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REACH OUT TO ASIA
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REPORT

MENA Regional Consultation on Open Educational Resources

OER for Inclusive and Equitable Quality Education:

From Commitment to Action

February 27 - 28, 2017
Doha, Qatar

April 18, 2017

UNESCO
United Nations Educational, Scientific and Cultural Organization

REPUBLIC OF SLOVENIA
MINISTRY OF EDUCATION, SCIENCE AND SPORT

WILLIAM + FLORA Hewlett Foundation

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1. BACKGROUND

1.1. Overview of the Event

Commonwealth of Learning

The Commonwealth of Learning (COL) is an intergovernmental organisation created by Commonwealth Heads of Government to promote the development and sharing of open learning and distance education knowledge, resources and technologies. It is hosted by the Government of Canada and headquartered in Burnaby, British Columbia, Canada. COL is the world's only intergovernmental organisation solely concerned with the promotion and development of distance education and open learning. COL is helping developing nations improve access to quality education and training.

The Commonwealth is a voluntary association of 52 independent sovereign states, which provide support to each other, and work together toward international goals. The Commonwealth is described as a "family" of nations, originally linked together in the British Empire, and now building on their common heritage in language, culture and education, which enables them to collaborate in an atmosphere of greater trust and understanding than generally prevails among nations. COL promotes 'learning for sustainable development'.

Regional Consultations on OER

The 2012 World OER Congress was organised by the Commonwealth of Learning (COL) and UNESCO, with the generous support of the William and Flora Hewlett Foundation. It led to the adoption of the 2012 Paris OER Declaration[1] by the delegates from 70 countries. At that time, the global OER community focused on securing governmental support for OER. Since 2012, many governments and educational institutions have developed policies and made commitments in support of OER. In many countries, this has led to increased awareness and funding available for the creation and distribution of OER.

To mark five years of the Paris OER Declaration, and to review the progress which has occurred since its implementation, the Hewlett Foundation supported COL to organise six Regional Consultations, in collaboration with UNESCO, the Government of Slovenia, and other partners. The regional consultations will lead up to the 2nd World OER Congress, which will be held in Slovenia during 18-20 September, 2017 and will be

[1] http://www.unesco.org/new/fileadmin/MULTIMEDIA/HQ/CI/CI/pdf/Events/Paris%20OER%20Declaration_01.pdf

organized by UNESCO and the Government of Slovenia. COL, in partnership with UNESCO is also conducting follow-up surveys of governments and key stakeholders around the world.

Each Regional Consultation was further organized in partnership with a ministry or other agency, as appropriate, in the respective host country. The Middle East and Northern Africa (MENA) Regional Consultation was hosted in Doha, Qatar during 27-28 February, 2017 in partnership with Reach Out To Asia (ROTA), a non-profit organisation launched in December 2005 in Doha, Qatar, by Her Excellency Sheikha Al Mayassa bint Hamad bin Khalifa Al Thani, operating under the auspices of the Qatar Foundation.

The overall theme of the Regional Consultations is **"OER for Inclusive and Equitable Quality Education: From Commitment to Action"**, reflecting a strong focus on the role of OER in achieving Sustainable Development Goal 4 (SDG4). The agenda is available at Annex 1. Video lectures for the MENA Consultation are available at http://videolectures.net/OERregional_MiddleEast_NorthAfrica/.

1.2. Goals

The main goals of the MENA Regional Consultation were to:

- Identify the current status of the recommendation made at the World OER Congress 2012 amongst the key stakeholders, policy makers, the OER communities and wider OER communities;
- Initiate discussions regarding the identified challenges to mainstreaming OER and getting strategy recommendations to mitigate the challenges;
- Build awareness amongst key stakeholders about the objectives of the 2nd World OER Congress and make recommendations for consideration; and
- Encourage more governments to commit to the adoption of open licensing policies for educational materials developed with public funds.

1.3. Partners

The Commonwealth of Learning (COL) organised the MENA Regional Consultation on OER with the collaboration and support of the following partners:

- Reach Out To Asia (ROTA), Qatar
- UNESCO
- Slovenian National Commission for UNESCO

- UNESCO Chair on Open Technologies for OER and Open Learning (Jožef Stefan Institute, Slovenia), and
- The William and Flora Hewlett Foundation.

2. PARTICIPANTS

The MENA Regional Consultation brought together key stakeholders including government officials, education specialists, policy makers and senior representatives of regional Ministries of Education and NGOs in the region to share policy initiatives and OER practices and to discuss concerns and issues for mainstreaming OER to support inclusive and equitable quality education. A total of 43 participants from 13 countries in the region attended the consultation. Among the participants, 51% were female and 49% were male. (See Annex 2 for the list of participants.)

Some of the organizations represented at the meeting include: Ministries of Education of Bahrain, Egypt, Jordan, Kuwait, Mauritania, Oman, and Saudi Arabia; in addition to UNESCO, ALECSO, and the Commonwealth of Learning. The Qatari entities that participated were: Ministry of Education and Higher Education, Qatar University, Qatar National Committee for Education Culture and Science, Education Above All, Qatar Charity, and RAF.

Country	Number of Participants
Algeria	1
Bahrain	1
Djibouti	1
Egypt	3
IGO - Canada	2
IGO - France	2
Jordan	1
Kuwait	1
Mauritania	1
Morocco	1
Oman	3
Qatar	16
Saudi Arabia	3
Slovenia	2
Sudan	1
Tunisia	4
TOTAL	**43**

3. INFORMATION BASE

COL has conducted the following surveys to collect data and prepare the World OER report to be presented during the 2nd World OER Congress. These are as follows:

- Background Paper: Regional Consultations[2]
- A government survey sent by Member States of COL and UNESCO (available in English and French)
- A stakeholder survey, which COL posted online at http://rcoer.col.org/surveys.html and publicized via social media.
- OER in the Commonwealth Survey.[3]

[2] http://rcoer.col.org/uploads/2/2/8/4/22841180/oer_regional_consultations_-_background_paper.pdf

[3] http://oasis.col.org/handle/11599/2441

4. PROCEEDINGS OF THE TECHNICAL SESSIONS

DAY 1 - February 27, 2017

4.1. Opening Session: Workshop Inauguration

4.1.1. Welcome remarks from Professor Asha S. Kanwar, President and CEO, Commonwealth of Learning (COL)

Professor Kanwar wished all participants a warm welcome to the workshop, the third out of six Regional Consultations being organised globally. Professor Kanwar thanked the host Reach Out to Asia (ROTA) represented by Mr. Essa Al Mannai for his very generous hospitality and also expressed gratitude to his ROTA colleagues Ms. Zarmina Nasir and Mr. Anwar Abdulbaki for their support and guidance.

