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3rd World OER Congress
Breakout Session: UNITWIN Network on Open Education
20 November 2024, Dubai

UNESCO on the ground: Schools, Universities and Centers

12,000+ Associated Schools

1000+ UNESCO Chairs
50 UNITWIN Networks

80 Category II Centers of Excellence

UNESCO Chairs and UNITWIN Networks

CONTRIBUTE TO

LABORATORY OF IDEAS

STANDARD SETTING

CLEARING HOUSE

INTERNATIONAL COOPERATION

CAPACITY DEVELOPMENT

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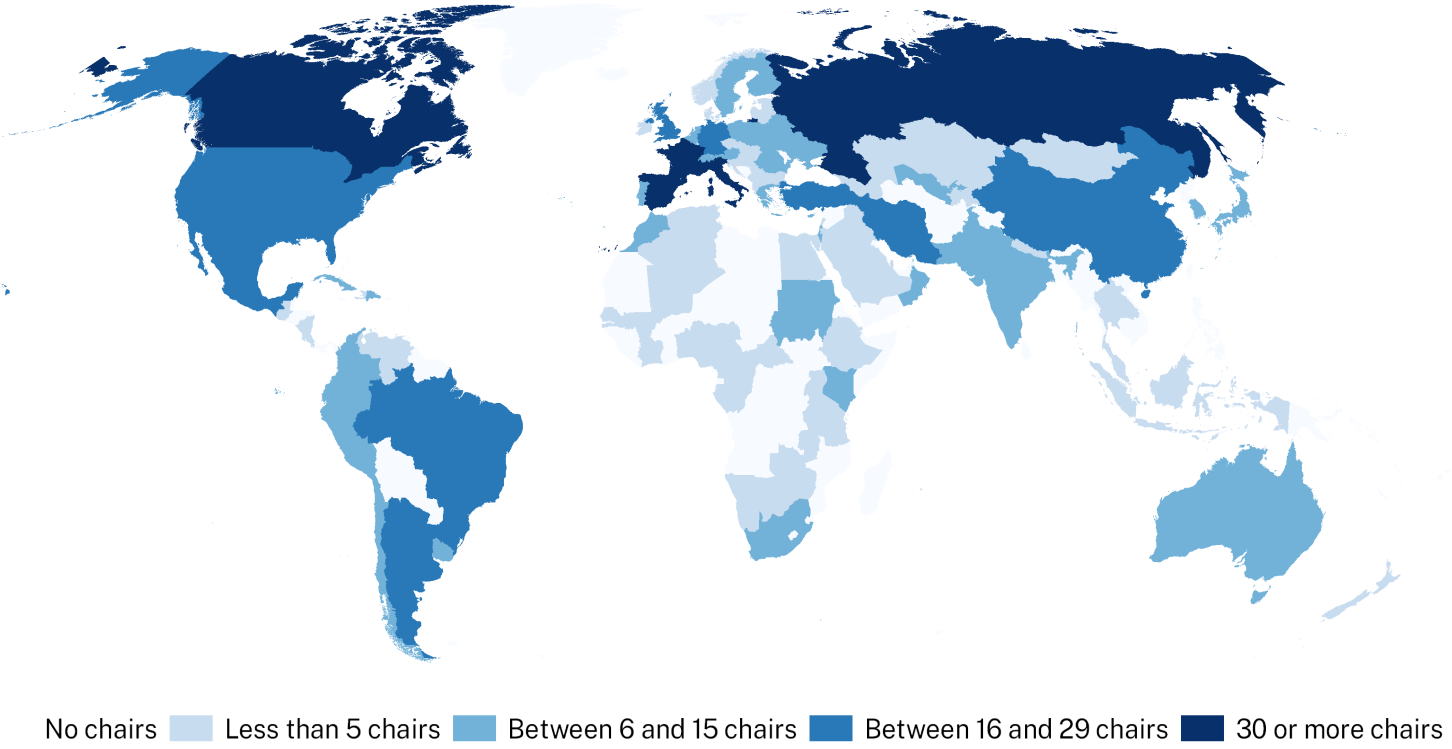


No chairs | Less than 5 chairs | Between 6 and 15 chairs | Between 16 and 29 chairs | 30 or more chairs

