

Landscapes, maps and territories  
of open education policy  
*... where do we go from here?*



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*OEG21*

# Maps



A wooden signpost is mounted on a weathered wooden post in a forest. The sign is a flat, rectangular piece of wood with rounded corners, held in place by two brass screws. The text on the sign is stamped in a bold, sans-serif font. The background is a dense forest with green foliage and tree trunks.

**TRAIL ABANDONED  
AND DOES NOT EXIST**



Open Education policies are written or unwritten guidelines, regulations and strategies which seek to foster the development and implementation of Open Educational Practices, including the creation and use of Open Educational Resources. Through such policies, governments, institutions and other organisations allocate resources and orchestrate activities in order to increase access to educational opportunity, as well as promote educational quality, efficiency and innovation of education.

*Atenas, Havemann, Neumann & Stefanelli, 2020*

# OE policy infrastructure

**National educational strategic priorities**  
Are the dominant elements in regards with policy priorities in a country, which is affected by a series of socioeconomic elements.



**Institutional policy priorities**

Are the local policy priorities of sector actors which is affected by national and international socioeconomic issues and agendas

**Supra-national and international recommendations and declarations**

Recommendations on OE - OER policy development arising from Supranational Organisations (UNESCO, EU, COL) and international civil society (OE global, OKFN, Creative Commons, SPARC)

# State of the art

- OE policies are still thin on the ground at national and institutional levels
- OE policies, where existing, tend to be OER-focused
- OEP include practices that relate to and support OER – but also a wider range of practices, less discussed or well understood