This was not Professor Kanwar's first visit to Doha. Since she has been closely associated with the World Innovation Summit for Education community for several years, and admired the leadership role played by Sheikha Moza and the Qatar Foundation in transforming education for the most marginalized communities in the world. Professor Kanwar pointed out that the Qatar Foundation Award for Teacher Education in Sub-Saharan Africa (TESSA) OER Initiative has given a huge boost to the OER movement in Africa.

Professor Kanwar provided some background information on COL, including the mission, which is to help Commonwealth member states and institutions to use technologies for expanding access to quality education and training. COL believes that learning is the key to sustainable development. Professor Kanwar described a ROTA project based on expanding the use of OER content at a public school in the remote mountains of Pakistan which had resulted in improved learning outcomes for students and increased motivation for teachers.

Professor Kanwar referred to the Sustainable Development Goal 4 (SDG4) which aspires to promote sustainable and equitable quality education and lifelong learning for all by 2030. She pointed out that early reports show that many countries will fall behind this target and therefore innovative approaches were needed to achieve both speed and scale. OER has tremendous potential for increasing access and lowering the cost of education. The theme of these consultations was appropriately "OER for equitable and quality

education: from commitment to action."

COL has a long history of promoting the development and sharing of open content, even before the term "OER" was coined in 2002. Openness has always been part of COL's DNA, which is something that is shared with partner UNESCO. This collaboration between COL and UNESCO is based on complementarity, rather than duplication of effort, and a clear division of labour. The joint UNESCO-COL publications on OER are used globally and have been translated into a number of languages.

Professor Kanwar pointed out that Slovenia is a more recent partner and has been working very closely with COL in planning the consultations and played a very active role in the earlier two consultations in Asia and Europe. Without the support of the William and Flora Hewlett Foundation, the 2012 OER World Congress would not have been possible and their support is also making these consultations possible.

Professor Kanwar described the shift in OER in the last five years to a multi-directional flow of knowledge in English as well as in Arabic and other languages. Many institutions in the MENA Region have played a key leadership role in developing and sharing OER in Arabic. Professor Kanwar said "we have much to learn from the region and I hope this consultation will lead to closer collaboration so we can collectively move from commitment to concrete action."

4.1.2. Remarks from Ms. Zeynep Varoglu, Programme Specialist - ICT in Education, UNESCO

Ms. Varoglu greeted the participants and expressed her pleasure at being there for the consultation. She emphasized that it is timely to be speaking of OER as it is very relevant to discussions on the Sustainable Development Goals adopted by the United Nations in 2015, specifically SDG4. Ms. Varoglu referred to the "Global Education Monitoring Report" and the three main imperatives for achieving SDG4 including: strong political will, policies, innovation and resources from member states; heightened urgency for action with long-term commitment; and the role of education in sustainable and inclusive growth. This means reaching out beyond traditional borders in creating effective partnerships. The key message is that "education as usual will not suffice." Ms. Varoglu emphasized that OER has the potential to transform education and support knowledge creation in an unprecedented manner.

UNESCO and the COL have been working hand-in-hand for ten years in this area including the 1st OER World Congress in 2012 and the adoption of the 2012 Paris OER

Declaration. Ms. Varoglu described the ways UNESCO has implemented the Declaration as part of its programme and budget since 2012, including supporting policy and capacity building for OER, for harnessing OER for the implementation of the competency framework for teachers and training in OER-based mobile technologies and applications for youth.

Ms. Varoglu emphasized that now five years later it is time to review how far we have come and to focus on progress on the Paris Declaration and move steadfastly towards further action and implementation in this area.Together with the government of Slovenia, UNESCO will be organising the 2nd OER World Congress in September 2017. The Congress will examine the solutions to meeting the challenges of mainstreaming OER practices in education systems. We will also showcase best practices and provide recommendations.

Ms. Varoglu listed five main challenges to mainstreaming OER: 1) the capacity of users to use, reuse and share OER; 2) language and cultural issues; 3) insuring inclusive and equitable access to quality OER; 4) changing business models; and 5) the development of supportive policy frameworks.

Ms. Varoglu reiterated the objectives of the consultation and also mentioned the government survey, which is underway. Ms. Varoglu concluded that for the global community must work innovatively and mobilize strategically to meet the challenges of achieving SDG4. OER is a vital tool and the MENA Regional Consultation is key to moving the agenda forward.

4.1.3. Remarks from Government of Slovenia by Mr. Gasper Hrastelj, Deputy Secretary General, Slovenian National Commission for UNESCO

Mr. Hrastelj greeted the participants on behalf of the Slovenian government and provided details on the 2nd World OER Congress to be held in Slovenia in September 2017. He thanked the organizers, the Commonwealth of Learning and the co-host ROTA and the Hewlett Foundation for their generous support.

The Slovenian government fully acknowledges and supports that education is not only UNESCO's priority; it is the world's priority. Education is an essential human right. It is also an engine of economic development and a catalyst for reaching the goals of the 2030 agenda and the SDGs. We are all witnessing ground-breaking developments in the field of education. There are new forms of education becoming accessible and it is important that the content is free of charge for everyone. OER is a useful tool for formal and

informal education. It is important to work with stakeholders including business, non-governmental organisations, teachers, researchers, and students.

Mr. Hrastelj emphasized that the Regional Consultations are important for the organisation of the 2nd World OER Congress. The recommendations from the consultations will be collected and presented in a global summary and will be included in the programme of the Congress. The consultations are also a good opportunity for dialogue among the countries and stakeholders represented. All the presentations will be filmed and made available online. Mr. Hrastelj also issued an invitation to participate in a short interview during the breaks during the two-day consultation.

4.1.4. Remarks from the Host Organisation, Mr. Essa Al Mannai, Executive Director of ROTA

Mr. Al Mannai welcomed everyone to Qatar and thanked the Commonwealth of Learning, UNESCO, and the government of Slovenia for being a true partner and focusing on the topic of OER to help find sustainable solutions. ROTA was honoured to be given the opportunity to host the MENA Regional Consultation in Qatar and to help lay the foundation for the 2nd World OER Congress in Slovenia.

