

IGF/UNESCO OER Dynamic Coalition

2024 Annual Meeting Report

21 November 2024

Mohammed Bin Rashid Al Maktoum Knowledge Award Office
Sheikh Zayed Road, Emarat Atrium Building, United Arab Emirates (U.A.E.)

INTRODUCTION

The UNESCO/IGF Open Educational Resources (OER) Advisory Board 2024 Annual meeting was held on 21 November 2024 in Dubai, United Arab Emirates (UAE). It was hosted by the Mohammed Bin Rashid Knowledge Foundation (MBRF) in its premises, following the 3rd UNESCO World OER Congress 'Digital Public Goods: Open Solutions and AI for Inclusive Access to Knowledge'.

The objectives of this meeting were to:

1. Debrief on the 3rd UNESCO World OER Congress focussed on its outcome document the 'Dubai Declaration on OER.'
2. Review progress on the OER Dynamic Coalition Roadmap 2024-2025 adopted at its 2023 Annual Meeting.
3. Identify priority activities for the OER Dynamic Coalition Roadmap for 2025.

The Advisory Board meeting brought together 12 members and 2 observers (Annex I. List of Participants). It was organized by the Universal Access to Information and Digital Inclusion Section of UNESCO's Communication and Information Sector (CI/UAI). The Meeting was opened by His Excellency, Jamal bin Huwareb, Chief Executive Officer of the Mohammed bin Rashid Al Maktoum Knowledge Foundation.

The purpose of the OER Dynamic Coalition Advisory Group is to provide advice on the key areas of activity of the UNESCO OER Dynamic Coalition, which was established in 2020 to support OER Stakeholders' collaboration and information sharing on the implementation of the 2019 Recommendation on OER.

The OER Dynamic Coalition, as of 31 December 2024, had 670 members (women 51.9%; men 47.4%; and 0.7% identifying as other). Members represent various institution types, with 37.9% from educational institutions, 24% from governments, 14.5 from civil society, 9.4 % from the private sector, 7.8 % from other organizations, 6.6 % from IGOs. Geographically, the OER Dynamic Coalition participants are: 18.5% from Africa, 19.8 % from Asia and the Pacific, 8% from the Arab States, 31.7 % from Europe and North America, and 16.5% from Latin America and the Caribbean.

The OER Dynamic Coalition Advisory Group supported the organization of the 3rd UNESCO World OER Congress by providing inputs to the draft agenda and reviewing the draft Outcome document in the initial stages of its development. Advisory Group members also supported the organization of breakout sessions focused on priority actions outlined in the 2024-2025 Roadmap and the international cooperation session. Additionally, they moderated the session entitled *Report Back from the Breakout Sessions on the Way Forward in Implementing the 2019 Recommendation on OER*.

DISCUSSION

- *Welcome and Introductory Remarks*

In his opening remarks, His Excellency Jamal bin Huwareb, CEO of the Mohammed bin Rashid Al Maktoum Knowledge Foundation, underscored the ongoing collaboration with UNESCO and emphasized its continued importance, particularly in delivering open educational resources to underserved communities. He noted that this partnership would remain a key focus in the coming years, reinforcing the commitment to advancing inclusive education in line with the SDGs. He also highlighted the significance of hosting the 3rd UNESCO World OER Congress in Dubai for the first time, marking a pivotal moment in global efforts to promote open education. This event showcased the UAE's forward-thinking approach to technological advancements and sustainable development, exemplified by other initiatives such as the Knowledge Summit. Mr Bin Huwareb emphasized that the collaborative efforts at the congress are crucial in laying the foundation for a knowledge-based, sustainable future.

- *Debriefing 3rd UNESCO World OER Congress*

The discussion was opened by Ms. Zeynep Varoglu, Senior Programme Specialist in the Communication and Information Sector at UNESCO, who provided an overview of key points from the 3rd UNESCO World OER Congress. Ms Varoglu highlighted the focus of breakout sessions on key areas of action identified in the 2024-2025 OER DC Roadmap, as well as the importance of AI and emerging technologies for implementing the 2019 Recommendation on OER. Ms. Varoglu also emphasized that the Congress aligned with the growing consensus that OER should be recognized as digital public goods, in line with the UN Global Digital Compact. The discussions also identified areas for further development, including OER repositories, capacity-building support, and the advancement of open policies at the national level.

