

IGF/UNESCO OER Dynamic Coalition

Advisory Group Meeting Report

12 December 2025

Online (UNESCO / MS Teams)

Introduction

The IGF/UNESCO Open Educational Resources (OER) Dynamic Coalition Advisory Group meeting was held online on 12 December 2025. The meeting was organized by the Universal Access to Information and Digital Inclusion Section of UNESCO's Communication and Information Sector (CI/UAI).

The purpose of the meeting was to:

1. Take stock of the activities of the OER Dynamic Coalition undertaken in 2024–2025, including a review of progress in implementing the Dubai Declaration on OER and its associated roadmap, as well as an assessment of key challenges and lessons learned in advancing OER as digital public goods;
2. Present ongoing and planned initiatives, including issue papers, capacity-building activities, and advocacy actions;
3. Prepare for the next reporting cycle of the 2019 UNESCO Recommendation on Open Educational Resources (2027); and
4. Discuss future roadmap planning and the functioning of the OER Dynamic Coalition Advisory Group.

The meeting brought together members of the OER Dynamic Coalition Advisory Group, with participation from UNESCO programme specialists (Annex I. List of Participants). The meeting was chaired by Ms Zeynep Varoglu, Senior Programme Specialist, Communication and Information Sector, UNESCO.

The purpose of the IGF/ UNESCO OER Dynamic Coalition Advisory Group is to provide strategic advice on the activities of the UNESCO OER Dynamic Coalition, established in 2020 to support collaboration, information sharing, and coordinated action among OER stakeholders in the implementation of the 2019 Recommendation on OER.

As of December 2025, the OER Dynamic Coalition counts 849 members, representing governments, educational institutions, civil society, the private sector, intergovernmental organizations, and other stakeholders across all regions.

Summary of Key Discussions and Outcomes

- **Welcome and Introductory Remarks**

The meeting was opened by the Chair, who provided an overview of the broader institutional context at UNESCO. Reference was made to the conclusion of the General Conference, regarding recent ongoing organizational and budgetary adjustments. It was emphasized that the 2019 Recommendation on OER remains a stable normative instrument, with continued institutional commitment and funding.

The Chair highlighted the growing relevance of OER within wider discussions on digital public goods, digital public infrastructure, and emerging technologies, including artificial intelligence.

- **Overview of OER Dynamic Coalition Activities**

An overview was provided of key activities undertaken during the reporting period, structured around advocacy, capacity building, and ecosystem development.

- *Awareness Raising and Advocacy*

OER advocacy continued across major global and regional fora, including ECOSOC-related discussions, Open Education Week, Open Access Week, Educa Berlin, eLearning Africa, and Digital Learning Week. Strong linkages were reinforced between OER, Open Access, Open Science, and Open Data, positioning OER within a broader open knowledge ecosystem aligned with the Dubai Declaration on OER.

Sessions and interventions highlighted OER as digital public goods and emphasized their relevance to the Global Digital Compact and inclusive digital transformation agendas.

- *Capacity Building*

Capacity-building efforts focused on implementation of the Dubai Declaration on OER and on strengthening institutional readiness for OER adoption. Particular emphasis was placed on the ICT Competency Framework for Teachers (ICT CFT) harnessing OER project, including the development of a new Generative AI and OER course, developed with UNESCO partners and now live. Dissemination of the course is planned for early 2026.

- *Open Ecosystem Approach*

The discussion reaffirmed the importance of a holistic open ecosystem approach, integrating:

- Open Educational Resources;
- Open Access to research;
- Open Data;
- Digital and technical infrastructure.

OER were positioned as a foundational component of digital public goods and digital public infrastructure frameworks.

Challenges Identified

Participants identified several persistent challenges:

- Continued misconceptions about OER, including the perception that OER are limited to school-level education, while Open Access applies primarily to higher education.
- Fragmentation between OER and Open Access communities, despite complementary strengths.
- Expectations that UNESCO should function as a global OER repository or global quality assurance authority, both of which fall outside UNESCO's mandate.

The need for clearer communication roles, responsibilities, and the distributed nature of OER ecosystems was emphasized.

Review of the Roadmap

The roadmap adopted at the 3rd UNESCO World OER Congress in Dubai was reviewed, with particular attention to priority themes identified by Member States.

- *Priority Areas*

Key areas of focus include: - Data privacy and security; - Quality assurance; - Capacity building; - Repositories and infrastructure; - Open policies and incentives for educators.

- *Issue Papers*

UNESCO is developing five issue papers aligned with these priorities: 1. Open policies; 2. Open repositories; 3. Open procurement; 4. Data privacy and security; 5. Sustainable infrastructure models (using a health-sector case study combining open and closed content).

Experts have been identified, and terms of reference are under development. Drafts are expected by mid-2026.

- *Quality Assurance*

Quality assurance remains a cross-cutting challenge. While models from Open Access exist, further work is required to assess their applicability to OER. Participants highlighted the need to map existing QA frameworks and improve trust and discoverability without centralized control.

Capacity Building: Generative AI and OER

The newly launched [Generative AI and OER course](#) on OER Commons was presented as a direct response to community demand. Advisory Group members were invited to review the course, provide feedback, and support dissemination through their networks.

Visibility and Communication

A global communication and advocacy campaign is under development. Planned outputs include:

- A short advocacy trailer based on interviews recorded at the 3rd UNESCO World OER Congress;
- Explainer videos addressing the value of knowledge, open licensing, and OER fundamentals;
- A series of publications and videos targeting institutional leaders and UNESCO Chairs.