Mr. Al Mannai said that all present in the room, believed in the spirit of teamwork and were committed to the crucial role of OER in facilitating learning especially among needy communities around the world. He drew attention to the largest refugee movement since World War II that the global community was witnessing. There was nothing more isolating than illiteracy and these days literacy includes the ability to connect online and to find resources to become an agent of change. This is ROTA's simple goal: to provide people with opportunities to unlock their potential to become responsible members of their community and contribute to building a sustainable future.

Mr. Al Mannai presented the vision and mission of ROTA. The vision is: "We envision a world in which all young people have access to the education and training they need in order to realize their full potential and shape the development of their communities." The mission is: "Together with partners, volunteers, and local communities we work to ensure that people affected by crisis across Asia and around the world have continuous access to relevant and high-quality primary and secondary education." ROTA's work is focused on providing quality education and looks at the whole system of education and works with countries that are resource-poor, regardless of background, ethnicity and religion. ROTA's work includes helping teachers become more effective, connected and up-to-date using new technologies and new ways of teaching.

The Executive Director then described the iEARN-Qatar program and the Better Connections program as examples of ROTA's interest in ICT for education. He also described the mobile learning pilot project in Pakistan and a project with migrant workers in Qatar. Mr. Mannai concluded by saying "the responsibility is great; however, our spirit of collaboration is even greater" and wished everyone fruitful and productive discussions.

4.1.5. Introduction of Participants by Mr. John Lesperance, Education Specialist Virtual University for Small States of the Commonwealth, COL

Mr. Lesperance facilitated a get-acquainted session wherein participants were asked to move around the room and have a short conversation with a participant he/she had not met before, asking them to talk about where they come from, what they do, what organisation they work for, and one thing they are hoping to achieve or learn or contribute during the two days. The participants were encouraged to communicate in whatever language they preferred. The session ended with an official photograph with all the participants.

4.2. Technical Session 1: Review of Regional Consultations

This presentation by Professor Kanwar was prepared jointly with Dr. Sanjaya Mishra and Mr. John Lesperance. The presentation included four main areas: background information, early findings of the government and stakeholder surveys, a brief account of the first two consultations in Asia and Europe, and finally looking forward to the 2nd World OER Congress and beyond.

4.2.1. Background

Five years ago COL and UNESCO conducted six regional consultations as part of a joint project on fostering governmental support for OER internationally, in which governments were invited to provide information about their policies in relation to OER. The results of that exercise were captured in the publication titled "Survey on Governments' Open Educational Resources (OER) Policies" in 2012. This provided the background document for the World OER Congress organized jointly in Paris in June 2012 by UNESCO and COL. The Congress resulted in the Paris OER Declaration.

The 2nd World OER Congress will take stock on the progress made in the last five years and will make the critical shift from commitment to action. In 2012 the main objective was to foster governmental support for OER internationally. Today the goal is to involve many more stakeholders so that OER can be mainstreamed and implemented at all levels.

Five years ago, the focus was on promoting policy development but as it is clear now, this is not enough. We need strategies for implementing policies. At that time the primary objective was to seek governmental commitment. This time we need to move beyond commitment to concrete action so that member states can accelerate progress towards achieving their education and training goals.

The Surveys

For the government survey, the initial cut-off date for responding to the surveys was February 5, 2017 and by then there were 55 responses. The completed surveys would continue to be accepted until June 2017.

Region	Government Responses
Africa	22
Middle East and North Africa	5
Asia and Pacific	12
Europe and North America	13
Latin America and Caribbean	3
TOTAL	**55 countries**

For the stakeholder survey, 499 responses had been received as of February 5, 2017, with 58% of these male and 42% female, 44% had over 20 years experience, 44% had the main area of expertise in teaching, and 65% worked in a college or university.

Region	Stakeholder Responses
Africa	99
Middle East and North Africa	6
Asia and Pacific	247
Europe and North America	115
Latin America and Caribbean	32
TOTAL	**499 Responses**

4.2.2. Regional Consultations

Professor Kanwar provided more background on the Regional Consultations underway and gave a summary of what had been learned so far.

Major OER benefits for some Asian countries have been attributed to: free supply of textbooks; some institutions have committed to using Creative Commons Open Licenses; commitment to Open Courseware and some countries already have their own OER repositories. OER work have been led by governments in Asia.

Barriers to OER in Asia were identified which were due to: low bandwidth and internet access; lack of awareness and capacity to use and contribute to OER; availability of OER in local languages and for people with disabilities.

There are many OER initiatives in Europe which have of a wider Open Education ecosystem. OER have been in the forms of project and these have been led mostly by institutions. Advanced technologies have made multi lingual searches possible.

Barriers to OER in Europe includes: need for political will and national level policies; teachers are critical in mainstreaming OER; need for more business model to involve the private sector and publishers; institutions must invest in quality and evidence.

Nine types of stakeholders were identified in the Asia and Europe Regional Consultations and these includes: governments; educational institutions; teachers; learners; quality assurance agencies; publishers; civil society; associations; European Union.

4.2.3. Towards the 2nd World OER Congress and Beyond

Professor Kanwar referred to the 2016 KL Declaration that includes a recommendation to "mainstream the use of OER by developing strategies and policies at governmental and institutional levels to enhance quality while potentially reducing the cost of education."

Two documents would be prepared summarizing the outcomes of the Regional Consultations: Global OER Survey Report and Synthesis of Actions for Consideration and Adoption.

Progress since 2012 includes:

- More policies, especially at the institutional level
- More awareness about the benefits of OER
- More champions and advocates; the circle has grown
- More content available, but low awareness of repositories
- Better ICT infrastructure and connectivity.

Going forward, COL would need to

- Provide more evidence-based advocacy
- Support more capacity building
- Initiate targeted interventions for reaching the unreached
- Continue to build and strengthen collaborations.

4.3. Technical Session 2: Overview of OER in the MENA Region

Professor Mohamed Jemni conducted this session and gave a presentation titled "OER for Equitable and Quality Education for all in the Arab Region". Professor Jemni began by introducing the Arab League Educational, Cultural and Scientific Organization (ALECSO). ALECSO is an inter-governmental organization working under the umbrella of the Arab League with 22 Arab countries as members.

The ICT department of ALECSO has initiated several strategic projects aiming to promote the effective use of ICT in education, including:

- Smart Learning
- OER & MOOCs
- Cloud Computing for Education
- Accessibility (in particular for students with disabilities)
- ALECSO-Apps (Mobile Apps empowerment in Arab countries)

Professor Jemni provided information on the ALESCO Guidelines for Formulating National Strategy on Smart Learning.