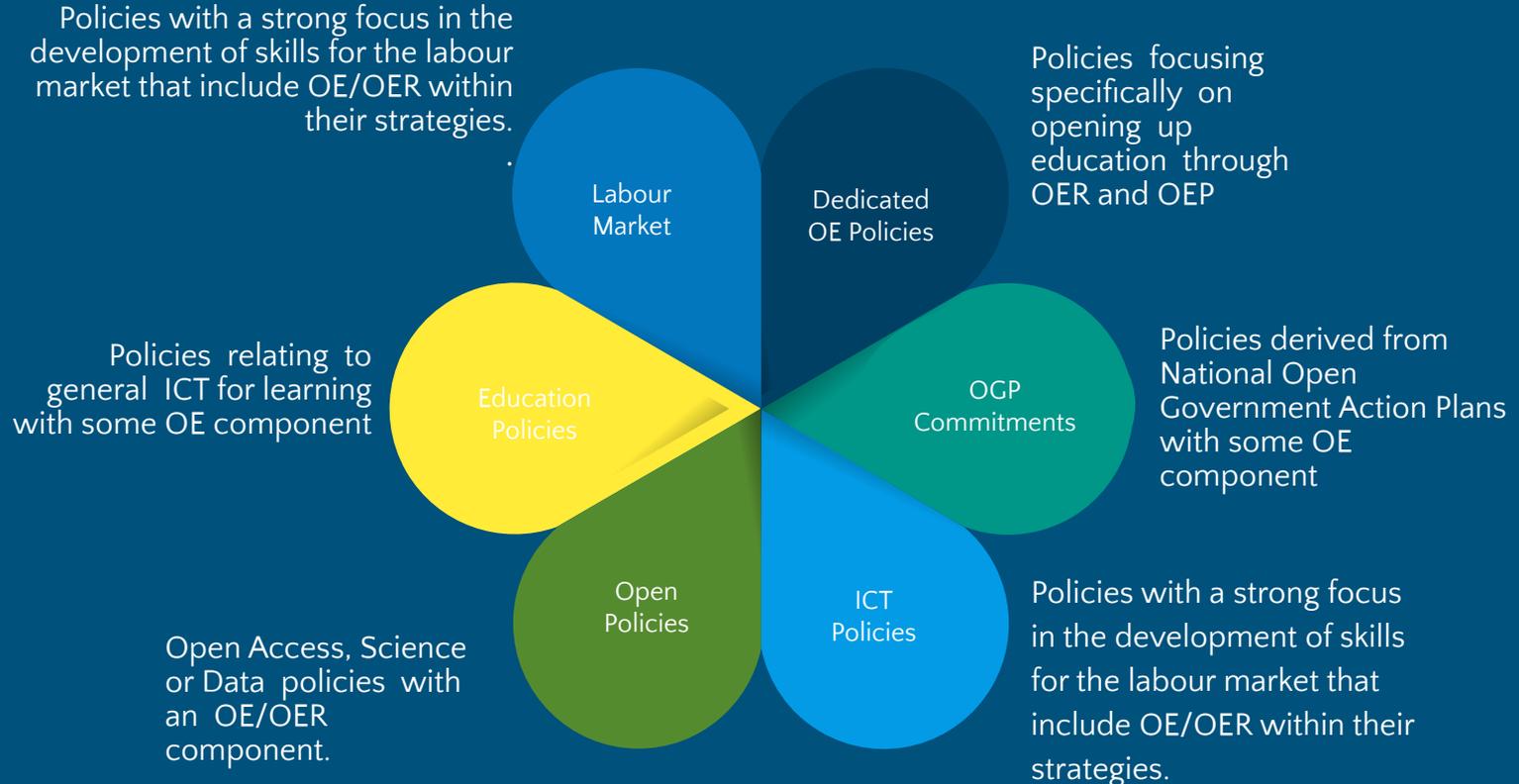
# The drivers of OE policies

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One of the most important aims for in OE policy is to catalyse a cultural and organisational change while in the case of institutional OE policies these need to be driven by social justice, social inclusion, equity and diversity, and student support (Stagg & Bossu; 2016; Orr, Neumann & Muuß-Merholz, 2017; Campbell, 2020; Atenas, Havemann, Neumann & Stefanelli, 2020)

The adoption of a co-creation approach can empower educational communities, thus Universities should then draw and develop policies that connects different areas of knowledge, and in turn create opportunities for recognition and progression for those who participate in the co-creation process.

# Types of OE policies



# Types of policies

## Dedicated OE / OER policies

Policies focusing specifically on opening up education through OER and OEP

## ICT policies with an OE / OER component

Policies relating to general ICT for learning with some OE component

## Education policies with an OE / OER component

Policies relating to general ICT for learning with some OE component

## OGP derived policies

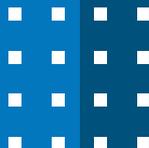
Policies derived from National Open Government Action Plans with some OE component

## Open policies with an OE/OER component

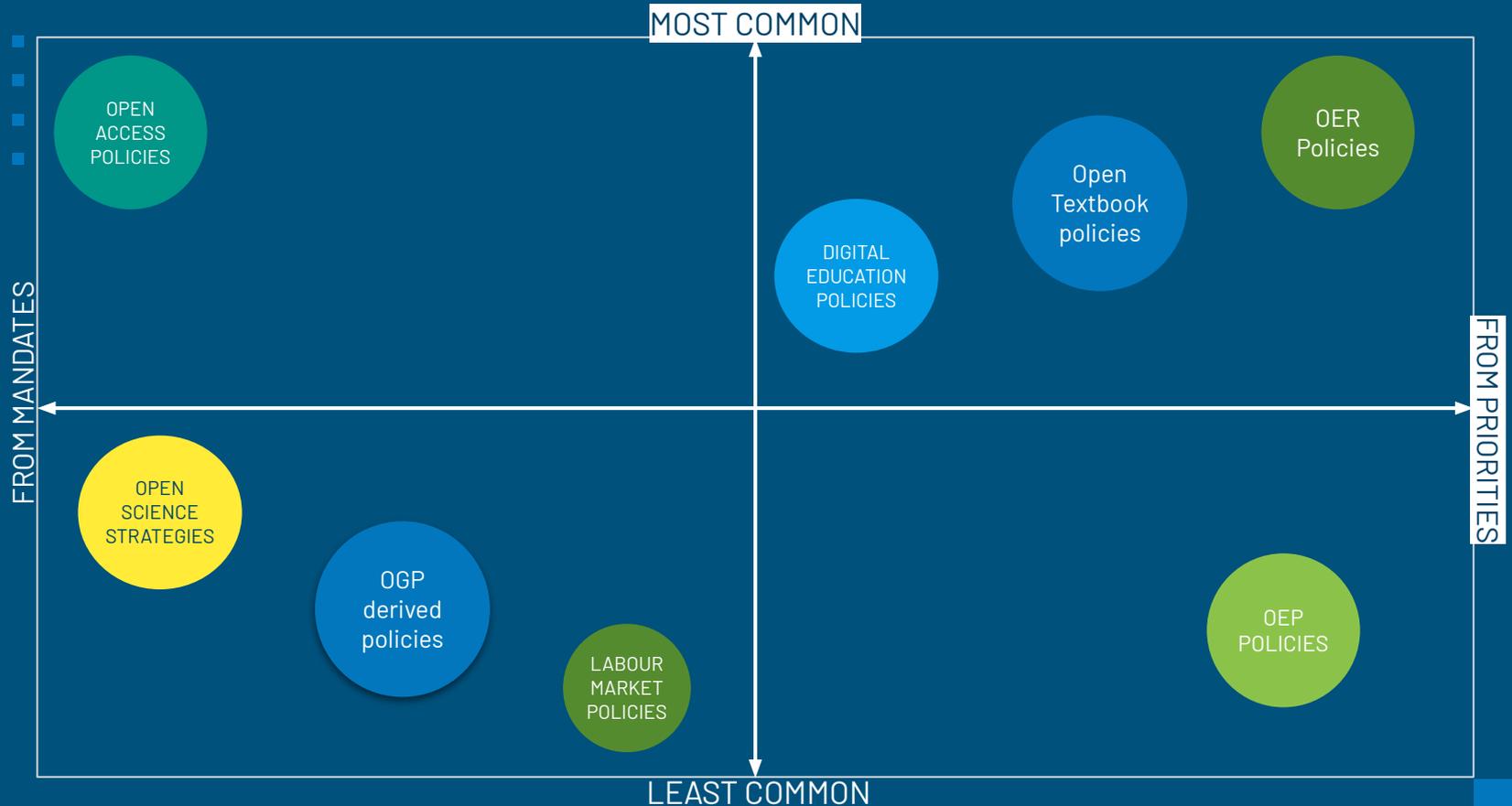
Open Access, Science or Data policies with an OE/OER component.