Advisory Group members provided positive feedback on the deliberations at the Congress, noting that it offered a valuable opportunity to engage with OER stakeholders from around the world. They also appreciated the inclusion of plenary discussions by speakers working in broader fields related to technology and learning, which broadened the scope of the conversation.

- *OER DC 2024 – 2025 Roadmap Review*

A major focus in this discussion was on supporting underserved learning platforms by creating intergovernmental mechanisms to sustain investments. These mechanisms should not only provide resources but also connect stakeholders and share examples of good practices. Capacity building was emphasized, particularly in the management of OER repositories, to ensure that educators have access to high-quality content curation and tools for searching open licenses. Rather than creating new content from scratch, it was underscored that the focus should be on improving and curating existing teaching and learning materials. Teacher training institutions were identified as critical for pre-training educators, ensuring they are equipped to manage platforms and use OER effectively.

The 'OER for a Better World' (OER4BW) network, established in Slovenia, serves as an excellent community driven initiative. This instructor-led network bridges institutions, governments, and OER repositories by fostering collaboration and resource-sharing. To enhance this impact, the network should be supported to foster deeper collaboration and to explore integrations with Learning Management Systems (LMS) to streamline access and adoption of OER. Additionally, the discussion underscored the need for curation strategies that go beyond compiling resources. By systematically gathering and organizing best practices (e.g., case studies, pedagogical frameworks), the network could develop practical, educator-focused guides. These tools would empower teachers to navigate, adapt, and implement OER more effectively, reducing barriers to adoption and enhancing teaching practices. Training on licensing was highlighted as a critical component of the 3rd UNESCO World OER Congress, with a focus on educating educators about Creative Commons licenses. The discussion emphasized the importance of advocating for this sensitization to help educators understand how to legally produce and share OER. It was also noted that platforms for OER production should be identified, and efforts should be made to facilitate the sharing of OER from closed systems to more open environments.

The discussion further addressed the significance of open policies and legislation. It was suggested that countries with strong open government partnerships be identified as models to encourage the adoption of legal provisions for Creative Commons licensing. The goal is to improve national policy environments that support open licensing, open pedagogy, and open research, promoting the development of policies that foster an open ecosystem for OER, supported by sustainability guidelines and participatory design.

Data privacy was another critical issue discussed. With platforms collecting user data, it is essential to understand how this data impacts education and ensure that data collection practices are transparent, ethical, and beneficial for learners. The role of social media in advocating for OER was emphasized, particularly in response to learning loss during the Covid-19 Pandemic. It was noted that campaigns should be tailored to local contexts, and international cooperation between countries and institutions should be strengthened through shared language and knowledge exchange, potentially through twinning initiatives.

A long-term approach to research investments was recommended, focusing on projects that integrate new knowledge and showcase best practices in OER research. Quality assurance criteria for OER repositories should be developed to ensure credibility and trustworthiness. The establishment of OER prizes was also proposed to recognize innovative teachers and best practices in creating open learning materials, with incentives that do not impose compliance requirements.

Improved communication between governments and stakeholders was seen as vital for fostering collaboration in OER initiatives. The importance of stronger mentorship programs to support individuals and institutions, offering guidance on best practices and building capacity in OER implementation, was emphasized. Regular quarterly online meetings were suggested for updates on ongoing activities, while an annual in-person meeting would strengthen relationships and generate new strategies.

Lastly, the possibility of developing an OER observatory that could serve as a unified hub for gathering, analyzing, and presenting diverse data streams to empower decision-makers was discussed. If realized, it might employ state-of-the-art analytical tools to transform complex information into actionable insights, enabling stakeholders to anticipate emerging trends. Furthermore, by fostering collaboration and sharing best practices, the observatory could cultivate a resilient, inclusive ecosystem that drives continuous innovation and progress.