- The Guidelines provide a framework and methodology for the development of a national strategy for smart learning, action-plans and monitoring systems;
- It is targeted for use by the Ministries of Education and the Ministries of ICT for various countries in the Arab region; and
- The Guide aims to help developing infrastructure and policies for smart learning, irrespective of the current level of ICT.

The key issues of Smart Learning include:

- Policy development, raising awareness and capacity building;
- Technological infrastructure (mobile access, cloud computing, smart classroom infrastructure) and digital education content; and
- Open learning.

ALECSO-APPS Project focuses on mobile learning for youth in Arab countries. There are four key components:

- Training to build capacities (face-to-face, online and blended training; example of M-Developer program for 500 students in the Tunisian universities);
- Award (US$ 50,000) to motivate developers to create Arab Apps (four domains: education, culture, sciences and educational games);

- Apps Editor with tools for creating educational Arab content; and
- ALECSO Apps Store (www.alecsoapps.com working now only on Android) to provide infrastructure warehouse for hosting educational Arab content; all services are offered for free.

Professor Jemni mentioned that there are different levels of awareness of using and developing OER in the Arab countries, in the absence of an explicit vision or policy to empower and encourage such a movement. He then described the ALECSCO OER Project, which is working towards promoting the use and development of OER in the Arab region for:

- Better access to education;
- More opportunities for individual anytime and anywhere learning;
- Learner-centred focus;
- Promoting lifelong learning;
- Flexible, adaptive and engaged learning;
- High quality online educational content development.

The main objective of the ALECSO OER Project is the promotion of OER at the Pan-Arabic level, with these benefits:

- Exchange: OER can be exchanged widely across borders of the different Arab countries;
- Scope: OER that are developed at the pan-Arabic level have a wider scope, since they are not driven only by local/national needs or requirements;
- Community: educational communities across borders of the different Arab countries can be created around OER, which can lead to the exchange of good educational practices;
- Quality: OER that are developed and promoted at the pan-Arabic level can improve quality through extensive use, reflections and modifications from communities of educational practitioners.

The three main milestones of ALECSO OER Project are:

- Policies for OER: to support different stakeholders in Arab countries towards using and developing OER at both national and pan-Arabic level.
- Raise awareness and capacity building on OER: It is of the utmost importance to raise awareness, inform and train different stakeholders about the added value of OER and their expected benefits in accessing and enhancing education.

- Technical infrastructure: offering a pan-Arabian OER Infrastructure where teachers will be able to search and retrieve suitable OER. The proposed infrastructure could be deployed nationally in different Arab counties (as national OER Portals) and then it could be integrated into a federated Pan-Arabian infrastructure promoting the interoperability of national OER portals.

The OER Competency Framework developed for the ALECSO-OER project has five levels:

D1. Becoming familiar with OER
D2. Searching OER
D3. Using OER
D4. Creating OER
D5. Sharing OER.

Professor Jemni showed a video of the ALECSO Initiative for Arab Refugees' Education through ICT and also described the relevant resources available on the ALECSO website.

4.4. Technical Session 3: Open Licensing and Language Use

Professor Sana Harbi conducted a presentation on open licensing. She referred to the digital era and the effects on education, especially the intersection between the digital revolution and education. This is based on the principle that OER can be re-used, re-distributed, re-mixed, and revised, which implies that educational content can be modified and re-distributed.

OER requires more than ICT equipment. Human resources, laws, and ICT infrastructure are all needed to foster OER. It is also necessary to address awareness issues and institutional resistance to change.

Professor Harbi discussed copyright issues and described these categories of licensing:

- BY Attribution
- Share alike
- Non-commercial
- Non derivative.

She presented the six categories of the Creative Commons licence:

Choosing a license is possible on the Creative Commons website. Professor Harbi demonstrated how this could be done. In the discussion about which license to use, Mr. John Lesperance added the comment that the William and Flora Hewlett Foundation recommends that the CC BY license should be used when publishing work that they have sponsored (it should be as open as possible).

Ms. Rania Adam conducted the second part of the session, which was a presentation on language (Arabic) use in OER and focused on a case study about the work done in Sudan. Ms. Adam listed the benefits of OER, as follows:

- Freedom of access
- Use resources from some of the most reputable institutions in the world
- Enrich student learning by including a range of different sources
- Access the new resources being published or uploaded
- Save time and money
- Quality improvement
- Support for independent learning
- Collaboration and partnerships.

The number of Creative Commons-licensed works has been increasing from 50 million in 2006 to 882 million in 2014. Because of lack of awareness (and some resistance), only 2% of CC-licensed works are published in the Arab world (compared to 34% in Europe and 37% in North America). There are many initiatives with Arabic OER content

including those by ALECSO and Bibliotheca Alexandria.

Ms. Adam described the steps taken towards OER at the Open University of Sudan. The OUS was established in 2002 and has 18 academic areas, 176 Learning Centres, 25,000 graduate students, 1611 post-graduate students, and 430 textbooks. All materials are free.

The first step the university took was to participate in the Teacher Education in Sub-Saharan Africa (TESSA) project (www.tessa.net). OUS trained 12,000 teachers using TESSA OER materials (OUS published the Teacher Practice Book in Arabic).

Additional OUS projects include working with OER Africa (sensitization workshop) and collaborating with the African Virtual University to translate their materials from English and French to Arabic and to publish these as OER under the Creative Commons licence. The OUS Open Distance and E-Learning Centre (ODeL) provides training to teachers (10,000 teachers have been trained in Sudan).

Ms. Adam listed the elements that have helped to promote OER including the textbooks, website portals, radio and TV educational channels, e-library, and the ODeL Centre. The challenges have included:

- Encouraging the culture of sharing resources in educational institutions
- Stating OER adoption in educational policies
- Locating high quality materials
- Intellectual property issues
- Capacity building
- Use of ICT
- Policies.

Plans for OER at OUS include increasing awareness about OER and MOOCs, developing an ecosystem of OER, integrating OER in the teaching-learning process, and certification of students' learning through OER. Ms. Adam concluded by emphasizing that OER is based on a culture of sharing.

4.5. Technical Session 4: National OER Practices

Mr. Fengchun Miao moderated this session on National OER Practices, which involved group work to discuss OER initiatives and best practices in different countries with reports to the plenary.

Mr. Miao also gave some background information on other UNESCO projects focusing

on ICT in education including supporting the development of national OER policies in Bahrain, Oman, Qatar and Saudi Arabia and working with the Commonwealth of Learning on the development of OER indicators. He also described the UNESCO OER Policy Project and the OER policy development cycle, which culminates in official approval and launch of the policy, and international advocacy.