1000+

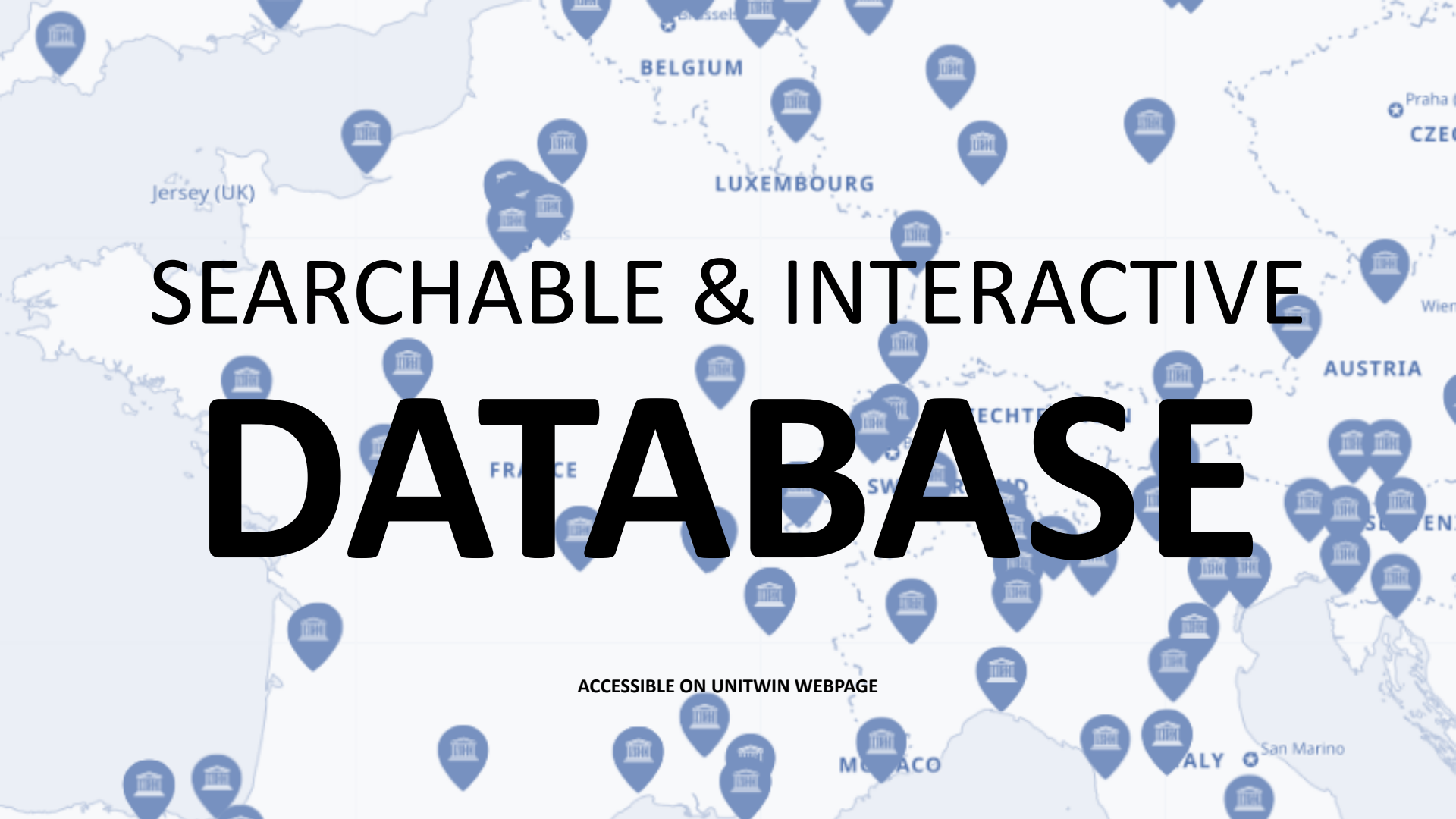
UNESCO CHAIRS

50

NETWORKS

125+

COUNTRIES



SEARCHABLE & INTERACTIVE

DATABASE

ACCESSIBLE ON UNITWIN WEBPAGE

AGENDA

- 1. **PRESENTATIONS**.

How your UNESCO Chair (or institution) is integrating the 2019 recommendation in its programme of work, including on OER and AI

- 2. **PROPOSAL FOR NEW UNESCO POLICY & DISCUSSION**

‘’Dissemination from Unesco Chairs and Unitwin Networks should be done systematically as Open Access when research articles, as Open Educational Resources when dissemination or educational material.’’