- *Suggested Actions per theme:*

OER Repositories

To improve OER repositories, several capacity-building actions should be prioritized. These include reviewing existing repositories, addressing training gaps, and sharing best practices in OER capacity building (CB) through policy seminars. Implementing capacity building based on Implementation Guidelines can help align repositories with global standards. Organizing librarian training workshops focused on curation and creating LibGuides, along with offering Creative Commons (CC) certification, would strengthen staff technical capacity. Targeted support should be provided for marginalized learning platforms, focusing on content curation, platform management, and integrating teacher training. Additionally, emphasizing Learning Tools Interoperability (LTI) integration into Learning Management Systems (LMS) and developing content curation guides would improve accessibility and usability. A dedicated OER resources portal could further enhance knowledge sharing.

Open Licensing

Advocacy events and capacity-building activities should prioritize raising awareness of open licensing and its importance. Linking to Creative Commons (CC) resources and webinars will equip practitioners with valuable tools. Licensing training is essential, along with advocacy for its significance. Identifying OER production platforms and enabling sharing from closed systems can bridge access gaps. Integrating these resources into the OER Dynamic Coalition (OER DC) portal will enhance visibility and expand access to knowledge.

Open Policies

To advance open policies, creating a policy brief on the open solutions ecosystem is essential. A webinar on best practices can share insights on policy development, highlighting leading institutions and governments in OER. Developing policy guidelines and templates will assist nations in implementing open policies. A working group with U/CC/WIPO representatives can refine open policy strategies. Additionally, analyzing national policy legislation and developing incentives for adopting open licensing will further support OER initiatives.

Privacy and Data Protection

To ensure privacy and data protection in OER, partnerships with libraries can facilitate information sharing and toolkit development. A FAQ section on the OER DC portal would offer valuable resources for those concerned about privacy. Building on the outcomes of the breakout session on privacy held at the 3rd UNESCO World OER Congress could foster further collaboration and solutions for data protection.

Contextualization (Languages)

To improve the visibility and accessibility of OER in multiple languages, adding a search category by language on relevant platforms would help users find resources in their preferred language. A social media campaign promoting OER sharing across languages would raise awareness and encourage contributions. Twinning initiatives between countries with shared languages could facilitate resource sharing and foster cross-border collaboration.

QA Criteria

To ensure OER quality, it is essential to share existing quality assurance (QA) criteria and engage with QA experts to refine these standards. Establishing a network of experts would promote continuous improvement and facilitate the exchange of best practices.

Offline & Low Bandwidth Contexts

Prioritizing the sharing of best practices and strategies for accessing OER in offline or low-bandwidth contexts is crucial. Connecting these efforts to the right to information and the Internet will ensure OER can be utilized in diverse environments, enhancing global access.

Research

A policy brief on investing in OER research is essential to emphasize the role of research in supporting OER initiatives. Linking research, policy, and action will strengthen OER development. Engaging with networks like UNITWIN and leveraging resources such as the Global OER Graduate Network and OER Research Database will provide valuable insights and promote academic collaboration.

Incentives to Support OER

To promote the effective integration of OER into Higher Education, a targeted study should evaluate best practices for implementing OER within specific courses or programmes of higher education institutions. The study's insights could be shared through focused webinars and detailed updates, providing educators with practical strategies for OER integration. Additionally, incorporating verified OER contributions into tenure and promotion criteria and establishing awards for exemplary OER implementation would further encourage and recognize innovation in teaching.

International Collaboration

Webinars on best practices and case studies can promote international collaboration. Establishing liaisons with governments, institutions, and civil society groups will strengthen global partnerships.

Technical Support to Member States

Continuous technical support for implementing the UNESCO 2019 Recommendation is essential. This will help Member States navigate the complexities of OER implementation and equip them with the tools to create and share OER effectively.

OER DC Members

Conducting mapping of OER DC members will identify collaboration opportunities and support networking efforts. Understanding members profiles and expertise will enable targeted interventions to strengthen the OER community.

