions can use indicators to review their own progress and improve on specific areas identified through the tool
- Participatory grass-root engagement

### Communication Activities

- Online meetings and webinars with country representatives about how to find and use common measures
- Develop explicit feedback mechanisms
- Model open practice by ensuring all communications are at least available via open source tools
- Virtual events in accessible time zones
- Use UNESCO organizational structures to engage in conversations
- Catalyze new models for funding and resource sharing
- Local meetings (within country) to bring together different stakeholders
- Regional meetings (webinar, in-person) to discuss frameworks and strategies to inform shifting policy



# UNESCO OER Recommendation Dynamic Coalition Communications Strategy

## Objectives

The objectives of the Communications Strategy for the OER Recommendation Dynamic Coalition are to:

- Create awareness of the OER Recommendation.
- Raise public awareness of the relevance and potential benefits of OER adoption.
- Ensure all stakeholders have a full understanding of the relevance of Recommendation.
- Encourage implementation of the OER Recommendation.
- Collect and disseminate progress, good practices, innovations related to OER use and policy supporting OER.
- Facilitate community engagement with the OER Recommendation and policy development.
- Encourage sustainable business models and launch funding strategies to support OER use.

To ensure that relevant connections are made with other fields, the Communications Strategy for the Dynamic Coalition will focus on ensuring better engagement with other fields of 'open' (for example, software, science, data, government), locating OER within these discussions and illustrating linkages.

## Target Audiences

The Communications Strategy will target:

- Policymakers in governments and leaders/decision-makers in educational institutions.
- Officers, researchers, and specialists of development agencies implementing OER.
- Publishers and content developers.
- Educators at all levels.
- Learners.

## Key Themes in Communication

The Communications Strategy will provide ongoing communication around the following key themes:

- What the benefits of OER adoption are for governments, educational institutions, educators, and learners and how this can contribute to solving real-world educational and social challenges.
- Sharing best practices from around the world in implementing the OER Recommendation.
- Explaining and demystifying open licensing, its relationship to copyright, and how open licences can be used to support OER creation and use.
- Discussing the role of policy in supporting OER adoption.
- Sharing information on strategies to incorporate commitments to the OER Recommendation into government policies.

The above will be done by, amongst others:

- Providing templates, adaptable resources, and video tutorials on OER creation and use.
- Sharing lessons learned, success stories, and best practices.
- Creating easily digestible strategies for, and examples of, policy development and implementation, including sample policy frameworks and toolkits.
- Providing links to opportunities to build capacity and acquire new skills related to OER and policy development.

- Creating educational exposure by documenting effective methodologies for learning and teaching using OER.
- Building networks of stakeholders and encourage interaction between stakeholders, while also providing regular targeted communication with stakeholder groups through social media and email.
- Cultivating a thought leadership space around the OER Recommendation.

To coordinate all of these activities and resources, the Dynamic Coalition will also establish a global portal for aggregation and dissemination of promotional collateral, templates and toolkits, news, research findings, policy adoption, case studies, links to professional development, regional reports on the OER Recommendation, links to peer and stakeholder networks. To prevent duplication, this portal will integrate with and aggregate content from multiple existing platforms already operational throughout the OER Community.

The Communications Strategy will use diverse media forms and interactive content, including:

- Social media campaigns, providing continuous knowledge sharing on OER use and policy development.
- Holding launch events for key stakeholders, such as government, at both global and regional levels.
- Poster campaigns for use by governments and educational institutions.
- Videos highlighting OER use by champions in a national setting.
- Webinars and other online network events.
- Blogs, thought leadership pieces, and newsletters.
- Case studies on effective use of OER and supportive policy.
- Peer networks for sharing experiences and good practices, harnessing, amongst others, the National Commissions for UNESCO to establish networks within countries.
- Annual reports on progress in implementation of the OER Recommendation, which showcase key success, highlight ongoing challenges, and outline future plans.

To model good practice, the Communications Strategy will ensure that all content created and shared is openly licensed so that it can be freely adapted and used in multiple contexts. The Strategy will also be implemented in collaboration with key partners to prevent duplication, ensure effective reuse and amplification of existing investments, and extend reach of the Strategy.

## **Measuring Effectiveness**

The Communications Strategy will contribute to achieving the following long-term impact:

- Increased capacity of stakeholders for using OER and developing policy to support OER.
- Policies supporting OER will be created and implemented.
- Inclusive and equitable quality OER will be created and used.
- Sustainable OER models are developed in a variety of contexts.

Effectiveness of the Communications Strategy will be measured by defining, tracking, measuring, and share specific results and success indicators of the Communications Strategy. This process might incorporate:

- Evaluating social media engagement and reach.
- Surveys and interviews to establish capacity and knowledge of stakeholders.
- Research and network engagement to evaluate policy creation and implementation.
- Commissioned evaluations of the impact of policy implementation.
- Qualitative and quantitative studies into effects of OER use on teaching and learning.
- Research on OER models and funding strategies across multiple contexts

- Investigation of influence of the Communications Strategy beyond the OER community  
Based on the results of the above activities, ongoing adjustments and improvements will be made to the Communications Strategy to maximize reach and impact.

