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1. CAPACITY BUILDING

Actions	Indicators
Existing capacity building materials: - Identify generic, specific and locally contextualized OER content; - sharing, wider dissemination, aggregation of repository systems with common quality standards and meta data, focus on multilingualism, accessibility, contextualization of courses to local needs (including language); - Scale and amplify existing resources. Development of new capacity building materials: - identify gaps in available capacity building content resources, and collaborative solutions to address these gaps. Support collaboration amongst OER champions: - Identifying existing OER champion practitioners, institutions, organizations and ensuring sharing of best practices for users' capacity to create, access, re-use, adapt and redistribute OER); - Support co-creation of practical solutions based on existing best practices and evidence-based research; - Support collaboration to contextualize resources to specific local needs; - Support cross – language collaboration (e.g. amongst Hispanophone or Arabic – speaking partners in different continents and/ or countries); - Create strong well facilitated regional hubs and platforms to share OER knowledge, tools and approaches. Research: - Encourage research with communities of practice to inform the development and implementation of OER; - Create sabbatical and visiting scholarship exchanges between and within regions for training and research.	Focus includes number of courses, their use, impact and outputs. Example indicators: - Aggregation of repository systems with common quality standards and evidence-based adoption strategies - No. of contextualized OER to meet national curriculum needs - No of capacity building solutions for OER integrated into other capacity building initiatives (e.g.; for Teacher education) - Adoption of OERs at all levels of the education system - Use of common repositories

The above actions and indicators represent the outcomes of the Dynamic Coalition online consultation. These points provide a starting point for reflection which can be further refined by the Working Groups as the implement activities.

2. POLICY

Actions	Indicators
Identification, sharing of information on and support for: - The development and implementation of institutional, governmental policies (including those that are stand alone, and those that are integrated in policies related to other frameworks; - Aligning OER related policies to open education, OA, prevailing IP policies; - Regional and inter-regional frameworks that encourage embedding open licensing in public funded educational materials; - Mechanisms and Tools to share information and best practices on policy issues inter- and intra-regionally; - International multilateral frameworks which reinforce open access to information, data and transparency in education. Encourage collaborative mechanisms to: - Development and implement tools to support the revision of copyright and IP policies and laws; - Collectively develop templates based on analysis of existing good practices, national institutional policies; - To encourage the development and/or implementation of policies that recognize OER users and creators, as well as policies that stimulate the creation, access, re-use , repurpose, adaption and redistribution quality OER by educator and learners; - Develop and integrate policies that identify and address barriers for OER integration in education systems. Research: - Establish research networks to provide an evidence base to / for policy development in OER.	- N° of existing policies related to OER (stand alone, integrated, at governmental level, at institutional level) - Impact of existing policies for supporting the use, re-use and sharing of OER - Impact of existing and developed mechanisms for sharing policies

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The above actions and indicators represent the outcomes of the Dynamic Coalition online consultation. These points provide a starting point for reflection which can be further refined by the Working Groups as the implement activities.

3.INCLUSIVE, EQUITABLE ACCESSIBLE, QUALITY OER

Actions	Indicators
Inclusive OER - Include use of assistive technologies and accessible formats, including the use of Universal Design for Learning in OER capacity building and policy initiatives; - Initiate and support Communities of Practice made up of OER expert, Instructional Designers with expertise in accessibility issues; - Ensure the use of UDL for the development of mechanisms to develop, and share OER (including related ICT infrastructure); - Ensure gender equity in all OER activities (with regard to participants, supporting access to funding, actors, beneficiaries). This includes identifying barriers to gender equity, and addressing them; - Support access to OER initiatives and resources for those in remote areas; - Share best practices and success stories of how OER can be used for, by and with persons in difficult or informal out of school contexts (e.g. OER to support educational opportunities for migrants and refugees); - Showcase, monitor and map the impact of the use of accessible OER, making the case of viable practice; - Develop, implement and showcase technical standards and best design practices for the USE/REUSE of OER on mobile devices, and related App development; - Collectively develop and disseminate shared definitions of what 'inclusion' means for OER users' capacity to create, access, re-use, adapt and redistribute OER; - Link projects to specific community needs; - Develop local leadership, peer networks, and grass roots engagement in regions to sustain the richness and diversity of local knowledge. **Multilingualism:** - Create a multilingual and accessible federated OER discovery system based on agreed upon common meta-data; - Leverage AI for translation of OER; - Use open formats and standards to promote ease in translation and contextualization; - Recommend or define schemes for OER citation practices. **Quality Assurance** - Development of QA criteria and descriptive tag development; - Development of guidelines concerning QA Criteria for OER for QA and Recognition bodies; - Sensitization of QA and Recognition bodies to OER issues that need to be integrated in review and accreditation processes at the course, institutional and governmental levels. **Research** - Encourage research with communities of practices in the are of accessibility, inclusiveness, quality assurance and mutilingualism t o inform the development of OER by diverse communities for diverse communities of practice.	- Quality resources created by local stakeholders - Number of indexed resources that follow criteria for inclusion - Inclusion in the success and development of OER - Ability of stakeholders to adapt OER to their contexts - Availability and success of software to translate OER to other languages, including with a focus on indigenous languages - Increase in OER content in languages other than English

The above actions and indicators represent the outcomes of the Dynamic Coalition online consultation. These points provide a starting point for reflection which can be further refined by the Working Groups as the implement activities.

4. Sustainability	
Actions	**Indicators**
1. Reviewing and updating current provisions and procurement policies	
- Develop and share common frameworks across regions in OER development and utilization;	- Publication of common frameworks
- Advocacy efforts for policy makers to make publicly funded educational materials openly licensed;	- Evidence of government policies that support long-term investment in OER
- Identify partner organizations that can help facilitate discussions and publish compelling case studies to inform policy makers;	
- Encourage learners and teachers and researchers to learn about OER and participate in developing policies.	- sharing and re-use of frameworks, and OER
2. Catalyzing new modes for funding and resource sharing	
- Encourage funding and collaboration in OER between and within regions	- Measured impact on teaching and learning practices
- Emphasize the importance of multi-stakeholder activity to unlock sources of funding;	
- Provide targeted support for individual countries to develop sustainability plans;	- Number of OER based courses adopted by country or region or language
- Revise and reallocate existing budgets to support OER;	
- Leverage taxes on the basis – supporting that all educational materials produced with public funds should be openly licensed;	- Number of participants across multiple diverse stakeholder groups
- Examine small scale start up funding models and other new business models. This includes: creating new models that optimize open educational resources and practices as a public good, incentivizing community based models of content creation and sharing; and considering partnerships wit publishers t support the curation, creation and dissemination of OER.	- Reporting on current costs of education materials
3. Supporting continuous improvement	- Measure diversity in funding sources for OER
- Identify, share and apply common surveys and tools fo revaluating OER implementation;	
- Create a review and improvement model;	- Interrogate and publicly report on the cost of materials for each level of education
- Use research to help define the value of OER;	
- Develop and adopt feedback mechanisms for OER utilization and creation;	
- Share curation of measures such as survey instruments.	- Number of countries that have produced action plans for sustainability
Research:	
- Use research to help define the value of OER.	- Increase in membership in local, regional and international networks

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