OER DC AG

Expanding the OER DC Advisory Group's working methods could include virtual meetings, holding these meetings at IGF events, and holding an annual in-person meeting. A mailing list with the Advisory Group Members would enable ongoing communication, ensuring continuous engagement and collaboration.

OER DC Portal

Developing a comprehensive portal to map civil society initiatives and share best practices would create a centralized space for OER collaboration. The OER Dynamic Coalition (OER DC) portal already serves as a hub, connecting stakeholders, educators, policymakers, and practitioners within the global OER ecosystem. By facilitating the exchange of knowledge, best practices, and resources, it strengthens the community's impact on open education initiatives. Active engagement from the Advisory Group can enhance the portal by guiding the development of features, tools, and content that address the evolving needs of the OER landscape. This collaborative approach ensures the portal remains dynamic and responsive, driving progress in OER and promoting inclusive access to knowledge. Additionally, the portal could map government OER efforts, highlighting initiatives and resources across countries to foster cross-border collaboration.

- *Dubai Declaration on OER*

There is a need for further efforts to connect OER work to open access, open data initiatives, in line with digital public goods, as outlined in the Global Digital Compact, as well as ensuring a commitment to openness, particularly in alignment with SDG 4, which aims to provide equitable learning opportunities for all. The Digital Public Goods Alliance advocates for open access research and digital infrastructure, while OER is recognized as a key learning tool that requires further advocacy. AI presents risks of hijacking discussions, so it is essential to focus on the underlying motivations and "why" behind OER initiatives. Provenance tracking is essential to understand the origins of materials, digital infrastructure, and the distinction between commercial and non-commercial use. Governments and institutions must collaborate. There is a need for IGO and civil society partnerships to ensure collective action. Capacity building, particularly through AI and OER guidelines, should

be prioritized alongside raising awareness. Blockchain's potential role in traceability¹ within the OER movement would be an area for further exploration. Metadata for OER should be inclusive, incorporating diverse, multilingual descriptors for improved accessibility. International cooperation and the development of sustainable models for public education are key. Finally, efforts should focus on connecting OER repositories and improving interoperability with libraries and learning management systems.

The Dubai Declaration, adopted at the 3rd UNESCO World OER Congress, is a critical document for shaping the digital future of learning. It reaffirms UNESCO's commitment to the 2019 OER Recommendation, promotes the ethical use of emerging technologies for equitable access, and positions OER as essential Digital Public Goods (DPGs). The Dubai Declaration highlights multilingualism, cultural diversity, and resilience in learning systems, advocating for adaptable solutions to global challenges such as the COVID-19 pandemic. By aligning with UNESCO's vision and the Global Digital Compact, it fosters a collaborative, inclusive, and sustainable digital ecosystem for open education worldwide.

- *Roadmap 2025*

Further to the discussion of the Advisory Group the roadmap outlines priority activities linked to the five areas of the UNESCO Recommendation on OER for 2025 (Annex III. Roadmap).

CONCLUSION

The OER Dynamic Coalition Advisory Board meeting provided a valuable opportunity to review the 2024–2025 OER DC Roadmap in light of technological developments and the outcomes of the 3rd UNESCO World OER Congress. The 2025 Roadmap, developed through this process, consolidates global contributions, and defines a series of strategic, time-bound outcomes, enabling diverse stakeholders to jointly implement UNESCO's OER Recommendation. (Annex III: Roadmap)

ANNEXES

Annex I. OER Dynamic Coalition Participants

Annex II. OER Dynamic Coalition Agenda

Annex III. OER Dynamic Coalition Roadmap 2025

¹ UNESCO published a policy brief '[Beyond blockchain: policy brief on next generation web technologies and their impact on OER](#)' in November 2024