Image par Clker-Free-Vector-Images de Pixabay

The UNESCO UNITWIN network on Open Education

Maria Soledad Ramirez Montoya, Senior Researcher and UNESCO Chair Open Educational Movement for Latin America, Tecnologico de Monterrey (Mexico)

Fawzi Baroud, UNESCO Chair in OER for Access and Success at the University of Notre Dame (Lebanon)

Khalid Berrada, ICESCO Chairholder of Open Education at Mohammed V University (Morocco)

Mitja Jermil, UNESCO Chair on Open Technologies for Open Educational Resources and Open Learning at The Jožef Stefan Institute (Slovenia)

May Ahmed Shamandy, Director of The Regional Centre for Information and Communication Technology (Kingdom of Bahrain)

Moderator: **Maya Prince**, UNITWIN/UNESCO Chairs Programme Manager (UNESCO)

UNITWIN Network Open Education

- A global network of 16 partners worldwide
- Experts in open education
- UNOE is built around existing UNESCO Chairs in open education

Athabasca Univ. **Canada**

Nantes Univ. **France**

Univ. Bonn **Germany**

Tecnológico de Monterrey **México**

Univ. de Brasilia **Brazil**

Univ. de la República **Uruguay**

UNISA **South Africa**

Univ. of Cape Town **South Africa**

Te Pukenga **New-Zealand**

OER Foundation **New-Zealand**

Univ. Mohammed V Rabat **Morocco**

Univ. Internacional de La Rioja **Spain**

Jožef Stefan Institute **Slovenia**

IRCAI **Slovenia**

Notre Dame Louaize Univ. **Lebanon**

Univ. of Sousse **Tunisia**

UNOE main goals

- Strengthen international coordination to achieve SDG 4: Education for all
- Focus on: community building, research, education, software
- Foster knowledge sharing and skills development in the digital age
- Ensure inclusive, equitable, quality education

unitwin-network@univ-nantes.fr

Chaire Unesco RELIA

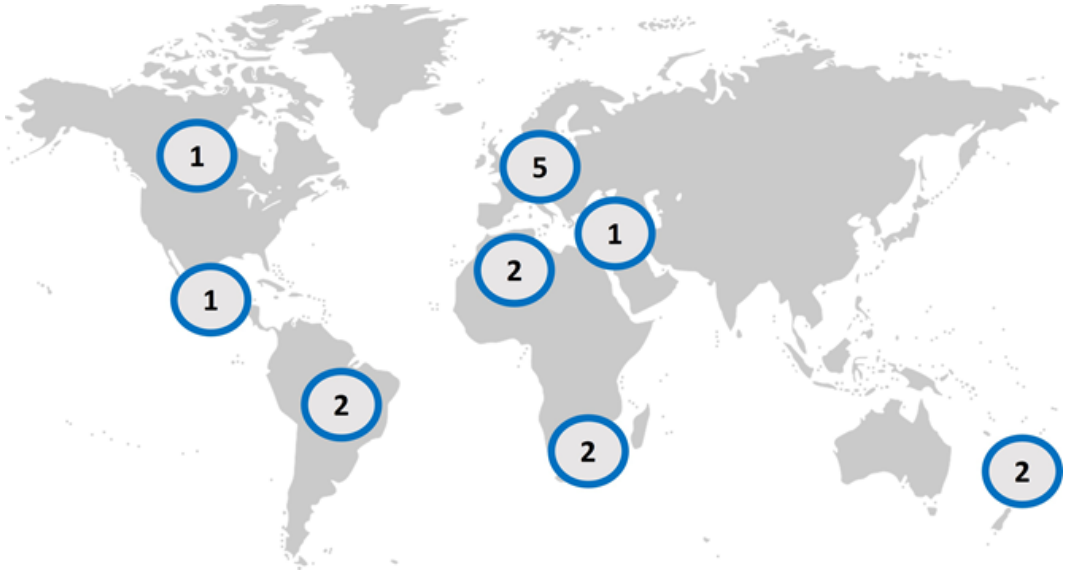
How can a Network do more than Chairs?

Already many activities by the chairs

Opportunity to see what actions work globally

Option to work on common objects. Eg. Global open textbooks

Capacity to work at a political level



Chaire Unesco RELIA

UNOE LAUNCH
June 2024

[GMT20240626-125223_Recording_1920x1080 VIDEO.mp4]

Chaire Unesco RELIA

Guest lecture

- **“Reimagining Universities for Sustainable Futures: Nurturing Open Education and Collective Responsibility** by François Taddei, President of the Learning Planet Institute (LPI) and holder of the UNESCO Chair in the Science of Learning

Panel | Discussion on the 4 themes of the UNOE network:

- **Community building**: Ms Mpine Makoe, Executive Dean of the College of Education and Professor at the University of South Africa (UNISA)
- **Research**: Ms Glenda Cox, UNESCO Chair in Open Education and Social Justice, The University of Cape Town, South Africa
- **Education**: Ms Lilia Cheniti, Associate Professor and researcher in computer science at the UNESCO Chair in Open Educational Resources at the University of Sousse, Tunisia
- **Software:** Tel Amiel, UNESCO Chair in Distance Education, University of Brasília, Brazil

Key ideas from the launch

Involve the youth

OER are part of the solution. Open Education is the solution

Take nothing for granted: new research is needed

We already have many great examples: tell the stories

The issues are global. The answers want to be global

Chaire Unesco RELIA

1. Open Global Textbooks

- How can we build new textbooks with different teams, different languages, different cultures?
- We use as example Textbook “AI for Teachers” currently being translated and localized to French, Arabic, Spanish, Chinese, Italian, Slovene, Gaelic, Polish, Telugu, Xhosa

Published on 18/1/2024
https://www.ai4t.eu/textbook

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2. Young working groups

In Uruguay, Brasil, Mexico, Tunisia, South Africa, Germany, France…
Addressing the question

"Now that we have AI, do we still need to learn?"

Groups of 18-25 yo discuss the question and compare answers over the 5 continents.

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3. Synchronising/joining various COPs working on OER

Piloting phase:

Global mentoring programme

Yearly projects to create OER

362 Developers / 145 Mentors/ 412 projects

51 Member Countries in Asia & Europe + 2 Organisational Members, the European Union and the ASEAN Secretariat

Peer to peer

2000 teachers, 35049 students, 430 projects

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In Mexico

Promoting conferences linking AI, digital literacy and global citizenship	Building dialogues to encourage responsible and ethical use of AI	Connecting networks to drive action for the future of AI-enabled education for sustainable development
https://ciieanteriores.mx/2024/en	https://observatory.tec.mx/edu-news/science-etthics-and-ai-a-decalogue-for-responsible-integration	https://www.research4challenges.world/en/future-eprojects-bootcamp

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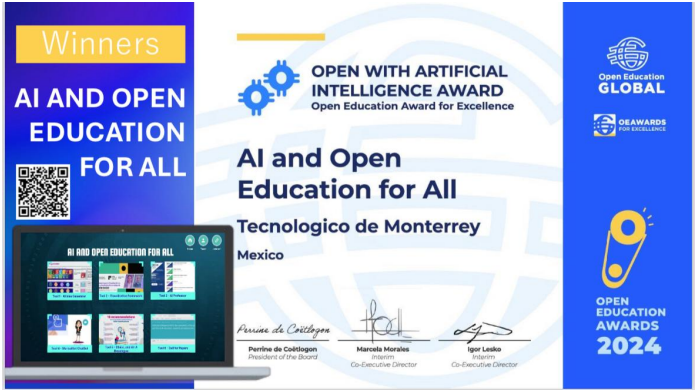
In Latin America



https://awards.oeglobal.org/awards/2024/open-ai/ai-and-open-education-for-all/

https://oerunesco.tec.mx/convocatoria25

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AI in education needs a critical outlook

AI in education mostly a private/big tech effort focused on efficiency and centered on user responsibility on engagement with AI tools (soft notions of ‘literacy’)

We need principles in content, software, practices to realign (open education)

Resurgence of interest in ‘open’ and public (e.g. *digital public goods*)

AI can be leveraged to (co-) curate, create, modify, adapt OER, but we need to do this with ‘open’ (practices, tools, content) in mind

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3rd UNESCO World OER Congress 2024

Digital public Goods: Open Solutions and AI for Inclusive Access to Knowledge

The case of Lebanon

Dr. FAWZI BAROUD

UNESCO Chair on OER for Access and success

20/11/2024

Context: Spread of Higher Educational Institutions

The Middle East and North Africa (MENA) region hosts a significant geographical spread of higher educational institutions (HEIs) characterized by an impressive array of **diversity,** these institutions differ by:

- **Sector** (public, non-public-non-profit, non-public-profit)
- **Affiliation** (to the MOHE, to other ministries)
- **Status** (universities, independent colleges, technical institutes, community colleges)
- **Type** (traditional, open, virtual universities)
- **Nationality** (national, regional, international institutions or branches of them)
- **Model** (American, French, German, etc.…)
- **Cultural reference** (Islamic , Christian, non-religious institutions)
- **Legality** (effective institutions and diploma-mills institutions)
- **Recognition** from respective authorities (licensed, accredited, assured institutions)