Mr. Miao discussed SDG4 and also two relevant recommendations from the 2012 Paris OER Declaration, which are:

- Reinforce the development of strategies and policies on OER; and
- Encourage the open licensing of educational materials produced with public funds.

To provide some guidelines for the discussion, Mr. Miao provided the following categories of national OER practices:

- Open Textbooks
- National/institutional OER repository for teachers or students, including local-language-based library of OER
- Capacity building on finding, re-using, and developing OER for deeper learning
- Strategies to incentivize the development & sharing of teacher or student (or jointly) generated OER
- Quality assurance of (user-generated) OER
- Structured application and recognition of learning outcomes of OER
- OER in TVET

The participants were divided into four groups to discuss OER initiatives and best practices in their countries. Below are the summaries of the discussions:

- **Algeria:** National policy by sector including for ICT in education. Algeria Virtual University. National Office for distance learning. Legal text including for ICT policy. Each university has its own platform.
- **Bahrain:** National OER policy published in 2014. National platform. All teachers trained in digital content production (quality assurance booklet published).
- **Djibouti:** Projects for E-scholar books and ICT in classrooms.
- **Egypt:** Formal initiatives: each university has its own platform; the government is establishing an educational platform called Knowledge Bank of Egypt; digital curriculum interactive content platform for students; assessment platform for measuring the level of student achievement in pre-university education; digital curriculum interactive content platform for students.
- **Jordan:** Adopted open-source platform developed by UNESCO; developing

required courses for teachers to take in their own free time to address "weaknesses" such as Math and Arabic language.

- **Kuwait:** Developing national OER policy; national platform.
- **Mauritania:** Projects for E-scholar books and ICT in classrooms.
- **Morocco:** National strategy (since 2005) and strategic vision (2015-2030). OER in scholar manuals; Open Med Project; national portal; National Center of Digital Resources.
- **Oman:** National OER policy; National platform.
- **Qatar:** Developing national OER policy.
- **Saudi Arabia:** Developing national OER policy; started with a National Learning Objects Repository five years ago; developing the OER ecosystem from the supply, demand and policy angles; adopted OER platform.
- **Sudan:** At the national level, the Ministry of Education is running an elearning project with content for science for secondary and primary school (digital curriculum interactive content platform for students). At the institutional level, there is a repository for most universities. The Open University of Sudan provides OER materials for university content (430 textbooks), capacity building, OER policy and strategy, and is involved in TESSA.
- **Tunisia:** Reforms of Higher education sector; Edunet.tn; UVT (Virtual University of Tunisia; 260 resources.

One group organized their presentation around a SWOT analysis and made the following points about OER:

- Strengths: availability of e-content ready to be uploaded and utilized; and cost reduction
- Weaknesses: low quality resources and need for contextualized content; lack of experience and know-how; lack of awareness; limits on IT
- Opportunities: duplicating best practices in other parts of the world; Arabic language will help unite the region; partnerships
- Threats (Challenges): accreditation; moving between closed and open systems; lack of national policy; connectivity.

4.6. Technical Session 5: Strategies for Mainstreaming OER

The participants were divided into the same four groups to discuss obstacles and strategies for mainstreaming OER. The session was facilitated by Ms. Zeynep Varoglu.

Ms. Varoglu began by emphasizing the following points:

- Awareness of OER has spread faster than its implementation (ORS Hewlett Evaluation 2015);
- There remain obstacles that hinder the mainstreaming of OER by the global educational community; and
- The Paris OER Declaration 2012 highlighted these obstacles, and had flagged them for international cooperation.

Obstacles to mainstreaming OER can be organized into the following five categories:

- Capacity of users to access, re-use and share OER
    - Skills to find/share/create/re-mix OER effectively
    - Simplification and popularization of OER storage and retrieval systems
- Language and culture issues
    - Use of OER in different languages (other than English)
    - Issues related to sharing of knowledge in different cultural contexts
- Ensuring inclusive and equitable access to quality OER
    - Accessibility
    - Quality assurance
    - ICT environments
- Changing business models
    - Digitization of information, combined with its increasingly widespread dissemination
- The development of supportive policy environments
    - Governmental, institutional policy to support use of OER.

Each group discussed one thematic area (due to time constraints, the category of ensuring inclusive and equitable access was not discussed; and presentations on two of the topics took place in the morning of Day 2). Summaries of the points made during discussions as reported by the group leaders are as follows.

Capacity Building

Solutions

1. Sensitization activities
2. Training – the curriculum should include OER
3. Incentives (incitement) – both institutional and moral
4. Technology and infrastructure
5. Legal framework
6. Creation of networks
7. Indexing – how to find specific resources

Language and Cultural Issues

Challenges

1. Many languages in MENA are endangered
2. Quality of content also a challenge
3. Some content may not be appropriate in some conservative societies
4. Quality assurance is important
5. There is a need for technically trained teams, subject matter experts and language editors

Solutions

1. Train teachers on clear criteria for selecting content
2. Raising awareness about the importance of OER; eliminate culture of protecting content
3. Encourage teachers through incentives
4. Have a team that is dedicated to ensuring quality of the content and translation
5. Encourage collaboration between public and private sector and partnerships between the experts

Business Models

Solutions

1. Content is free but certification would have a fee
2. Sponsorship and subsidies for the most needy people
3. Offer consultations and services
4. Governments can sell rights to re-use and re-mix (to pay for production, content would still be free for ender-users)
5. Charge for hard copies of materials
6. Paid advertisements

Policy

Solutions

1. National level: raise awareness (workshops), implement OER policy, funding, marketing, research studies, set competition on best practices (incentives)
2. Institutional level: institutional strategies, research about OER, case studies
3. Regional level: work under one body (for example, ALECSO or UNESCO)

DAY 2 - February 28, 2017

4.7. Welcome and Summary of Day 1

Ms. Zeynep Varoglu started the day by resuming the session on mainstreaming OER and inviting the group leaders of the remaining two groups to present the summaries of their discussions. Ms. Varoglu then commented on the nuances behind some of the key terms, such as the different levels of policy, which need to be analyzed at their smallest components. Obstacles can be broken down to their smallest elements and then it is easier to think through solutions.

4.8. Technical Session 6: 2nd World OER Congress

Mr. Gaspel Hrastelj presented an overview of the 2nd World OER Congress to be held in Ljubljana, Slovenia, from 18 to 20 September 2017. Mr. Hrastelji is the Focal Point in Slovenia for any inquiries about the Congress in Slovenia.