Annex I. List of Participants

Last Name	First name	Gender	Position	Name of Entity	Institution type	Country (of entity)	UNESCO Region
Advisory Group Members							
Agbu	Jane Frances	F	Advisor Higher Education	Commonwealth of Learning	IGO	Nigeria	AFR
Bandalaria	Melinda	F	Associate Professor	University of the Philippines Open University	Institution	Philippines	APA
Butcher	Neil	M	OER Strategist	OER Africa	Civil Society	South AFR	AFR
Cable	Green	M	Director of Open Knowledge	Creative Commons	Civil Society	United States	ENA
Hrastelj	Gaspar	M	General Secretary	Slovenian National Commission for UNESCO	Government	Slovenia	ENA
Jermol	Mitja	M	UNESCO Chair	Jožef Stefan Institute (JSI)/ International Research Centre On Artificial Intelligence (IRCAI)	Institution	Slovenia	ENA
Nyirigira	Vincent	M	Ag. Program Manager Single Project Implementation Unit	Rwanda Basic Education Board	Government	Rwanda	AFR
Osman	Gihan	F	Deputy Chief of Party for Curriculum Innovation and Integrated Pedagogy	The American University in Cairo	Institution	Egypt	ARB
Osuigwe	Nkem	F	Librarian	African Library and Information Associations and Institutions (AFLIA)	Civil Society	Ghana	AFR
Petrides	Lisa	F	CEO and Founder	Institute for the Study of Knowledge Management in Education (ISKME)	Civil Society	United States	ENA
Ramirez Montoya	Maria Soledad	F	OER Chair	Tecnologico de Monterrey	Institution	Mexico	LAC
Tumadottír	Anna	F	CEO	Creative Commons	Civil Society	United States	ENA
Observers							
DeBarger	Angela	F	Program Officer	William and Flora Hewlett Foundation	Private Foundation	United States	ENA
Meyerson	Linda	F	Program Associate	William and Flora Hewlett Foundation	Private Foundation	United States	ENA
Host							

Bin Huwaireb	Jamal	M	CEO	Mohammed Bin Rashid Knowledge Foundation (MBRF)	Government	United Arab Emirates	ARB
UNESCO Secretariat							
Boursinou	Eleni	F	Consultant CI/ UAI	UNESCO	IGO	Greece	ENA
Dabo	Aissatou	F	Consultant CI/ UAI	UNESCO	IGO	France	ENA
Helou	Nora	F	Consultant CI/ UAI	UNESCO	IGO	France	ENA
Varoglu	Zeynep	F	Senior Programme Specialist	UNESCO	IGO	France	ENA

Annex II. OER Dynamic Coalition Advisory Group Meeting Agenda

<p style="text-align: center;">IGF/UNESCO OER Dynamic Coalition 2024 Annual Meeting</p> <p style="text-align: center;">21 November 2024</p> <p style="text-align: center;">Mohammed Bin Rashid Al Maktoum Knowledge Award Office Sheikh Zayed Road, Emarat Atrium Building, United Arab Emirate (U.A.E.)</p>		
<i>Time</i>	<i>Topic</i>	<i>Speaker(s)</i>
9:30-9:45	1. Welcome and Introductory Remarks	His Excellency, Jamal bin Huwaireb, CEO, Mohammed Bin Rashid Knowledge Foundation (MBRF)
9:45-10:00	2. Introductions	All participants
10:00-10:30	3. Overview of meeting objectives and debriefing of the 3rd UNESCO World OER Congress	Ms Zeynep Varoglu, Senior Programme Specialist, UNESCO, Communication and Information Sector
10:30 – 11:00 Coffee Break		
11:00-12:30	4. Review of Roadmap Progress	Group Discussion
	5. Dubai Declaration on OER comments	Group discussion
12:30 – 13:30 Lunch Break		
13:30- 14:00	6. Upcoming activities	Group discussion
14:00-14:30	7. Next Steps & Closing	Ms Zeynep Varoglu, Senior Programme Specialist, UNESCO, Communication and Information Sector

