



# IMPLEMENTING THE DUBAI DECLARATION ON OPEN EDUCATIONAL RESOURCES (OER)

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## The 2019 UNESCO Recommendation on Open Educational Resources (OER)

Supporting universal access to information  
through quality open learning materials

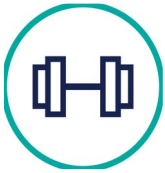


## I. Definition and scope

1. Open Educational Resources (OER) are learning, teaching and research materials in any format and medium that reside in the public domain or are under copyright that have been released under an open license, that permit no-cost access, re-use, re-purpose, adaptation and redistribution by others.
2. Open license refers to a license that respects the intellectual property rights of the copyright owner and provides permissions granting the public the rights to access, re-use, re-purpose, adapt and redistribute educational materials.



# 2019 Recommendation on OER



## Capacity Building

- Stakeholders understand OER's value
- Training in digital skills to create, access, adapt, share OER
- Access to open tools & platforms with clear metadata standards



## Policy

- Open licensing in procurement models
- National/institutional guidelines & incentives for OER use
- Align with Open Science, Open Data policies + ensure data protection



## Ensuring inclusive & equitable access to quality OER

- Promote the creation and use of OER that are inclusive, accessible, gender-sensitive, and culturally diverse.
- Public investment supports equitable infrastructure & access
- Ensure that OER meet quality standards and are relevant to learners' needs.



## Sustainability Models for OER

- Encourage financial and institutional models that support long-term OER use.
- Promote public-private partnerships and community involvement.
- Support open licensing frameworks that allow reuse and adaptation



## International cooperation

- Foster global, regional, and local collaboration on OER initiatives.
- Share best practices, tools, and resources across borders
- Strengthen international networks and communities of practice.

