OPENING UP EDUCATION IN SOUTH-MEDITERRANEAN COUNTRIES
## TITLED

**OpenMED**

A bottom-up approach for opening up education in South-Mediterranean countries

<table>
<thead>
<tr>
<th>PROGRAMME</th>
<th>Erasmus+, KA2 – Capacity-building in the Field of Higher Education</th>
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<tr>
<td>PROJECT nr.</td>
<td>561651-EPP-1-2015-1-IT-EPPKA2-CBHE-JP</td>
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<tr>
<td>DURATION</td>
<td>15/10/2015 - 14/10/2018</td>
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<td>GRANT</td>
<td>871.229,00 EUR</td>
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<td>LEAD CONTRACTOR</td>
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<td>PARTNERS</td>
<td>POLITO (Italy), UNIR (Spain), University of Seville (Spain), Coventry University (UK), Cairo University (Egypt), Alexandria University (Egypt), Cadi Ayyad University (Morocco), Université Ibn Zohr (Morocco), Birzeit University (Palestine), An-Najah National University (Palestine), AArU (Jordan), German Jordanian University (Jordan), Princess Sumaya University for Technology (Jordan)</td>
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Members of the OpenMed Consortium
The OpenMed Project
OER are “[t]eaching, learning and research materials in any medium, digital or otherwise, that reside in the public domain or have been released under an open license that permits no-cost access, use, adaptation and redistribution by others with no or limited restrictions.” (UNESCO, 2012)
There is not a single, correct way of doing open education. OpenMed emphasises the idea of breaking boundaries and building bridges that expand the opportunities for any citizen to benefit from universities as a source of knowledge without having to become fee-paying students.
Overall Objective

Widening participation and adoption of OER and OEP as a bottom-up approach to support the modernisation of HEIs in Morocco, Palestine and Egypt and Jordan, improving the quality of education and teaching.
Q&E Dissemination Exploitation Management

Increased OER adoption

Widening participation in OER

Cheaper
More Relevant
Better
Higher Education

Compendium
Agenda of OE
Local Roadmaps
Training of Trainers
Recommendations

OER Training Course

Training of Trainers

ICOEs

Review of good practices
Expected Results

• **Compendium** of EU-MED Open Education practices

• **Regional Agenda of Open Education** for university course development

• **Institutional roadmap(s)** of open educational practices

• Network of Innovation **Centres for Open Education** activated in partner universities in Morocco, Palestine and Egypt and Jordan

• 70 Faculty staff members **trained** to the concepts of OE

• Recommendations for policy makers, managers of universities, teachers and educators

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INITIAL RESULTS
Review of OER and OEP case studies

**OpenMed**

Opening up Education in South-Mediterranean Countries

A Compendium of Case Studies and Interviews

with Experts about Open Educational Practices and Resources

- **Discover Palestine (MOOC, Palestine)**
- **EDRAAK (MOOCs platform, Jordan)**
- **JORUM (repository, UK)**
- **Nafham (teachers’ platform, Egypt)**
- **OER Commons Arabic (learning repository, Egypt)**
- **OER Strategy of UNISA (strategy, South Africa)**
- **Open Humanities Press (open access publishing, UK)**
- **Open Review Project (reviews OER research, US)**
- **Platforme Pédagogique (Learning platform, Morocco)**
- **REDES (Open journal, Spain)**
- **UC@MOOC (MOOCs platform, Morocco)**

Downloadable at:

Video Presentation
[https://youtu.be/Zqt9x9sIUb0](https://youtu.be/Zqt9x9sIUb0)
Interviews with experts

Tel Amiel, UNESCO Chair in OER at UNICAMP and Researcher at NIED/UNICAMP, Brazil;
Maha Bali, Center for Learning & Teaching at the American University in Cairo (AUC), Egypt;
Daniel Burgos, UNESCO Chair on eLearning at the International University of La Rioja (UNIR), Spain;
Cristóbal Cobo, Director of the Center for Research, Ceibal Foundation, Uruguay;
Jean-Claude Guédon, Professor at the University of Montreal, Canada;
Sana Harbi, Professor at the University of Sousse (Tunisia);
Rory McGreal, UNESCO/Commonwealth of Learning Chair in OER
Teresa McKinnon, Principal Teaching Fellow, University of Warwick, UK;
Paul Stacey, Associate Director of Global Learning, Senior Project Manager with Creative Commons, US;
Peter Suber, Director of the Harvard Open Access Project
Shireen Yacoub, Queen Rania Foundation for Education and Development, Jordan

All the recordings are available at http://openmedproject.eu/category/experts/
3 minutes about Open Education

All the recordings are available at: https://www.youtube.com/playlist?list=PL6E65Vd_hjnzio0nmKEMCOSJ1-psuXBf
THE WORD TO THE SOUTH-MEDITERRANEAN REGION
National Strategy Forums

Towards a Strategy of Continuing Education & Open Educational Resources
EGYPT OER STRATEGY FORUM
Cairo, November 30, 2016

Open Education Day
MOROCCO OER STRATEGY FORUM
Marrakech, December 6-7, 2016

Jordan OER National Strategy Forum
Amman, February 28, 2017

Palestine OER National Strategy Forum
Birzeit, 20 April, 2017

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Jordan OER National Strategy Forum
Amman, February 28, 2017
OER REGIONAL AGENDA FOR THE S-M REGION
An attempt to structure a shared strategy

The OpenMed OER Regional Agenda for the South-Mediterranean region, starting from an understanding of the long-term challenges and priorities which are necessary for opening up Higher Education in the South Mediterranean countries, presents a set of strategic actions aimed at maximising the benefits of OER and OEP to increase the access, the quality and the equity of Higher Education in the region.