Dissemination will take place through UNESCO platforms, the OER DC portal, and social media channels, with major outputs planned for 2026.

Reporting on the 2019 Recommendation on OER (2027 Cycle)

The next reporting cycle will take place in 2027. Preparation of the reporting questionnaire will begin in January 2026, with submission to the Executive Board planned for April 2026.

Participants noted that:

- The questionnaire is addressed to National Commissions for UNESCO;
- Comparability with the previous reporting cycle must be maintained;
- Supporting guidance materials could improve clarity and data quality.

Advisory Group members will be invited to review the previous questionnaire and propose improvements, including the possible development of an online guidance page linked to the questionnaire.

Future Roadmap Planning

A preliminary update of the roadmap will reflect progress on issue papers and emerging priorities, including AI and OER policy. A more comprehensive roadmap covering 2026–2027 is envisaged for the next advisory group meeting planned in 2026.

Functioning of the Advisory Group

Draft Terms of Reference were introduced to formalize the Advisory Group’s role, including:

- Advising on strategic priorities.
- Providing guidance on initiatives and partnerships;
- Supporting advocacy and regional outreach;
- Acting as ambassadors for the OER Dynamic Coalition.

Members will be invited to provide feedback on meeting frequency, communication mechanisms, and collaboration modalities.

[OER Dynamic Coalition Portal](#)

Members were encouraged to actively contribute to the OER DC portal by sharing resources, events, and articles. The portal serves as a key hub for global OER collaboration.

Conclusion

The OER Dynamic Coalition Advisory Group meeting provided an opportunity to review progress in implementing the Dubai Declaration on OER, reflect on emerging challenges, and identify priority actions for the coming period. The discussions reaffirmed the central role of OER as digital public goods and underscored the importance of coordinated advocacy, capacity building, and policy development in advancing the 2019 Recommendation on OER.

Annexes

- **Annex I.** List of Participants
- **Annex II.** Agenda
- **Annex III.** OER Dynamic Coalition Roadmap (2026–2027)

Annex I. List of Participants

Last Name	First name	Gender	Position (Within institution)	Institution	Institution type	Country (In which institution is based)	UNESCO Region	Status
Advisory Group Members								
Agbu	Jane Frances	F	Advisor	Commonwealth of Learning	IGO	Canada	AFR	Present
Amiel	Tel	M	UNESCO Chair	University of Brasilia	University	Brazil	LAC	Excused
Bandalaria	Melinda	F	Professor	University of the Philippines Open University	University	Philippines	APA	Present
Butcher	Neil	M	OER Strategist	OER AFR	NGO	South AFR	AFR	Excused
Ghenia	Skander	M	Director General of CNTE	Ministry of Education	Government	Tunisia	ARB	Excused
Hrastelj	Gasper	M	General Secretary	Slovenian National Commission for UNESCO	Government	Slovenia	ENA	Excused
Jermol	Mitja	M	UNESCO Chair	JSI/IRCAI	Government	Slovenia	ENA	Excused
Nyirigira	Vincent	M	Director of Digital Content & Instructional Technology Development	Rwanda Basic Education Board	Government	Rwanda	AFR	Present
Osman	Gihan	F	Assistant Professor of Instructional Design and Technology	The American University in Cairo	University	Egypt	ARB	Excused
Osuigwe	Nkem	F	Librarian	Aflia	NGO	Ghana	AFR	Present
Petrides	Lisa	F	CEO and Founder	Institute for the Study of Knowledge Management in Education (ISKME)	NGO	United States	ENA	Excused
Sengat	Diane	F	Acting Head of ICT in Education Department	Rwanda Basic Education Board	Government	Rwanda	AFR	Excused
Tumadottir	Anna	F	CEO	Creative Commons	Civil Society	United States	ENA	Present
UNESCO Secretariat								
Boursinou	Eleni	F	Consultant CI/UAI	UNESCO	IGO	Greece	ENA	Present
Helou	Nora	F	Consultant CI/UAI	UNESCO	IGO	France	ENA	Present
Varoglu	Zeynep	F	Senior Programme Specialist	UNESCO	IGO	France	ENA	Present

**Agenda OER Dynamic Coalition Advisory Group
Friday 12 December 2025**

Time	Agenda Item
16:00–16:15	Welcome and Opening Remarks — Overview of OER DC Activities in 2025 and Lessons Learned
16:15–16:30	Review of the Current Roadmap (2020–2025)
16:30–17:00	Review and Feedback on the Second Reporting Questionnaire of the 2019 UNESCO OER Recommendation
17:00–17:30	Planning the Next Roadmap (2026–2027)
17:30–17:50	Advisory Group Functioning: Working Procedures
17:50–18:00	Any Other Business & Closing

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 <ul style="list-style-type: none"> a) Research - Share the research on Open Policies (example from SPARC) b) Development of a Guide to Open Policy development c) 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,

OER Dynamic Coalition Roadmap 2026

	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? -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 Portal – projects that incorporate knowledge – show where investment in research on OER 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. 	

OER Dynamic Coalition Roadmap 2026

5.	Intl collab.	Specific clauses in Intl Agree. (28 %)	Advocacy	a) Webinar: Best practices, case studies, and discussions with international organizations on the topic	
		Liaison govts/ instit/civil society	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
		Information Sharing	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	
		Technical Support to Member States	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 2022	
		OER DC Members		f) Data analysis of members, sharing of info for collaboration	
		OER DC AG		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
		Portal		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	
		OER DC U site		k) Provide a graphic with inputs from the 1 st Consultation	