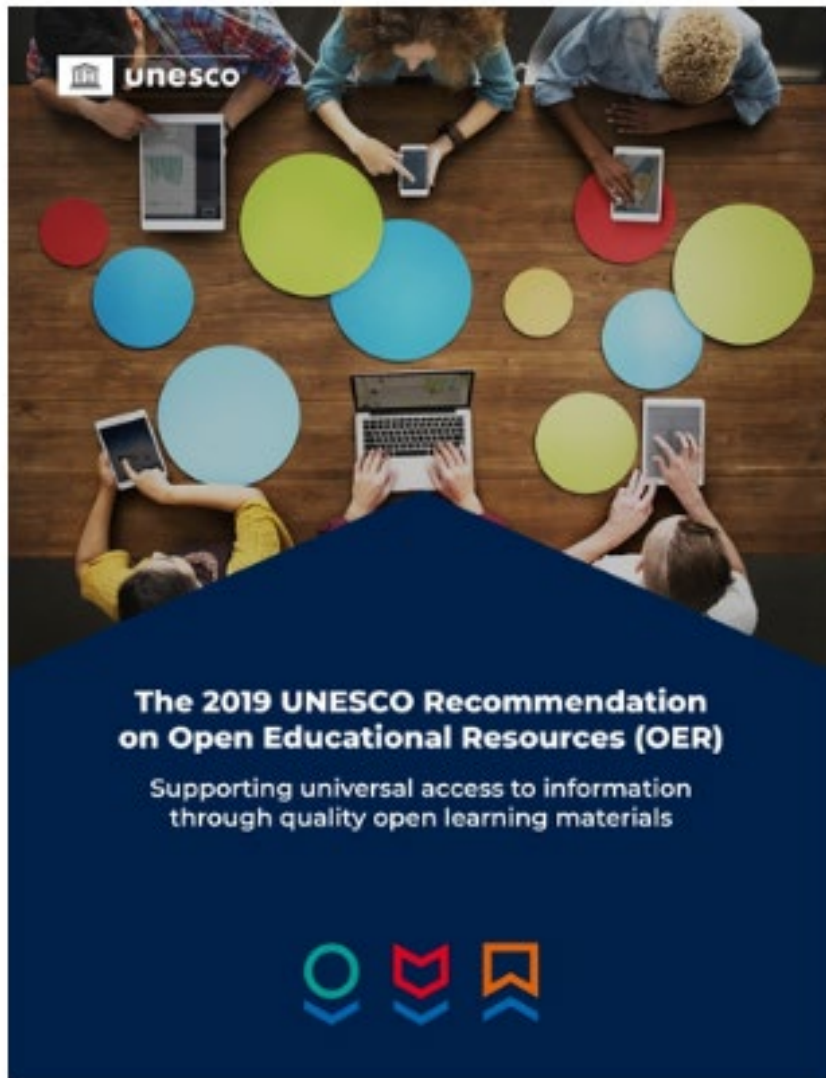
  
OPEN  
EDUCATIONAL  
RESOURCES



# 3<sup>rd</sup> UNESCO World OER Congress:

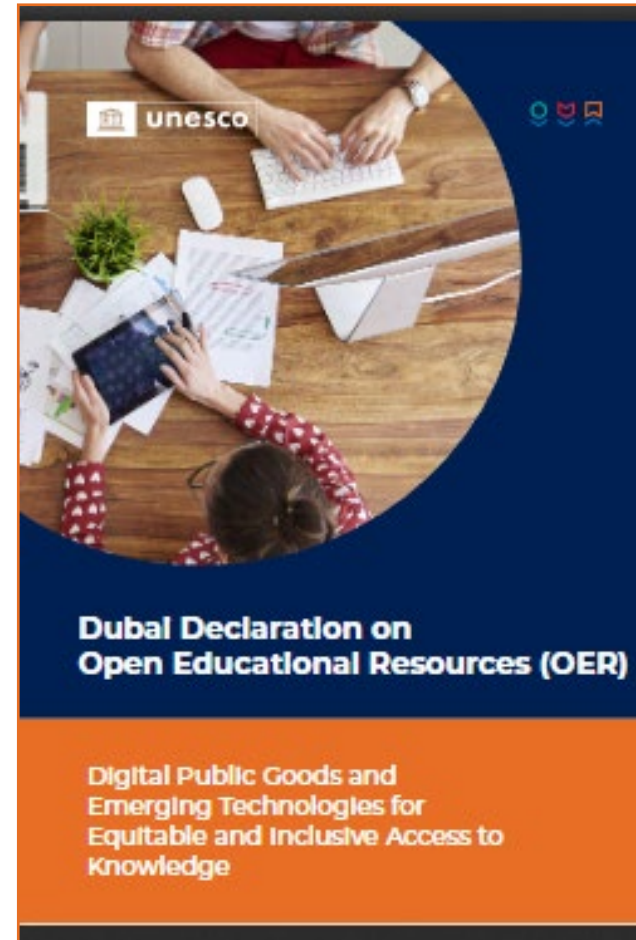
**Open Solutions and AI  
for Inclusive Access to  
Knowledge**

**19-20 November 2024,**  
Dubai, United Arab Emirates





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- *Guidance on using AI and emerging technologies to effectively implement the 2019 Recommendation*
  - *Support for Capacity Building and Policy for AI and emerging technologies and Openly licensed learning content*
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# Dubai Declaration on OER



## Capacity Building

- Professional Development for AI in OER
- Inclusive Digital Literacy for OER Stakeholders
- Improving OER Attribution and Discoverability
- Digitally Signed Works for OER
- Human Rights-Based Strategies



## Policy

- Respect for Licenses in AI Platforms
- Recognition of Open Licenses in AI Training
- Machine-Readable Licenses for AI Outputs
- Research on Attribution Systems



## Ensuring inclusive & equitable access to quality OER

1. AI-Enabled OER for Accessibility
2. Machine-Readable Licenses for OER
3. OER Translation and Contextualization
4. Promote Open Ecosystems for OER



## Sustainability Models for OER

1. Interoperability and IPR Protection
2. Environmental Sustainability
3. Participatory Governance and Transparency
4. Promote Open Ecosystems for OER