Challenges of OER in the MENA Region

- **Low Awareness:** Many institutional administrators and educators are unaware of the benefits and potential of open education practices in teaching and learning, leading to low adoption rates.
- **Lack of Arabic resources:** Shortage of high-quality open educational resources available in Arabic, limiting the accessibility of OER to Arabic-speaking learners. Most free and open resources are predominantly in English.
- **Copyright and Licensing Concerns:** In many Arab countries, there is still confusion or lack of knowledge about open licenses like Creative Commons. This hinders the ability of educators and institutions to legally share, remix, or adapt content for local contexts.
- **Scarce data on OER adoption:** Available data on OERs in HEIs in the region is distinctly scant and from which only a superficial picture of OERs in terms of users, content, adoption, and producers can be gleaned.
- **Culture of restricted access:** A culture of “protecting learning and teaching resources behind firewalls and passwords” dominates the landscape.
- **These challenges underscore the need for coordinated efforts across governments, and educational institutions, to promote open education in the Arab region, focusing on the five action areas of the UNESCO OER recommendation.**

The case of Lebanon

Best practices in the implementation of the UNESCO 2019 Recommendation on OER.

The Open Book Project Initiative in 2014

Collaborators: Department of State, Creative Commons and the Arab League Educational, Cultural and Scientific Organization (ALECSO).

Goals:

- Raise awareness of OER potential
- Support Arabic-language OER creation
- Translate existing OER into Arabic
- Train governments officials, educators, and students to put existing OER to use and develop their own

Action Area 1: Building the capacity of stakeholders

INPUT	OUTPUT	OUTCOMES
Systematic awareness and capacity building workshops @ NDU (2014 – Present) Professional development activities on OER & Open Licenses @ (Universities in Lebanon, Egypt, Sudan, Libya, Kuwait, Oman…) Professional development activities in K-12 (Lebanon)	➢ Knowledge about OER & Open Licenses ➢ Fostering a culture of openness and sharing ➢ NDU Libraries and Faculties involvement	➢ Integrating OERs in the curriculum (English, Physics, Math..) ➢ Established an online digital repository at NDU and CERD ➢ In some courses Instructors and Students become co-creators of knowledge ➢ Fostering Innovative pedagogy ➢ Research on the impact of OER ➢ Greater access & more trust in the quality of free & open educational resources

Action Area 2: Developing Supportive Policy

INPUT	OUTPUT	OUTCOMES
Integrating OER in the University Strategic plan (NDU Vision 20/20) National ICT strategic planning	Institutional: Formation of OER & Digital Badges Committee (Institution level) National: Formation of OER Committee at the Center of Educational Research and Development (CERD). (National level)	➢ OER policy at the University level @ NDU ➢ ➢ OER policy at the National level @ CERD (Arabic & English) ➢ ➢ ➢ OER Quality Guide (Arabic & English) ➢ ➢ OER Production Workflow

Action Area 3: Encouraging effective, inclusive and equitable access to quality OER

INPUT	OUTPUT	OUTCOMES
Institutional: OER adoption and integration in the curriculum	Locating, selecting, implementing, and evaluating high quality educational resources including open textbooks	➢ Replacing expensive traditional textbooks with OER & open textbooks (Math,Physics,English…) ➢ Better retention
National: Capacity building in rural area of Deir El Ahmar & South of Lebanon	Know how on incorporating OER in teaching and learning (K-12)	➢ ➢ Piloting OERs in rural schools and low income communities, hence increasing access to open and free resources.

Action Area 4: Nurturing the creation of sustainability models for OER and monitoring progress

INPUT	OUTPUT	OUTCOMES
Partnerships and networking	➢ MOU Creative Commons ➢ MOU NDU- CERD ➢ UNITWIN/UNESCO ➢ MENA region capacity building ➢ Secure long term OER funding example: U.S Embassy- piloting an OER Public Speaking course	➢ Collaboration on policy and knowledge transfer ➢ Creating communities of practice at the national and regional levels ➢ UNESCO- OER Chair at NDU ➢ Assessment of outcomes ➢ Diffusion of Innovation ➢ OER Lebanon Website www.oerleb.org

Action Area 5: Promoting and reinforcing international cooperation

INPUT	OUTPUT	OUTCOMES
International cooperation	➢ International networking and collaboration (UNIMED, U.S, South Korea, Germany, Canada, Italy, Slovenia (OE4BW), ALECSO) ➢ UNESCO as a leverage for internationalization	➢ Cross border collaboration on policy, & knowledge transfer ➢ Design Online Courses with OER (UNESCO & UNIMED) ➢ Best practices ➢ Joint research projects Lebanon & South Africa ➢ OER Lebanon initiative is on the world map ➢ UNESCO/UNITWIN on Open Education (UNOE)

OER challenges: (Institutional, National & Regional)

- Limited **awareness** of the processes for creating and sharing Open Educational Resources (OER).
- Lack of clear **policies** to authorize the development and distribution of open educational resources.
- Insufficient **high-quality** OER available in key subject areas.
- Low individual **motivation** to adopt, create, and share educational resources.
- **Time** constraints for searching, adapting, and remixing OER materials.
- Lack of formal institutional **recognition** and **incentives** for OER creation and adoption.
- Persistent **technical** and infrastructure challenges.