## Labour market policies

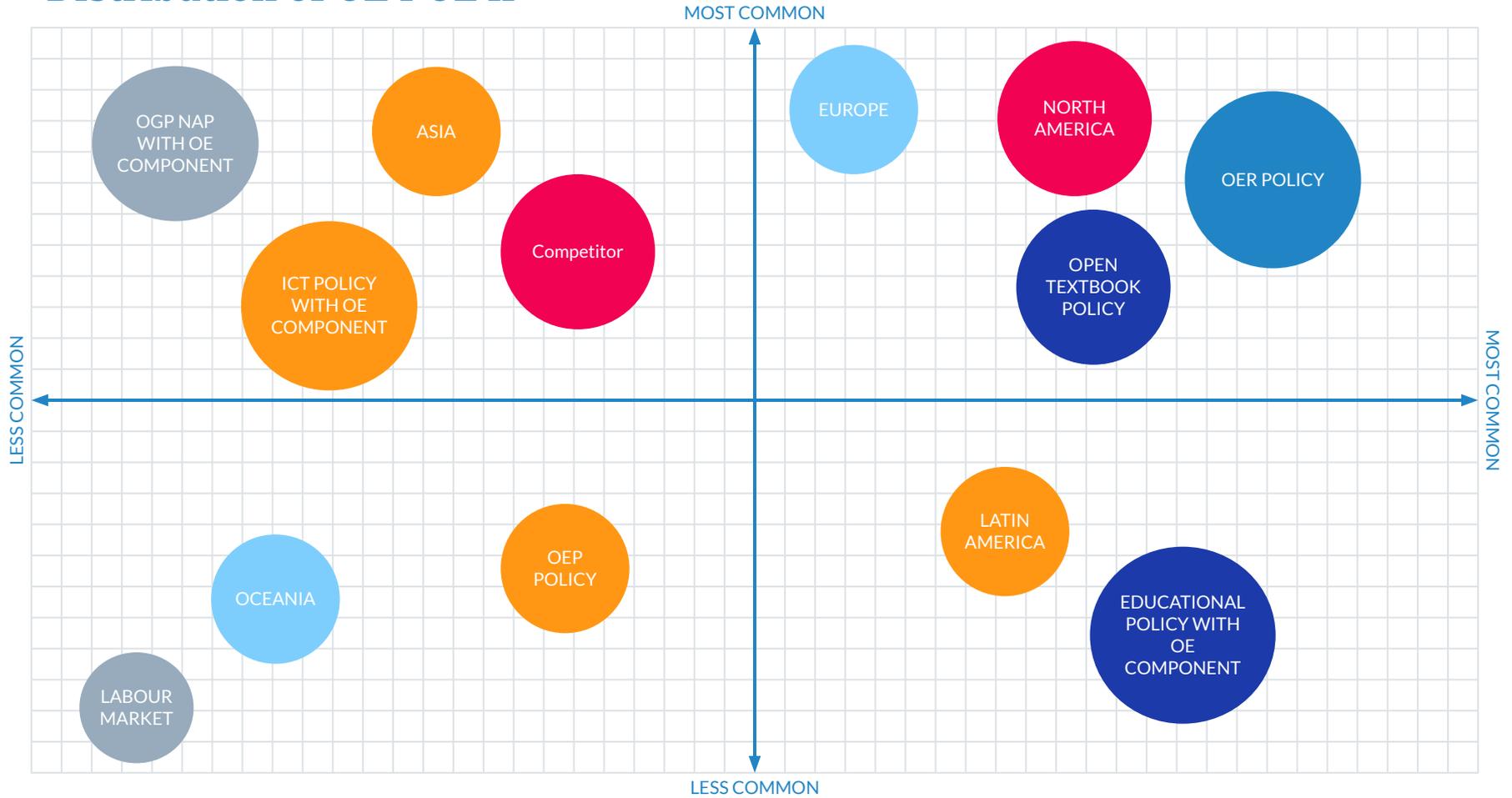
Policies with a strong focus in the development of skills for the labour market that include OE/OER within their strategies.