## International cooperation

1. Regional and International Networks
2. Engagement with Open Community and Legal Experts
3. Inter-Regional Cooperation on AI Frameworks
4. Authorship Recognition and AI Model Training
5. AI Platforms for OER Creation



# UNESCO ROAMX Principles



**Rights:** Ensuring digital rights, privacy, and freedom of expression.



**Openness:** Promoting open access to information, data, and knowledge.



**Accessibility:** Ensuring inclusive digital participation for all.



**Multi-stakeholder Participation:** Engaging governments, private sectors, and civil society.



**Cross-cutting Issues:** Addressing ethics, gender equality, and sustainability in digital transformation.

# UNESCO OER Dynamic Coalition

## 5. Facilitating international cooperation

1. Building capacity to create access, use, adapt and redistribute OER
2. Developing supportive policy
3. Ensuring inclusive and equitable access to quality OER
4. Developing sustainability models

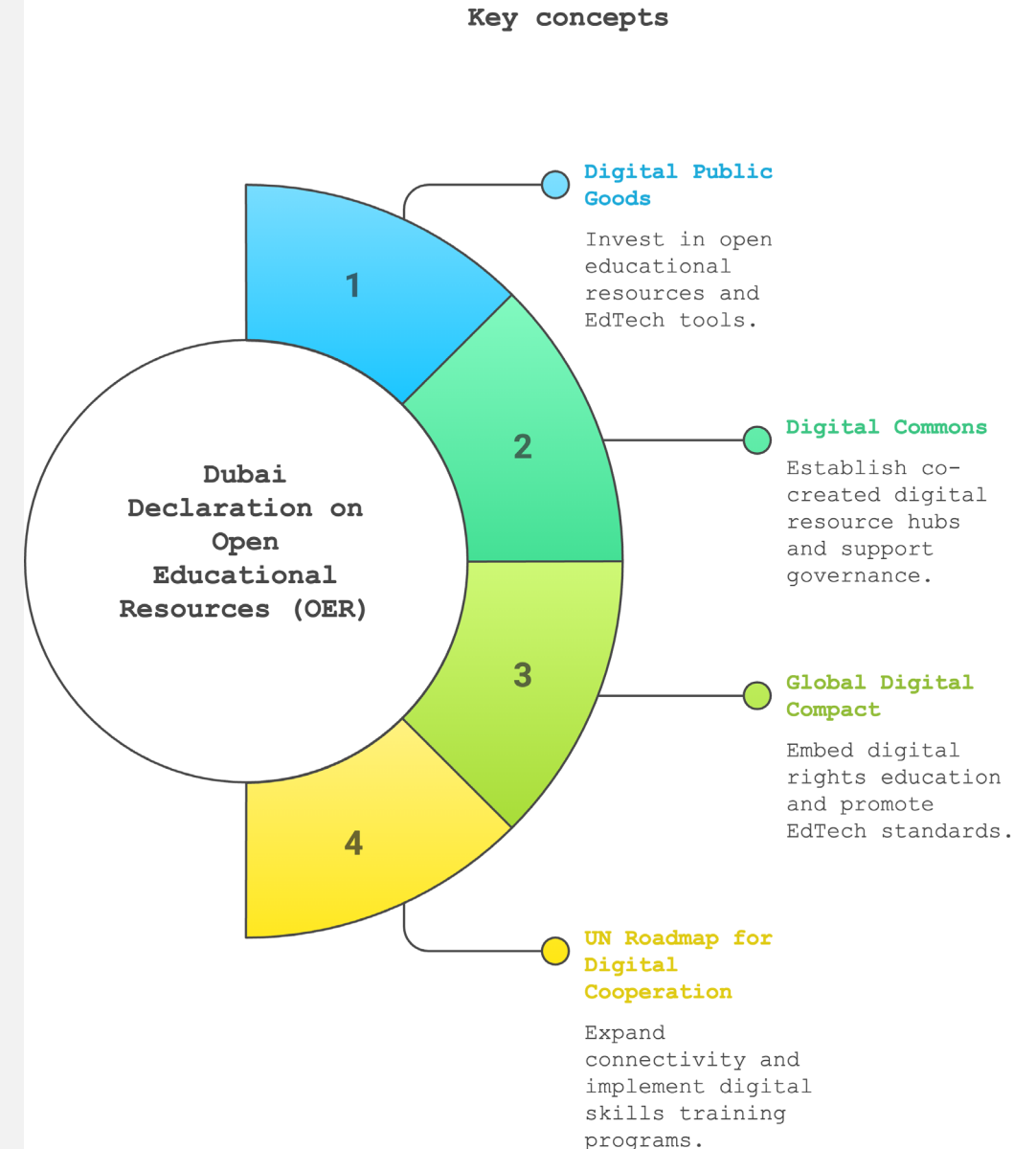
Supporting information sharing on best practices and collaboration on joint activities :