## **Indicators**

### ***Major themes, areas of exploration***

For indicators of capacity building participants noted the need for indicators along the entire value chain – from courses developed and people trained, to OER accessed and used, to indicators on the impact of OER on learners. Indicators also ranged from individual to institutional to national level (systemic).

The inputs on indicators also included suggestions of mechanisms for collecting evidence/data, and included suggestions such as self evaluation, network analysis, research/impact studies, and rating systems for resource quality.

While most inputs put forward indicators related to quantitative numbers (i.e. number of resources developed; number of meetings held etc.) it was also noted that qualitative indicators should be considered.

### ***Major modalities of action to realize activities in each area***

Suggested actions which emerge from the inputs include:

- Develop a Theory of Change (ToC) which clearly outlines the expected/intended activities, outputs and outcomes of actions in the four main areas. This will help to create a shared understanding of objectives, which will then inform the development of indicators.
- Collaborative development of indicators which consider the entire OER value chain from activities to outcomes and impact, as well as the multiple stakeholders, based on the ToC, that would benefit from the planned interventions.
- Identify the mechanisms for obtaining data that would speak to the developed indicators.

## 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

## 2. POLICY

### Actions

Identification, sharing of information on and support for:

- 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;
- Aligning OER related policies to open education, OA, prevailing IP policies;
- Regional and inter-regional frameworks that encourage embedding open licensing in public funded educational materials;
- Mechanisms and Tools to share information and best practices on policy issues inter- and intra-regionally;
- International multilateral frameworks which reinforce open access to information, data and transparency in education.

Encourage collaborative mechanisms to:

- Development and implement tools to support the revision of copyright and IP policies and laws;
- Collectively develop templates based on analysis of existing good practices, national institutional policies;
- 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;
- Develop and integrate policies that identify and address barriers for OER integration in education systems.

Research:

- Establish research networks to provide an evidence base to / for policy development in OER.

### Indicators

- N° of existing policies related to OER (stand alone, integrated, at governmental level, at institutional level)
- Impact of existing policies for supporting the use, re-use and sharing of OER
- Impact of existing and developed mechanisms for sharing policies

### 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 mutilingualism t o inform the development of OER by diverse communities for diverse communities of practice.

#### 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

4. Sustainability	
<p><b>Actions</b></p> <ol style="list-style-type: none"> <li>1. Reviewing and updating current provisions and procurement policies                             <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> </li> <li>2. Catalyzing new modes for funding and resource sharing                             <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 community based models of content creation and sharing; and considering partnerships with publishers to support the curation, creation and dissemination of OER.</li> </ul> </li> <li>3. Supporting continuous improvement                             <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> </li> </ol> <p>Research:</p> <ul style="list-style-type: none"> <li>- Use research to help define the value of OER.</li> </ul>	<p><b>Indicators</b></p> <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>



*The above actions and indicators represent the outcomes of the Dynamic Coalition online consultation. These points provide a starting point for reflection which can be further refined by the Working Groups as they implement activities.*



Annex Ib. Draft Roadmap Process (What, How, Who, When, Governance)

WHAT	HOW	WHO	GOVERNANCE
Working Groups on 4 areas of Action: 1. Capacity Building 2. Policy 3. Inclusive, Equitable, Quality OER 4. Sustainability <ul style="list-style-type: none"> <li>- Communication Strategy</li> <li>- Monitoring Indicators</li> </ul>	<ul style="list-style-type: none"> <li>- Online WGs</li> <li>- F2F Meetings (5 regional, 1 inter-regional linked to GC)</li> <li>- Links to International Frameworks</li> </ul>	<ul style="list-style-type: none"> <li>- Governments (with strong links to UNESCO National Commissions)</li> <li>- IGOs</li> <li>- Civil Society</li> <li>- Professional Bodies (including QA and Recognition bodies)</li> <li>- Institutions</li> <li>- UNESCO Category 2 Centres</li> <li>- OER Chairs (UNESCO, COL, ICDE)</li> <li>- Funding Bodies (including Foundations, Private Sector, Other)</li> </ul>	Advisory Group:  UNESCO <ul style="list-style-type: none"> <li>- 2 Leads /Working Group</li> <li>- Communication Lead</li> <li>- Monitoring Lead</li> <li>- Emerging Tech. Lead</li> </ul>
WHEN			
2020	2021	2022	
Dynamic Coalition Launch - March		Evaluation of Activities	
Advisory Group Establishment - May	Advisory Group Meeting - December	Advisory Group Meeting - November	
Launch and implementation of the 4 WGs - May - Dec	Implementation of WGs - Jan to Dec	Revision of Working Group Tasks based on monitoring and evaluation outputs	
Establishment of the Project Communication Strategy, including online platforms for communication May – Sept	3 Regional F2F Meetings - Jan – Sept 1 Inter-regional with a Gov. Focus (linked to the 41 <sup>st</sup> UNESCO General Conference ) - Oct- Nov	2 Regional FF Meeting - Sept -Dec	
International Frameworks : Identification of relevant events, meetings , coordination with Organizers - April – May  Integration of OER Recomm activities in International Framework meetings - May to Dec	Continuation	Preparation of the Report by all Member States on the Recommendation to the 42 <sup>nd</sup> UNESCO General Conference (report to the UNESCO Executive Board in 2022, and 42 <sup>nd</sup> General Conference in 2023)  Continuation based on evaluation of outputs	