Future Directions

Sharing our OER initiatives and experience at the national, regional and International levels.

Launch a research mechanism for Lebanon and the MENA region to measure the effectiveness and efficiency of OER.

Continue the advocacy for OER in Lebanon and the MENA region to reach its full transformative potential for supporting the realization of SDG 4.

Way forward: OER and Generative AI

- Engage educators in **capacity-building** initiatives to integrate **GenAI** into OER creation, and adaptation increasing accessibility and diversity.
- Piloting how AI can help in **translating** and **localizing** OER, making education more inclusive.
- Advocate for responsible and **Ethical use** of AI in education.

Open Access Publications

OER Lebanon (oerleb.org)

OER Lebanon is a non-governmental organization devoted to raising awareness and promoting the use of open educational resources (OER) in Lebanon and the region. We raise awareness of the benefits of OER by conducting workshops, participating in conferences, and disseminating information about the open access movement worldwide.

Mission

[Our mission] is to ensure that the benefits of open educational resources reach every school and university in Lebanon and to foster equal access to quality education through the adoption of OER.

OER Lebanon was born from a U.S. State Department initiative " On-Demand Exchange Program Promoting the Development of Open Educational Resources in the Middle East and North Africa (MENA)." This program took Lebanese and MENA region experts to the United States to learn about the Open Book Project.

Thank You!

Questions? Comments?

Oerleb.org

Twitter: @fbaroud

Email: fbaroud@ndu.edu.lb

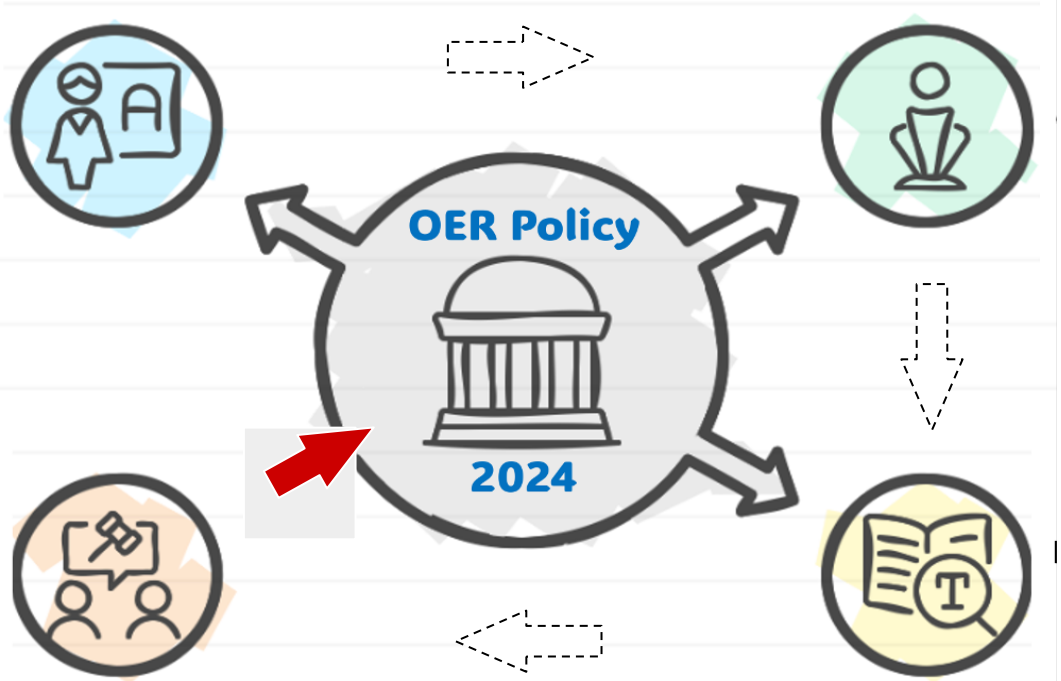
In Morocco

History of OER initiatives in Higher Education in Morocco (2016-2024)