The OpenMed project recommends that HE institutions, within their capacities...
OER Regional Agenda for South-Mediterranean Universities (draft 1.0)

It is a set of long-term recommendations for OER adoption in South-Mediterranean Universities.

The aim is to become the starting point for the development of both policies and roadmaps at institutional level, and it will inform the training of trainers component of the OpenMed project.
OER Regional Agenda for South-Mediterranean Universities (draft 1.0)

COMMENT-ABLE at www.OpenMedproject.eu
Open Content and Licenses (C)

C1. Encourage the use of open licenses for all educational materials produced by public institutions.

C2. Encourage the development, adaptation, and localisation of OER in Arabic language and in diverse cultural contexts.

C3. Promote the adoption open standards (open source), address accessibility principles and standards during the design (W3C), and the use bibliometric criteria (Metadata) when publishing OER.
Open Pedagogy and Practice (P)

P1. Promote **open approaches to knowledge production** within education, which include the use, reuse and remix of OER.

P2. Raise **awareness** - also through practical experimentation - of the role of OER supporting educational transformative practices and learning innovation, to enhance the creation and conveyance of knowledge through OEP.

P3. **Recognise and accredit knowledge acquired through OER and OEP** by creating adequate indicators and metrics to assess competences, pursuing academic quality assurance and rigour in the process of OER production and adoption

P4. Further develop **empirical research** of the pedagogical value of OER, including their impacts on formal and informal education environments
Technology (T)

T1. Ensure equitable access to Information and Communication Technologies (ICTs), as a crucial requirement in the adoption and production of OER.

T2. Incorporate openness in teachers training programmes, building capacity on the use and value of open standards to develop technical skills and competences to find, use, remix, and contribute with OER as well as to engage with and to promote OEP.

T3. Support the adoption of appropriate open formats and standard to enable interoperability and compatibility between existing and new systems or solutions, and transferability of data and information between old and new systems.

T4. Pursue decentralised or federated solutions to knowledge management which facilitate the creation of inter-institutional and regional OER initiatives that leverage the findability, exchange, reuse and repurpose of resources within an expanded community of users and beyond the educational institutions.
Governance & business models (G)

G1. Implement consistent and inclusive OER institutional policies outlining the ways in which the organisation aims to engage with OER and OEP.

G2. **Empower OER champions**, innovators and early adopters to widespread the word to faculty and non-faculty members about the value premises and benefits of OER, through institutional and/or financial incentives and professional recognition

G3. **Foster an OER culture** through knowledge management practices that enable an educational paradigm by shifting towards openness and collaboration, disseminating OER and OEP within the institution and beyond

G4. Develop institutional and cross-institutional flexible certification models to assess, qualify and recognise the learning outcomes of those who have learned through the use of OER and OEP
Collaborative models between institutions (I)

I1. Pursue **inter-institutional collaboration** fostering the emergence of networked communities of practice around open education themes..

I2. **Liaise with regional and international initiatives** (i.e. consortiums, world wide federations, open education alliances, initiatives promoted by UNESCO, etc.) that may enhance the visibility of the region in worldwide Open Education initiatives..

I3. **Collaborate beyond the university boundaries**, recognising that Open Education is an opportunity to expand learning beyond the boundaries of traditional education.

I4. Encourage and promote **academic research networks** into open education in the Arab countries, and on the various organisational opportunities and challenges associated with the implementation and use of OER.
WHAT’S NEXT
What’s Next

1. Regional OER Strategy Forum in Birzeit, Palestine
   • 20 April 2017, Birzeit University

2. Online Conversation on the OER Regional Agenda

3. Institutional roadmaps, based on the overall Regional OER Agenda and institutional strategies

4. Sharing knowledge and building capacity: OER blended training of trainers course
   • Intensive OER Training Week: September 25-30, 2017, Politecnico di Torino, Italy
   • Online training and peer-support (80 hrs E-learning): October 2017 - February 2018
OER blended training of trainers course
(draft modules)

1. Introducing Openness in Education
2. Open Licensing and Copyright
3. OER and Open Content
4. Localising OER and MOOCs
5. Open Educational Practices
مصادر تعليمية مفتوحة
OPENING UP EDUCATION
IN SOUTH-MEDITERRANEAN COUNTRIES

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Join us!
YES
WE CAN
INCHALLAH
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CONTACTS

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