The official website has been launched for the 2nd World OER Congress: http://www.oercongress.org.

The 2nd World OER Congress will be organized and hosted by the Government of Slovenia in collaboration with UNESCO, the Commonwealth of Learning, the William and Flora Hewlett Foundation, and Creative Commons. The 2nd World OER Congress will be the largest international event that is taking place in Slovenia this year.

Mr. Hrastelji proceeded to provide a background summary of events leading to the organisation of the Congress and outlined the objectives as follows:

- Review the progress of OER since the World OER Congress 2012
- Examine solutions to meeting the challenges of mainstreaming OER practices into education systems worldwide
- Showcase the world´s best practices in OER policies and initiatives as well OER experts
- Provide recommendations and identify strategies for the mainstreaming of OER, with links to best practices
- Adoption of Action Plan for OER

He then presented the tentative programme:

Day 1 – 17 September 2017

- Registration, Opening Reception and Dinner

Day 2 – 18 September 2017

- Launch, Welcome Addresses, Key Addresses
- Keynote
- Setting the context
- Presentation of the results of the 6 regional consultations
- Presentation of the results of OER studies
- Presentation of "A Global OER Story"
- Networking event

Day 3 – 19 September 2017

- Keynote
- Group work on Mainstreaming OER practices: Challenges and Solutions
- Plenary session on Technology and OER
- OER Bar Camp
- Networking event

Day 4 – 20 September 2017

- Keynote
- OER Market Place: Presentation of best practices
- Closing Plenary: Report; Adoption of the Ljubljana Action Plan / Call for Action / Roadmap with recommendations on the future international collaboration in the field of OER.

Side events would be arranged and it was possible for other organizations or governments to organize side events.

4.9. Technical Session 7: Concrete Actions as MENA Inputs into the 2nd World OER Congress

The participants were divided into three groups to identify concrete actions to feed into the 2nd World OER Congress. This session was moderated by Mr. Fengchun Miao. A Google document was prepared for all groups to work on to facilitate the collection of action items.

As a way to structure the discussions, Mr. Miao suggested that the participants consider the big picture with multi-layer and multi-perspective actions to adopt and make effective use of OER. OER adoption includes:

- Open research
- Open content and quality assurance
- Open practice capacity

- Open education, learning, and assessment
- Open license
- Open technology enabler

With these layers of multi-stakeholder action and collaboration:

- Users as creators: teachers and students
- Civil society: independent QA agencies, parents and community, associations
- Private sector: publishers and other content providers, ICT service provider
- Government: decision makers, ADM and managers, ED institutions.

Mr. Miao mentioned a useful independent website on policy: www.ictedupolicy.org.

Summaries of the points made during discussions as reported by the group leaders are as follows.

Governmental Level

- Encourage UNESCO and ALECSO to support the governments to develop national policies that support OER to reduce cost, avoid duplication of efforts and increase opportunities;
- Create a think tank;
- Contribute resources (human and financial);
- Oversee regulation of open licences;
- Call for all Arab countries to produce open educational resources; and
- Call for ALECSO to provide supports in drafting national policies

Inter-governmental Organizations

- Collaboration and coordination between Governmental levels and institutions; and
- Governments to involve inter-governmental organizations in their decisions regarding OER.

Quality Assurance Agencies

- ALECSO to establish a QA model for the MENA region;
- OER QA framework; and
- National committees at country level.

Educational Institutions

- Educational institutions to work on producing as well as localizing existing OER; and
- Governments to collaborate and build upon existing experiences in localization efforts.

Teachers

Teachers are the main creators of educational resources. Therefore, we urge governments to:

- Raise awareness amongst teachers about the benefits of OER, and free licensing of intellectual property;
- Governments to give incentives and recognition to teachers who produce OER;
- Governments to facilitate the use of OER by academic institutions and teachers in the MENA region; and
- Governments to build teachers' capacity in ICT literacy.

Learners

Learners need to be supported in:

- Filtering and classification of OER content;
- Information literacy; and
- Becoming aware of the benefits of OER (for example as supportive resources to enrich students' school learning).

Publishers and Other Content Providers

- Encourage the publisher by offering them promotions in national activities;
- Raise funds for OER from government subsidies, paid certification, sponsorship, selling rights, consultancy and hard copies, advertisements; and
- Raise awareness of using different types of CC licenses for publishers and encourage the use of these licences.

Private ICT Service Providers

- Provide institutions and students with free access to the Internet;
- Collaborate with them to provide tools (laptops, CPs) and capacity building workshops for using ICT in production; and
- Encourage them to co-finance the development of OER materials.

Civil Society

- Sensitize them for using OER
- Build capacity in using OER;
- Create an expert network; and
- Collect best practices.

Action Plan for Promoting OER in the Gulf Cooperation Council (GCC) Region

- All GCC countries currently have content repositories (not all are open licensed)
- Need to raise awareness
- Integrate OER plan with existing ICT plans and programs

- Content production: local, outsourced, teachers' and students' production
- Capacity building for teachers and incentives
- Integrate OER training programs in the training plan
- Identify country champions
- Create a network
- Build a regional roadmap for OER
- Hands-on workshops
- Set indicators and standards that enable the measurement of outcomes
- Establish a regional platform which offers content sharing
- Involve the Regional Centre for Information and Communication Technology (RCICT), GCC Bureau for Education, UNESCO, ALESCO, government institutions, and NGOs.

4.10. Closing Remarks

I. Remarks by Mr. Essa Al Mannai, Executive Director ROTA

Addressing participants at the close of the consultation, Mr. Essa Al Mannai, Executive Director, ROTA, thanked the Commonwealth of Learning for this opportunity and for trusting ROTA to be an active partner and the main player for hosting this event. This has been a helpful opportunity to discuss the challenges and also the benefits of OER. With such fruitful discussions and each of us going back home, hopefully everyone is ready to be an advocate for OER and to helping develop the roadmap and the way forward for the 2nd World OER Congress.

Mr. Mannai summarized the following general recommendations:

- It is our collective responsibility to advocate for change within governmental, non-governmental and private sectors to develop policies that support the creation and reuse of OER
- Raise awareness and build capacity of teachers and learners to produce and benefit from OER
- This will make us more resilient in harder times, and will help alleviate the challenges that Syrian refugees are facing nowadays in the host countries, mainly in terms of the disruption of their education

Mr. Mannai also delivered the following message from ROTA.

The context of the refugee crisis in MENA is highly complex—requiring a response that

recognizes that complexity and that does not only apply conventional approaches to delivering education.