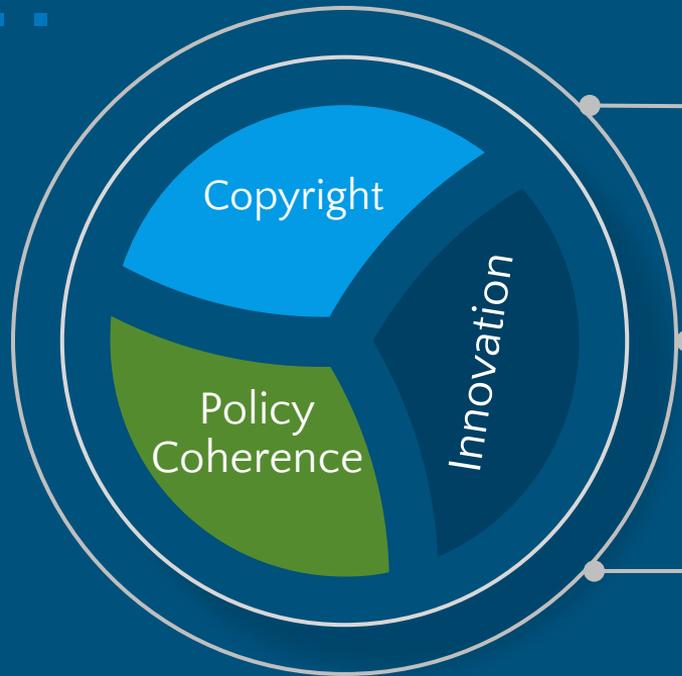
# Distribution of OE policies



# Distribution of OE POL II



# Structural elements of OE policies



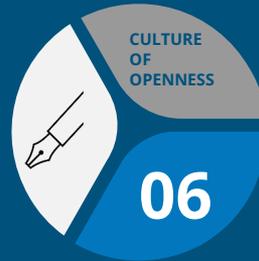
It is key that OE policies work in concert with education sector voices calling for fair use of copyright material, in addition to promoting the adoption of open licensing of publicly funded educational materials.

It is important that institutions and governments ensure coherence amongst Open Science, Open Access, Open Government policies and commitments and ensure cohesion between OE policies and educational strategies.

According to Cronin (2017) OEP can support innovative approaches for teaching and learning and can widen participation in education, not just by facilitating access to content, but creating communities of open practice.

# Key OE policy elements

It is important that OE policies consider models for reward and recognition for educators who have integrated aspects of OEP into their teaching.



OE can be transformative at academic level, as when a critical mass of impactful activities are visible, a long lasting cultural change can occur within the institutions involved.

OE is about human rights and access to learning, fostering a culture of developing knowledge, promoting understanding across cultures, democratic values, transparency, equity, and social participation.