- Monthly updates on activities in the OER community
- Development of the OER DC Portal (upcoming)
- Joint projects and initiatives - e.g. translation and adaptation of the NZ Open Licensing Course for use in West Africa



# KEY DEFINITIONS






- **Digital Public Goods:** Openly accessible digital assets (data, software, content) that adhere to privacy, **openness**, and ethics standards to foster universal access and sustainable development.
- **Digital Commons:** Shared resources managed **collectively** by a community, ensuring equitable access and sustainable use of digital content and infrastructure.
- **Global Digital Compact:** An initiative to establish **shared principles** for digital cooperation to address issues like data privacy, security, and internet governance.
- **UN Roadmap for Digital Cooperation:** A framework promoting digital inclusion, connectivity, and **ethical digital transformation** to achieve the Sustainable Development Goals (SDGs).



# FROM THE OER RECOMMENDATION TO THE DUBAI DECLARATION



The 2019 UNESCO Recommendation provides a framework for OER adoption worldwide, fostering capacity building and policy development. The 2024 Dubai Declaration builds upon this foundation by addressing contemporary challenges and opportunities, particularly the integration of emerging technologies and the recognition of OER as digital public goods providing a comprehensive roadmap for the advancement of open education globally.

OER Recommendations and Dubai Declaration		
Aims	OER Recommendation 2019	Dubai Declaration 2024
 <b>Primary Objective</b>	Establish a global framework for OER adoption and development	Advance OER implementation by addressing digital innovations and emerging challenges
 <b>Key Focus Areas</b>	Capacity building, supportive policies, inclusive access, sustainability, international cooperation	Digital public goods, emerging technologies (AI, blockchain), inclusive access, sustainability, international collaboration
 <b>Technological Emphasis</b>	General promotion of ICT for OER dissemination	Focus on AI to enhance OER creation and distribution responsibly
 <b>Global Alignment</b>	Supports SDGs, including SDG 4, 5, 9, 10, 16, and 17	Aligns with the Global Digital Compact and the Transforming Education Summit 2023 Call for Action
 <b>Implementation Approach</b>	Encourages member states to develop policies and report on progress	Provides a roadmap for integrating OER into educational systems, emphasising digital innovations