Khalid BERRADA
Professor at Mohammed V University in Rabat
Ministry of Higher Education, Scientific Research and Innovation, Morocco
Email: k.berrada@enssup.ma

2016-2018

OpenMed CBHE project
Raising awareness
Training teachers
OER Seminars and Workshops



2018-2020

Group of interest
Research team/Laboratory
OER community
PhD Students
Research actions

2022-2024

ICESCO Chair in OE
UNESCO UNOE
OER National Strategy
Open Moroccan Repository
ReCOMP-ES Capacity Building (Universities)

2020-2022

Partnership & Collaboration
Sustainability actions
Fundraising projects
Dissemination

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Precursors and ongoing actions

Platforms

UC@MOOC project (2014 to date)
Maroc Université Numérique: MOOC Platform (2017-2021)
Plateforme CNDE FOCP, UM6P and MESRSI (Since 2022)
Open Moroccan Repository 2024 (OER and Open science)

Capacity Building

Projet FormaREL (2020-2021) “Plateforme de formation des enseignants à l’usage des REL”
Univ-Ouverte@Maroc (2021-2022) “Renforcement des Compétences Numériques”
ICESCO Open Education Development Skills (FUIW 2021-2023)
Projet ReCOMP-ES MESRSI-FUMI (2024-2025)
Erasmus+ CBHE e-learning, digital and OER (2015-2024)

Scientific Research

OpenMed CBHE “Opening up Education in South-Mediterranean Countries” (2016-2018)
OpenMed Scholar Building on Open Science and Open Education Capacities(2022-2023)
ICESCO Chair in Open education (2023-2028)
OER Policy (2023-2024)
Master-Class Scientific research for PhD (2023-2025)

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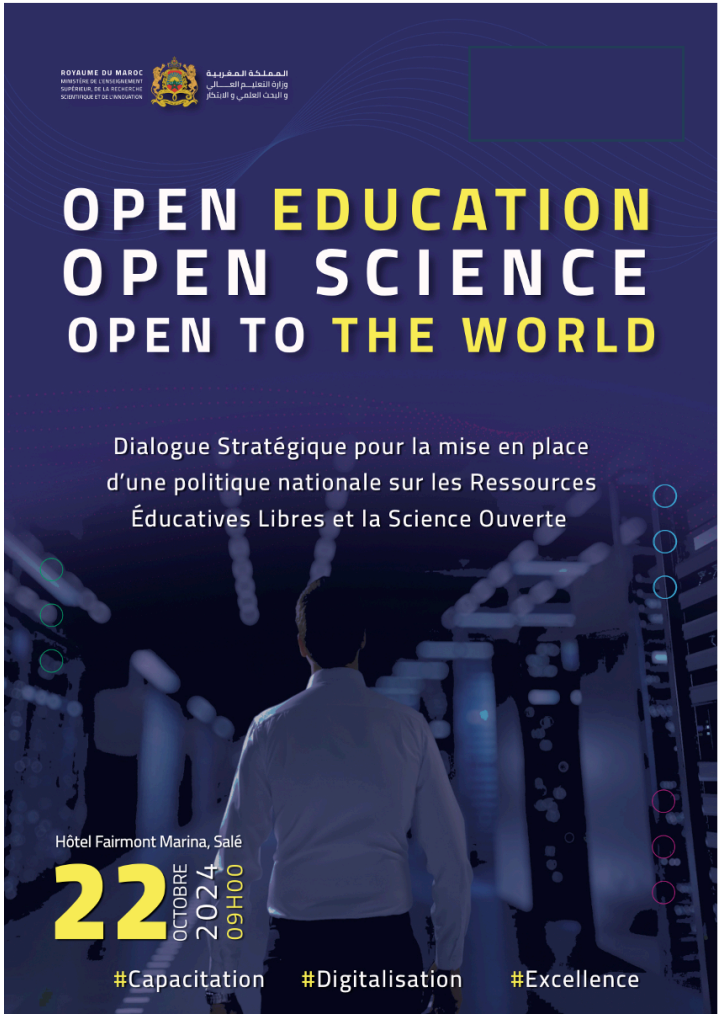

https://openmoroccanrepository.enssup.gov.ma/

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Keys success to implement OER in Morocco

(a) Show interest and convince
Awareness/Communication/Seminars/Meetings/..

(b) Train and consolidate
Capacity building/Partnerships/Scientific research

(c) Build loyalty and sustain
Institutionalize and harmonize with the current reform

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Proposal to adopt an open dissemination policy for all UNESCO Chairs and UNITWIN Networks.