Annex III. OER Dynamic Coalition Roadmap 2025

Area of.	Reporting 2023	Type of interview	Suggested Actions	AG Meeting Inputs
1. Capacity Building (CB)	OER repositories - training 56 % - repositories 88%	Capacity Building Policy Advice	<ul style="list-style-type: none"> a) Review of links to existing repositories (development of a report) b) Share outcomes on this topic from the related Breakout Session at the 3rd UNESCO World OER Congress c) Review of training issues (best practices, contacts, tools) d) Share resources on OER CB best practices, and organize Policy Seminars <ul style="list-style-type: none"> - CB based on the Implementation of OER Recommendation Guidelines - Librarians training workshops - learning about curation, , - CC Certificates for Educators and Librarians (CC BY licensed OER) 	<p>Platforms – support learning platforms with a focus on ensuring the inclusion of vulnerable groups. Support for inter-governmental mechanisms to sustain investments. Connect examples of good practices</p> <ul style="list-style-type: none"> - Capacity building on the development/ implementation of OER repositories both institutionally and at the governmental level - Identification and support for the use of partner tools for content curation, searching for open licenses, quality of t/l materials. - Not creating new content from scratch - Teacher Training Institutions – importance of pre-training - OER for a Better World (OER4BW): a network of teachers, look at links to instit/govs re: repositories, call to the greater community - Learning Tools Interoperability (LTI) integration) into Learning Management Systems (LMSs): Repositories that integrate into LMSs - Collecting best practices into user friendly guides for OER Repositories to be compiled in lists
	Open Licensing - (CB – 88%) (open policies 60%)	Advocacy Events Capacity Building	<ul style="list-style-type: none"> a) Links to CC licenses / CC License Chooser / CC FAQ b) Links to other OER networks with licensing information c) Incorporate in OER DC Portal - Links to capacity building materials in different languages on how to OER: find/use/share/ adapt OER d) Share outcomes on this topic from the related Breakout Session at the 3rd UNESCO World OER Congress 	<ul style="list-style-type: none"> - Training on open licensing for educational content - Development of advocacy on the importance of training - Identification of repositories for producing OERs - Facilitating sharing OER from closed systems to other - identification of training platform on production on OER
2. Policy	Open Policies (60%)	Policy support for linking Open Policies	<ul style="list-style-type: none"> a) Policy Brief: Map of the Open Solutions ecosystem and its added value b) Share outcomes on this topic from the related Breakout Session at the 3rd UNESCO World OER Congress c) Webinar: Best case practices in linking open policies d) Policy Best practices, identification of champion resource institutions e) Links of examples of policy for OER Template f) Research - Share the research on Open Policies (example from SPARC) g) Development of a Guide to Open Policy development h) Development of a working group with WIPO on Licensing issues 	<p>Open policies – open government partnership - links to national policy legislation, what are the ones that have a good ecosystem?</p> <ul style="list-style-type: none"> - Legal provision for the use of Creative Commons licenses in their national legislation - Basic steps – how many gov policy environments, provide for an open license, how many encourage (e.g. from weaker to stronger, e.g. procurement)/ allowing important (no legal support, no policy support) - Open policy – encourage open evaluation, improvement, open access, open pedagogy, open MOOCs, open workshops, and open research. - Incentives for use – best practices, choose in 5 areas - Innovation inclusive, infrastructure Hackathon innovation and OER - Guidelines - policy to see that they have an impact, capacity building, mentoring - Design principles – e.g. sustainability, participatory models of design