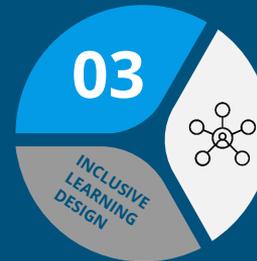


## OE POLICIES



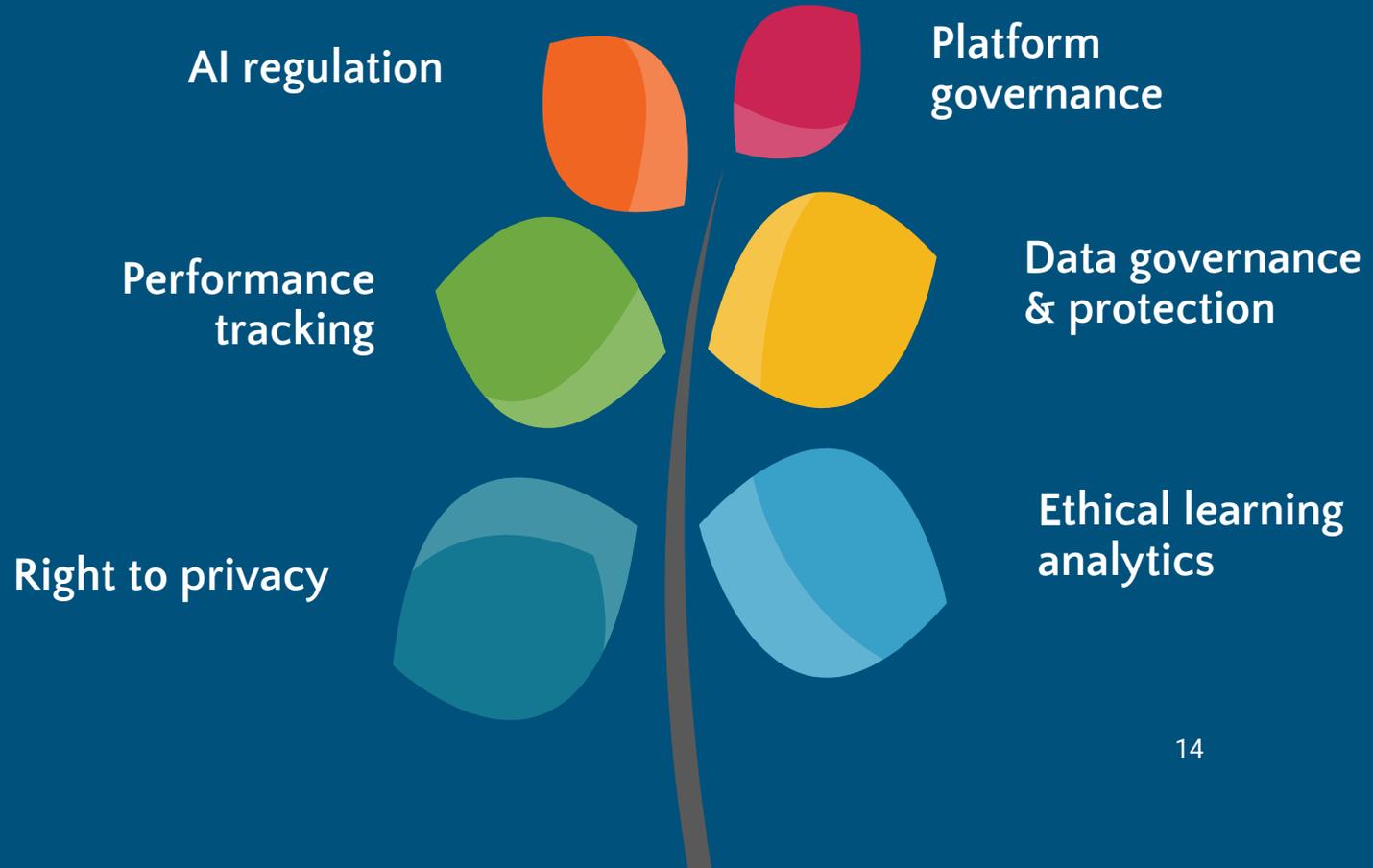
For UNESCO (2012), accreditation mechanisms should be adopted to recognise the learning acquired through open courses and OER while recognising by creating adequate mechanisms to assess learners' competences.

