

ANNEX II

WHAT KIND OF POLICY SUPPORT DO YOU NEED FROM UNESCO/COL?

1. Advocacy & awareness raising	<ul style="list-style-type: none">- Awareness raising and capacity building at all levels but more especially amongst teachers and researchers- Co-ordination of inputs from various sources. This could be done via a portal or the OER platform
2. Policy briefs & frameworks	<ul style="list-style-type: none">- Framework and guidance documents for OER policy and sustainability at national and regional level- Development of case studies especially aimed at leadership at all levels in the education system- Development of policy briefs that include concrete examples of good OER, links to resources, especially from the developing world, and standard setting.
3. Government involvement	<ul style="list-style-type: none">- Encourage governments to engage in OER by raising their awareness of the potential benefits and value proposition of OER so that OER can be included in national educational policies- Encourage government aid programmes for education to dedicate part of their budgets on OER activities- UNESCO with assistance from COL needs to develop a guide to OER specifically targeting governments. This guide should include quality and standard frameworks so that it is easier for the proponents to advance the OER objectives- Ministries responsible for higher education need to be made aware of OER and be involved in policy discussions- UNESCO should be ensuring that at top level inter-governmental forums they include OER issues and considerations on the agenda
4. Workshops & forums	<ul style="list-style-type: none">- International and national conventions/conferences/workshops targeting OER and open education should continue including more people involved in the grassroots development of OER
5. Liaison with civil society	<ul style="list-style-type: none">- Liaise with civil society to make OER more readily available in the formal and non-formal education sectors
6. Quality assurance	<ul style="list-style-type: none">- UNESCO needs to drive the OER quality agenda through the development of policy and policy guidelines

HOW CAN UNESCO/COL FACILITATE NETWORKING IN OER?

1. UNESCO as an organisation	<ul style="list-style-type: none">- UNESCO should facilitate cross-border collaborations- There is a need for the various sectors within UNESCO and the UNESCO regional/ field offices and agencies (e.g. IITE) to work more closely with one another so that OER activities can be co-ordinated
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	<ul style="list-style-type: none"> - UNESCO Chairs need to be appropriately represented on all continents and these chairs should meet at regular intervals
2. Capacity-building	<ul style="list-style-type: none"> - UNESCO can assist countries to identify and train people in higher education in various aspects of OER (e.g. identification, quality assurance, development, re-purposing, etc.) - Managers of search engines could become more involved
3. Networking opportunities and platforms	<ul style="list-style-type: none"> - Create international knowledge networks using technologies such as Twitter - Mechanisms for continuing online discussions to improve the knowledge flow between individuals and organisations - UNESCO should create regular dissemination activities and use these to exchange ideas and information. This could take the form of online newsletters. - Create a virtual content sharing platform so that discussions, content, files, etc. can be shared amongst community members.
4. Collaboration with organisations	<ul style="list-style-type: none"> - UNESCO needs to partner with existing organisations and associations in a policy dialogue to advance the importance of OER at all levels using existing networks. Examples include the African Union, ADEA, and other regional organisations and associations. - Networks need to be established between all role-players including public and private sectors, civil society organisations and NGOs
5. Conferences and workshops	<ul style="list-style-type: none"> - Organisation of workshops and forums to create and improve the momentum of OER and open education issues

HOW CAN YOU SEE OER MAKING AN IMPACT ON HIGHER EDUCATION?

1. Collaboration	<ul style="list-style-type: none"> - Student involvement in the development of resources as part of their learning process - Collaboration between institutions could lead to not only improved (quality and content-wise) teaching and learning resources and reduction in costs but also to sharing of human resources - OER produces a very positive impact on sharing of resources and can even the distribution of resources that are currently unevenly distributed. Reduction of need to produce their own resources - Top, world-class universities provide curricula and materials to developing nations. There was a suggestion of visiting professor programmes tied to OER, curriculum development and encouraging the development of OER programmes
2. Reputational enhancement	<ul style="list-style-type: none"> - Good OER could enhance the reputation of those institutions producing the OER
3. Access and cost	<ul style="list-style-type: none"> - Collaboration between institutions could lead to reduction in costs as the development costs will be shared - Costs of learning materials could be reduced if OER are used. This applies across all institutions of higher learning but more especially to those in developing countries where the cost of traditional learning materials is extremely high - Given the current economic climate with education budgets being cut in many countries the use of OER can assist in addressing issues around access to resources - An OER framework could unlock the current resources stored on the computers of university academics around the world and make them accessible with appropriate acknowledgement to the original author - Students from disadvantaged communities will be able to afford access to institutions of higher learning
4. Issues of quality	<ul style="list-style-type: none"> - OER has a role to improve quality in higher education through educational innovation - Even for public universities the availability of OER will impact their educational delivery and can improve their existing materials. This will lead to an improvement in quality of educational delivery even within face to face delivery - Quality control remains an issue and there is still a need for resources to be peer reviewed - The negative impact due to the proliferation of content and the possibility of resources that are lacking in quality and credibility could interfere with access to better quality resources - The use of OER could improve the quality of teaching
5. Changing role of higher education institutions	<ul style="list-style-type: none"> - Evidence has shown that students are starting to use resources other than attending lectures and that this phenomenon could lead to universities changing their role - Need for a shift in culture. OER can expose students to resources developed by others which will enhance their learning experience - Best practices in open universities can influence best practice in public universities. There is a strong belief that OER is not just

	<p>for open universities but can be used for any university</p> <ul style="list-style-type: none">- OER is about more than just content it is also about the practice of open education, including open educational practices
6. The publishing industry	<ul style="list-style-type: none">- Disaggregation of the value chain of learning leading to different thinking around issues, the need to involve the publishing industry and changes in the teaching and learning processes- Publishers will need to adapt their current practices in line with OER principles in order to survive

HOW CAN UNESCO MAKE A DIFFERENCE?

The groups considered that UNESCO

- is ideally placed to foster a brokering role on multiple levels (from institution through to regional and international) and also in subject-based communities and to promote OER in the international context. The focus should now also be changing to the re-use and identification of OER and not just on the development of OER.
- should be driving an international agenda by persuading governments (at political and decision-making levels) to change the quality of teaching and learning through the use of OER. The adoption of OER could lead to significant cost savings in the education budgets thereby freeing up funds for other projects.
- should not only continue raising awareness but should be partnering with “*information movements*” to convert policies into implementation plans.
- needs to ensure that it “*walks the talk*” by ensuring that its own publications are released as OER.
- has a central role to play in sharing experiences, creating thematical discussion points, providing guidelines and suggested models.
- could make case studies available, not as academic publications but rather as “*advocacy through stories*”, that can be shared through networks.
- has a crucial role to play by adding its voice to discussions around international and national copyright laws.