We strongly believe that ICT and specifically OER should be considered an additional way for solving access to education for marginalized children and youths in emergency contexts, specifically Syrian refugees. ICT would seem to hold great promise for addressing the unmet educational needs within the broader humanitarian crises in MENA, and for reaching those who cannot be reached.

As indicated in a World Bank Report, (A Stocktaking of Innovative Approaches in the MENA Region: Lessons of Experience and Guiding Principles, July 2016), "one important reason ICT stands as an appealing solution is its infiltration. In the Arab countries as a whole, digital penetration, standing at 52.2%exceeds the world average of 46.4%, and only six countries (Iran, Syria, Libya, Yemen, Algeria, and Iraq) currently fall below that average. Internet penetration extends to refugees as well, in spite of their loss of wealth and income. Mobile phones are now seen as a basic survival tool (Janbek 2015) and the main way in which the displaced can remain connected with their families and home communities. In other words, there is a relatively extensive digital infrastructure already in place, which educators could leverage to support new ways of learning".

Investing in education at all levels had become a prerequisite and a protection measure for youth at different ages from exposure to marginalization, manipulation, abuse and violent extremism. Mr. Al Mannai concluded by thanking everyone for their participation and wished everyone a safe journey home.

II. Remarks from UNESCO Representative, Ms. Zeynep Varoglu, Programme Specialist

Ms. Varoglu thanked everyone for their hard work and important inputs during the workshop. She also thanked the host for their gracious welcome and COL for all their work in organizing the Regional Consultations.

III. Remarks from Government of Slovenia, Mr. Gasper Hrastelj, Deputy Secretary General, Slovenian National Commission for UNESCO

Mr. Hrastelji thanked the hosts on behalf of the Slovenian government. He also thanked the participants for their energy and productive results of the discussions, and COL and UNESCO for their collaboration and support.

IV. Closing and Thanks by Professor Asha Kanwar, President and CEO COL

Professor Kanwar thanked everyone for the very productive two days. She described the different focus of each region during the consultations when considering the question of "why OER?". In Asia the emphasis was on increasing access, equity, democratizing education, providing quality content, and cutting costs. In Europe, OER was seen as a catalyst for transforming education for the 21st century, and helping to make things interactive with cutting edge content. Professor Kanwar pointed out that in the MENA Region the emphasis seemed to be on leapfrogging on the latest technologies. One thing that had been missing so far in the discussion at all three Regional Consultations had been the emphasis on inclusivity and what technologies could do to mitigate some of the problems faced by people with disabilities. In all three regions there was the common focus on collaboration. As a result of this MENA Regional Consultation, awareness had been raised, and concrete actions recommended. The MENA region had been at the forefront of translation existing OER into Arabic—the point would be to become active producers of content in Arabic and to share their expertise with the global community. There will be three more Regional Consultations. Professor Kanwar encouraged everyone to go back home as champions and advocates of OER. She also mentioned that there was a free course on 'Understanding OER' available on COL's website and this could be translated into Arabic. Professor Kanwar ended by thanking the hosts ROTA, the participants, UNESCO, Slovenia and the Hewlett Foundation.

Mr. John Lesperance added his appreciation and gratitude to the hosts, partners, and participants for making this workshop a success. He wished everyone safe travels.

ANNEX 1: WORKSHOP SCHEDULE

MENA Regional Consultation on OER
Agenda

MENA Regional Consultation on OER Agenda

Date: **February 27-28, 2017**

Venue: **Qatar National Convention Centre (QNCC), Doha, Qatar**

Theme
OER for inclusive and equitable quality education: from commitment to action.

Objectives

1. Review the progress of OER since the World OER Congress 2012;
2. Identify strategies for mainstreaming OER;
3. Agree on action points that can be presented at the 2nd World OER Congress;
4. Showcase innovative and promising practices in OER policies and initiatives in the region.

Expected Outcome
Strategies, examples and models available for mainstreaming OER in support of achieving SDG4.

This Regional Consultation will be held in the format of a workshop.

February 26, 2017

Time	Session
18:00-20:00	*Dinner hosted by Qatar Foundation*

Day 1 - February 27, 2017

Time	Session
8:30-9:00	*Workshop Registration*
9.00-10.00	*Workshop Inauguration* • Welcome by Professor Asha Kanwar, President, COL – (10 mins) • Remarks from UNESCO by Zeynep Varoglu (10 mins) • Remarks from Government of Slovenia by Gašper Hrastelj (10 mins) • Remarks from ROTA's Executive Director (10 mins) • Introduction of participants by John Lesperance, COL (10 mins)
10:00-10.30	Review of Regional Consultations by Professor Asha Kanwar & John Lesperance, COL (20+10 mins) Plenary Q&A.
10.30-11.00	OER for equitable and quality education for all in the Middle East and North Africa by Professor Mohamed Jemni (20+10 mins). - Plenary Q&A.
11:00-11:30	Group Photo and Tea/Coffee Break
11.30-13.00	Open Licenses and Language use in OER • Open Licenses – Professor Sana El Harbi • Language (Arabic) use in OER – Rania Adam
13.00-14.00	Lunch
14:00-15:30	*Exploring National OER Practices viz SDG4 – Fengchun Miao* Group work to discuss OER initiatives and best practices in different countries and reporting to the plenary. Group discussion for 40 minutes followed by presentation of 10 minutes each (5 groups).
15:30-16:00	Tea/Coffee Break
16:00-17:30	*Strategies for mainstreaming OER – Zeynep Varoglu* Break into groups to discuss key challenges to mainstreaming OER 1. Capacity of users to access, re-use, and share OER 2. Language and cultural barriers 3. Ensuring inclusive and equitable access to quality content 4. Changing business models 5. Development of appropriate policy solutions Propose concrete potential solutions. Group discussion for 40 minutes followed by presentation of 10 minutes each.