Annex III. OER Dynamic Coalition Roadmap 2025

	Privacy and Data Protection (59%)	Partnerships Capacity Building	<ul style="list-style-type: none"> a) Link to libraries for information sharing and studies on best practices in privacy and data protection b) Development of a toolkit for OER Data Protection Issues c) FAQ on this on the OER DC Portal d) Share outcomes on this topic from the related Breakout Session at the 3rd UNESCO World OER Congress 	- Privacy – platforms, data collection – what is it doing for Education?
3. MAQ	Contextualiz. (languages) (68%)	Partnerships Visibility	<ul style="list-style-type: none"> a) Make a category of search of OER by language, visual to show the diversity of languages used Metadata b) Social Media Campaign: Why we contextualize the OER campaign c) Twinning/ bonds of countries with a common language d) Promote sharing of OER across different languages (including Portuguese, least used languages) , including exploration of the use of language technologies e) Share outcomes on this topic from the related Breakout Session at the 3rd UNESCO World OER Congress 	<p>Why do we contextualize OER social media campaigns?</p> <p>-Importance of OER to respond to learning loss during pandemic,</p> <p>Strengthen bonds between countries (institutions) on language where cooperation could collaborate, twinning.</p>
	QA criteria (63%)	Partnerships Advocacy/ CB	<ul style="list-style-type: none"> a) Discussions with QA experts and HE QA /Rec bodies as relevant b) Set up a network of experts in this area c) Share outcomes on this topic from the related Breakout Session at the 3rd UNESCO World OER Congress 	One can also look at the OA OER tools, see https://goap.info/okp/moodle/
	Offline and low bandwidth contexts (63%)	Partnerships /Advocacy/ CB	<ul style="list-style-type: none"> a) Sharing of best practices b) Link to the right to access to information/ right to Internet work c) Share outcomes on this topic from the related Breakout Session at the 3rd UNESCO World OER Congress 	
	Research (63%)	Policy	<ul style="list-style-type: none"> a) Policy Brief: Show where investments in research in OER are made b) Show links between research and policy and/ or action c) Reach out to the UNITWIN network for involvement in research d) Other resources to link to <ul style="list-style-type: none"> - GO-GN Global OER Graduate Network - OER Research Database: American Association of Colleges and Universities - UNITWIN - Open Education Network - COL's ODL practitioners mentorship programme, researchers 	<p>Research – long term view</p> <p>Portal – projects that incorporate knowledge – show where investment in research on OER</p> <p>Highlight what is good research practice.</p> <ul style="list-style-type: none"> ● QA Criteria ● Policy Framework – repository creators or designers ● LINK TO Illustrate close content / close system to open content on the open system (Above)
4. Sustainable.	Incentives to support OER (50%)	Advocacy/ CB/ Policy	<ul style="list-style-type: none"> a) Best practices b) Study on effective tools – link to Guidelines on the implementation of the OER Recommendation Action Area 4: Nurturing the creation of sustainability models for OER and monitoring progress c) Webinar / Update highlight d) Link possible to programme: Tenure and Promotion - DOERS3 	- OER Prizes, innovative teachers, best prizes innovative learning materials,
	Feedback mechanisms (50%)	Advocacy/ CB/Policy	<ul style="list-style-type: none"> b) Same as above for incentives, make links between feedback mechanisms and Incentives. 	
5. Intl collab.	Specific clauses in Intl Agree. (28 %)	Advocacy	<ul style="list-style-type: none"> a) Webinar: Best practices, case studies, and discussions with international organizations on the topic 	

Annex III. OER Dynamic Coalition Roadmap 2025

<i>Liaison govts/ instit/civil society</i>	Partnerships	b) Liaison with govts/ institutions/ civil society - Sub-group of OER DC, building on those that responded to the OER 1 st Consultation	Stronger communication between governments
<i>Information Sharing</i>	Visibility and Communication	c) Development of information tools to share the outcomes of the 1 st Consultation on the OER Recommendation with stakeholders by UNESCO d) Continuation of the UNESCO OER DC Webinars	
<i>Technical Support to Member States</i>	Policy/ Capacity Support	e) Continued Technical Support to Member States on the general implementation of the UNESCO 2019 Recommendation based on the Implementation Guidelines developed in 2023	
<i>OER DC Members</i>		f) Data analysis of members, sharing of info for collaboration	
<i>OER DC AG</i>		g) Expand institutional working methods h) Virtual points - the possibility of a meeting at IGF 2025 (Norway)	Meeting quarterly online – update on ongoing activities Annual F2F meeting Mailing list
<i>Portal</i>		i) Map - civil society initiatives . The Network of Open Organizations (NOO) started on this internally in 2025 j) Make space to share best practices in the above areas Make space to collaborate between different aspects	
<i>OER DC U site</i>		k) Provide a graphic with inputs from the 1 st Consultation	