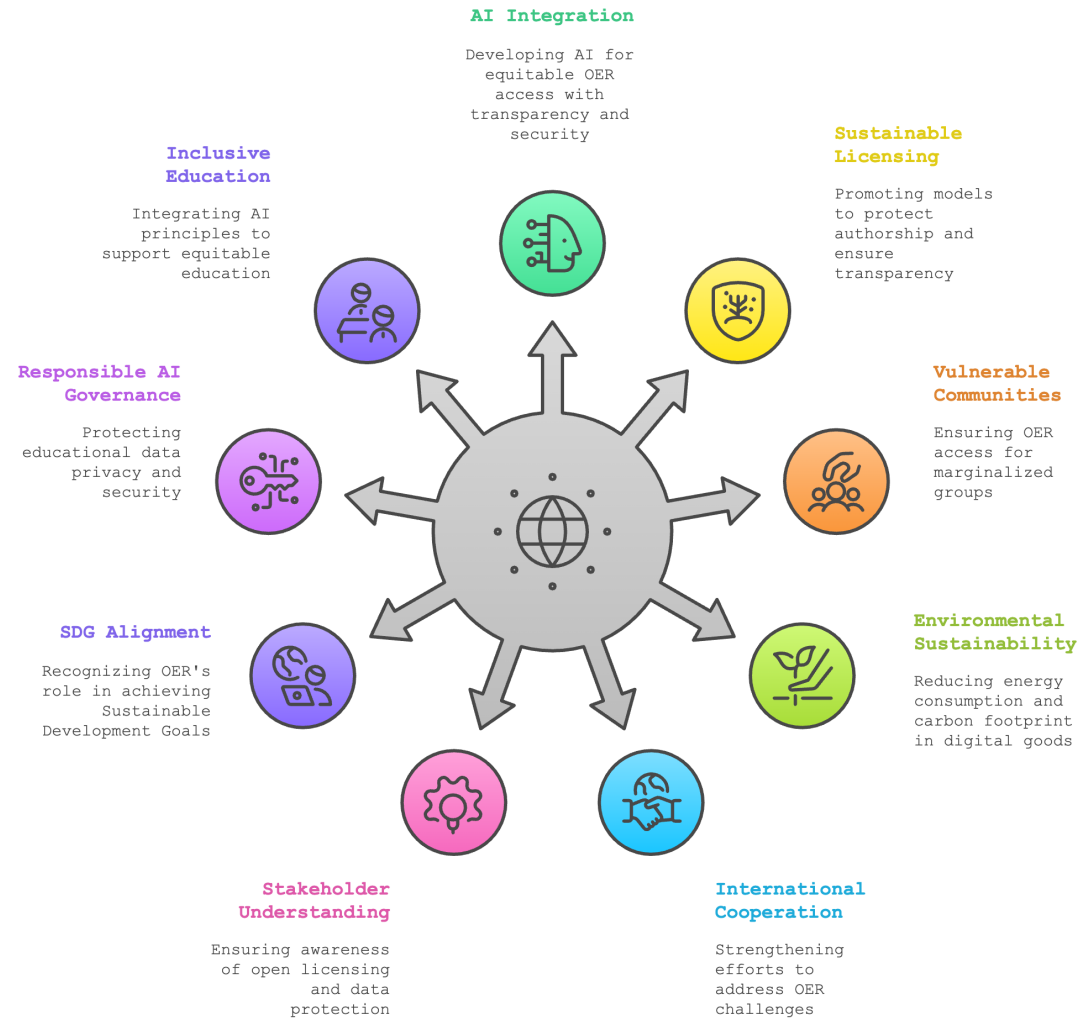
# EMPOWERING THE CONTINENT'S FUTURE THROUGH OPEN EDUCATION AND EMERGING TECHNOLOGIES

- Africa, with the youngest population on Earth, is not only rich in culture and diversity but also in potential.
- Now is the time to invest boldly in the next generation—**starting in schools**—by building the digital capacities essential for a digital world.

# DUBAI DECLARATION ON OER

- **1. Harnessing Emerging Technologies for OER:** It highlights AI's potential to enhance the creation, curation, translation, and accessibility of OER. AI can facilitate the detection of existing openly licensed content, develop techniques for effective OER curation, and assist in translating OER into multiple languages.
- **2. Addressing Legal and Ethical Challenges:** It calls for the development of clear guidelines and policies to address issues related to intellectual property rights, licensing, data protection, and the ethical use of AI in the context of OER.
- **3. Promoting Inclusivity and Equity:** It emphasises the need to reach marginalised and vulnerable populations, ensuring that all learners, have access to quality educational resources.
- **4. Building Sustainable OER Ecosystems:** It advocates for the development of sustainability models for OER, encouraging investments and partnerships that support the long-term viability of open educational initiatives.
- **5. Fostering International Cooperation:** It calls for enhanced international collaboration among governments, institutions, and stakeholders to share best practices, resources, and strategies for the effective implementation of OER.
- **6. Aligning with Global Frameworks:** It aligns with broader international agendas, including the United Nations' SDGs, the Global Digital Compact, and UNESCO's ROAM-X principles, which advocate for rights-based, open, accessible, and multi-stakeholder participation in the digital realm.