Time	Session
19:45-22:00	*Dinner hosted by Qatar Foundation*

Day 2 - February 28, 2017

Time	Session
9:00-9:30	*The 2nd World OER Congress* • Plenary presentation by Slovenia/UNESCO: an overview of the 2nd World OER Congress and its objectives (Gašper Hrastelj, Slovenia). Plenary discussion on key issues to prepare inputs into the 2nd World OER Congress.
9:30-10:00	*Survey*
10:00-10:30	Tea/Coffee Break
10:30-12:30	*Identifying Concrete Action – Fengchun Miao* Working Groups: generation of MENA inputs into the 2nd World OER Congress. Break into groups as agreed to address challenges and solutions and to prepare inputs on strategies for mainstreaming OER into planning of the 2nd World OER Congress. Prepare working group presentations.
12.30-13.30	Lunch
13:30-15:30	*MENA Regional Inputs into 2nd World OER Congress (Continued)* Working groups present proposed MENA inputs into 2nd World OER Congress. Plenary feedback and finalisation of Regional inputs. Forming an informal, regional network including other "Open" stakeholders.
15:30-16:00	Tea/Coffee Break

Time	Session
16:00-16:30	Closing and Final Remarks. • Remarks (ROTA) • Remarks from UNESCO • Remarks from Government of Slovenia • Way forward (President, COL)

ANNEX 2: LIST OF PARTICIPANTS

Middle East and North Africa Regional Consultation on Open Educational Resources (OER)

27-28 February, 2017 | Doha, Qatar

List of Participants

Country	Affiliation	Email
ALGERIA	**Professor Noureddine Zemmouri**	Professor Department of Architecture University of Biskra Algeria
BAHRAIN	**Ms. Nawal Ebrahim Alkhater**	Assistant Undersecretary for Planning & Information Ministry of Education Bahrain
DJIBOUTI	**Mr. Abdourarahman Ahmed Abdo**	Directeur Informatique Republique de Djibouti Djibouti
EGYPT	**Ms. Elshimaa Ismail Moharam Shehata**	Chief ICT for Education Ministry of Education Egypt
EGYPT	**Dr. Malak Shaheen**	Professor and Education Consultant, Faculty of Medicine Director, Measurement and Evaluation Center Ain Shams University Egypt
EGYPT	**Dr. Wafaa Ezzelarab Ahmed Soliman**	Lecturer Department of Microbiology Delta University for Science and Technology Egypt

IGO - CANADA	**Professor Asha Kanwar**	President & CEO Commonwealth of Learning Canada
IGO - CANADA	**Mr. John Lesperance**	Education Specialist Virtual University for Small States of the Commonwealth (VUSSC) Commonwealth of Learning Canada
IGO - FRANCE	**Dr. Fengchun Miao**	Programme Specialist in ICT - Sector Policy Advice and Information and Communication Technology (ICT) in Education Division for Planning and Development of Education Systems UNESCO France
IGO - FRANCE	**Ms. Zeynep Varoglu**	Programme Specialist – ICT in Education, Science and Culture Section Knowledge Societies Division UNESCO France
JORDAN	**Mr. Baha Tahboub**	Information Technology Manager Ministry of Education Jordan
KUWAIT	**Mr. Adel Almeshaileh**	Senior Education Specialist Department Researching and Curricula Development Social Studies Unit Ministry of Education Kuwait

MAURITANIA	**Mr. Brahim Oudeika**	Deputy Director of Basic Education Ministry of Education Mauritania
MOROCCO	**Mr. Aziz El Hajir**	Chef de Projet Formation (Programme GENIE) Responsable du Centre Maroco Coréen de Formation en TICE Ministère de l'Education Nationale et de la Formation Professionnelle Centre National d'Innovations Pédagogiques et d'Expérimentation Morocco
OMAN	**Dr. Maryam Bilarab Alnabhania**	Director of Education and Human Resources Research Sector The Research Council Oman
OMAN	**Dr. Amal Abdullah Mohamed Al Busaidi**	Education Expert Education Council Oman
OMAN	**Mr. Salim Mohammed Al Kharousi**	Deputy Director Department of Human Sciences Curriculum Development for English Language Ministry of Education Oman
QATAR	**Mr. Anwar Abdulbaki**	ICT for Education Manager Reach Out To Asia (ROTA) Qatar
QATAR	**Dr. Abdullah Abu-Tineh**	Director National Center for Educator Development Qatar

QATAR	**Mr. Mohamed Bin Ali Al-Ghamidi**	Executive Director Qatar Charity Qatar
QATAR	**Ms. Aisha Al-Kuwari**	Subject Evaluation Consultant Qatar National Committee for Education, Culture and Science UNESCO Department Qatar
QATAR	**Ms. Eman Almuhannadi**	Head of Curriculum Section Ministry of Education Qatar
QATAR	**Ms. Salwa Al-Mannai**	Head of Policy and Research Education Above All Qatar
QATAR	**Ms. Shamma Al Dosari**	Online Education Specialist Reach Out To Asia (ROTA) Qatar
QATAR	**Mr. Tareq Hassan**	Program Manager Sheikh Thani bin Abdullah Foundation for Humanitarian Services Qatar
QATAR	**Mr. Ayman Jarwan**	Senior Project Manager Qatar Charity Qatar
QATAR	**Dr. Faryal Khan**	Programme Specialist for Education UNESCO Doha Qatar
QATAR	**Mr. David Mumo**	Education Specialist Educate a Child Qatar

QATAR	**Ms. Arwa Musaaed**	International Programs Manager Reach Out To Asia (ROTA) Qatar
QATAR	**Mr. Waqas Nasir**	ICT for Education Reach Out To Asia (ROTA) Qatar
QATAR	**Ms. Zarmina Nasir**	Director, International Programs and ICT for Education Reach Out To Asia (ROTA) Qatar
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SAUDI ARABIA	**Mr. Abdullah Almegren**	Director General The National Center For e-Learning and Distance Learning Saudi Arabia
SAUDI ARABIA	**Ms. Maha Saleh AlSheikh**	Educational Technology Specialist The National Center For e-Learning and Distance Learning Saudi Arabia

SUDAN	**Ms. Rania Edrees Adam Mohammad**	Chemistry Lecturer Open University of Sudan Sudan
SLOVENIA	**Mr. Gasper Hrastelj**	Deputy Secretary General Slovenian National Commission for UNESCO Slovenia
SLOVENIA	**Mr. Matija Ovsenek**	Video Production Specialist Jožef Stefan Institute Slovenia
TUNISIA	**Professor Sana El Harbi**	UNESCO Chair in OER University of Sousse Tunisia
TUNISIA	**Professor Mohamed Jemni**	Director of Information and Communication Technologies The Arab League Educational, Cultural and Scientific Organization (ALECSO) Tunisia
TUNISIA	**Ms. Mona Laroussi**	Directrice Exécutive Institut de la Francophonie pour L'ingénierie de la connaissance et La formation à distance (IFIC) Tunisia
TUNISIA	**Professor Adel Ben Taziri**	Coordinateur Université Virtuelle de Tunis Tunisia