We the UNOE Network, are proposing that dissemination of research articles and other written materials from the UNITWIN/UNESCO Chairs Programme members are systematically released as Open Access, and educational materials as Open Educational Resources. We propose that UNESCO makes this a policy.

If UNESCO adopts this idea, UNOE, the Unitwin Network on Open Education, will provide its support by sharing material, running webinars and assisting all UNESCO chairs in transforming their practices.

UNESCO Chairs and UNITWIN Networks

TIMELINE

1. **Preparation & pre-selection**
   Jan - Mar
2. **Submission**
   Mar - Apr
3. **Evaluation**
   May - Jul
4. **Communication of results**
   Aug - Sep
5. **Establishment of Agreement**
   Oct - Dec

Thank you

Learn more: www.unesco.org/education

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https://www.unesco.org/en/unitwin

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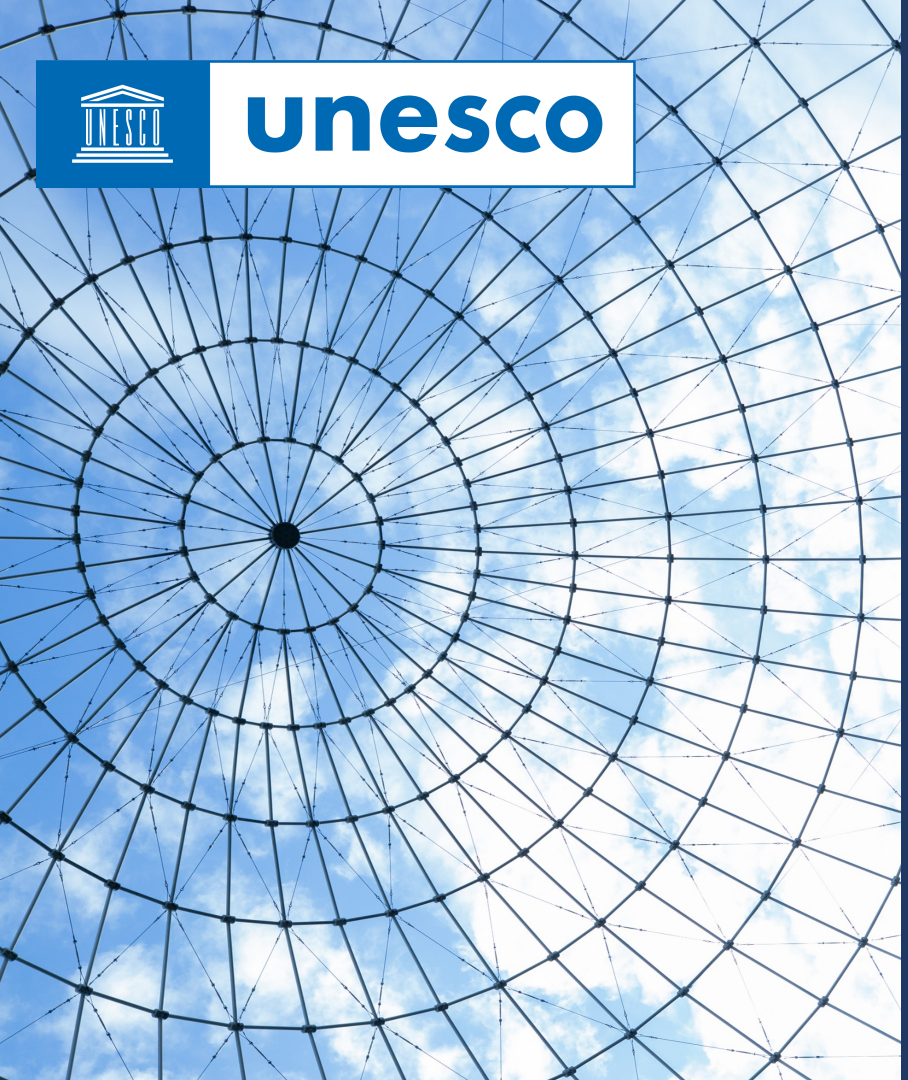
United Nations
Educational, Scientific
and Cultural Organization

Education 2030



UNITWIN/UNESCO CHAIRS PROGRAMME

GUIDELINES & PROCEDURES

REVISED MARCH 2022

OPPORTUNITIES TO

ENGAGE

WITH UNESCO PROGRAMMES AND NETWORKS,
CHAIRS AND THEIR PARTNERS

JOIN the

Lir in ed

group

where more than

8000 individuals

are associated with a

UNESCO Chair or UNITWIN Network

MONTHLY

UNESCO CHAIRS

SEMINARS