# Dubai Declaration on OER





# THE ROAM-X PRINCIPLES

The Dubai Declaration calls nations to adopt open education practices, underpinned by the **UNESCO ROAM-X principles**:

- **Rights:** Safeguard learners' privacy, data protection, and intellectual property within digital education environments.
- **Openness:** Promote the development and use of Open Educational Resources (OER) by fostering a culture of collaboration and knowledge sharing.
- **Accessibility:** Ensure inclusive access to high-quality OER for all learners, regardless of socio-economic status.
- **Multi-stakeholder Participation:** Engage governments, educational institutions, civil society, and the private sector in co-creating and disseminating OER.
- **Cross-cutting Issues:** Promote gender equality, protect children's safety in digital spaces, and reduce environmental impact through sustainable digital practices.



## & OER Development Principles

### Rights

Protect user privacy, data security, and intellectual property.



### Accessibility

Promote inclusive access to OER for all learners.



### Cross Cutting Indicators

Promote OER to support women, children, and environment.

### Multi-stakeholder Participation

Engage diverse groups in OER development and dissemination.



### Openness

Ensure OER promotion by fostering sharing and collaboration.



# CALL TO ACTION

The Dubai Declaration calls for integration of OER as DGP within the framework of the UN Global Digital Compact. It highlights the need to **build institutional and human capacity** to harness emerging technologies—particularly AI through:

- **Capacity Building:** Empower educators and learners to engage with AI-enhanced OER through targeted training, with emphasis on transparency, data privacy, and ethical digital practices.
- **Curriculum Development:** Embed responsible AI principles and open licensing awareness into curricula to ensure learners and teachers are equipped to navigate the digital education landscape.
- **Enabling Policies:** Establish robust legal and institutional frameworks to support sustainable open licensing, copyright compliance, data governance, and the inclusion of vulnerable and marginalised communities.
- **Sustainable Practices:** Promote sustainable environmental approaches such as green computing in the development to minimise energy consumption and reduce the carbon footprint, recognising when the use of AI tools is not necessary or appropriate

# KEY DOCUMENTS

UNESCO. (2019). *Recommendation on open educational resources (OER)*.  
<https://unesdoc.unesco.org/ark:/48223/pf0000370936>

UNESCO. (2024). *Dubai Declaration: Accelerating the implementation of the UNESCO OER Recommendation through emerging technologies*.  
<https://unesdoc.unesco.org/ark:/48223/pf0000392271>

Digital public Goods  
[https://www.un.org/techenvoy/sites/www.un.org.techenvoy/files/general/Digital\\_Public\\_Goods\\_Summary\\_PDF.pdf](https://www.un.org/techenvoy/sites/www.un.org.techenvoy/files/general/Digital_Public_Goods_Summary_PDF.pdf)

UN Global Digital Compact  
<https://www.un.org/techenvoy/global-digital-compact>

Roadmap for Digital Cooperation  
<https://www.un.org/en/content/digital-cooperation-roadmap/>

ROAMX indicators  
[https://unesdoc.unesco.org/ark:/48223/pf0000370288\\_eng](https://unesdoc.unesco.org/ark:/48223/pf0000370288_eng)

Our Common Agenda – Report of the Secretary-General  
[https://www.un.org/en/content/common-agenda-report/assets/pdf/Common\\_Agenda\\_Report\\_English.pdf](https://www.un.org/en/content/common-agenda-report/assets/pdf/Common_Agenda_Report_English.pdf)



# *Thank you*

*For more information:*

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To join the UNESCO OER Dynamic Coalition

<https://surveys.unesco.org/163625?lang=en>

UNESCO 2019 Recommendation on OER

<https://unesdoc.unesco.org/ark:/48223/pf0000383205>

Dubai Declaration on OER:

<https://unesdoc.unesco.org/ark:/48223/pf0000392271/PDF/392271eng.pdf.multi>

UNESCO OER Dynamic Coalition Portal

<https://oerdynamiccoalition.org/>