OEP can stimulate the supply and demand for high-quality OER which are essential for modernising and democratising education by making publicly available materials funded by public funds.



OE is a vehicle for inclusion, therefore, OE policies need to ensure that OERs and platforms prioritise an inclusive and accessible design to ensure these directly benefit and impact, following the article 24 of the Convention on the Rights of Persons with Disabilities.

# Ethical - technical elements



# Key elements of OE policies

## **Open Infrastructures**

Policies should be in place to guide the process of assessment, selection, procurement, adoption or design of the technologies to be used in OE.

## **Data Governance**

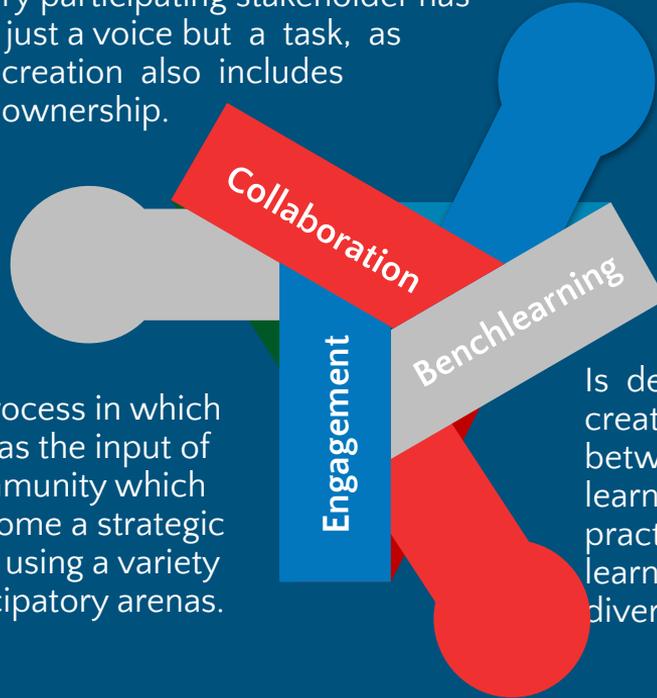
Privacy is crucial for the protection of human dignity and constitutes one of the fundamental bases of democratic societies, thus it is a core component of OE and OER production.



# Elements for Co-creation

In policymaking can be understood as an equitable and non hierarchical process where every participating stakeholder has not just a voice but a task, as co-creation also includes co-ownership.

Is the process in which policy has the input of the community which has become a strategic partner, using a variety of participatory arenas.



Is defined as a process for creating a systematic link between benchmarking and learning activities to identify good practices through comparative learning using a wide range of diverse indicators.

# Roadmap for co-creation

Map the policies  
you want to review

1

Identify the key  
issues you are  
facing

3

Draft, review, rewrite and  
re-review your policy

5

Encourage the  
participation of  
underrepresented  
groups

2

Open co-creation  
tables to co-create  
or update a policy

4

Share your policy  
with the OE  
community

6

# Open Education Policy Canvas

**Co-Creation Process:** Describe key proposed stages/events of your co-creation process.

**Context:** What are the relevant social/cultural issues at play in the policy environment

**Policy design partners:** Who needs to be involved in the policy co-creation process?

**Implementation:** Who is needed to implement the policy? What kinds of support are needed?

**Stakeholders:** Who will benefit from the policy? Who will be affected by the policy?

**Policy opportunities:** Who is needed to implement the policy? What kinds of support are needed?

**Policy challenges**  
What challenges or barriers does your policy face?

**Policy aims:** Which are the key aims of your OE policy?

**Risks:** What could derail your policy?

# Some relevant readings

Havemann, L., Atenas, J. & Neumann, J., (2020). The Open Education policy registry: An open benchlearning tool. OE Policy Working Papers.  
<http://doi.org/10.5281/zenodo.3738418>

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Amiel, T., da Cruz Duran, M. R., & Costa, C. J. (2017). Building Open Policy through OER: An analysis of the Open University of Brazil System.  
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<https://ec.europa.eu/jrc/en/publication/policy-approaches-open-education-case-studies-28-eu-member-states-openedu-policies>

Chambers, D., Varoglu, Z., & Kasinskaite-Buddeberg, I. (2016). Learning for All: guidelines on the inclusion of learners with disabilities in open and distance learning.  
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<https://doi.org/10.1177/0952076717709525>



Huss, O. & Keudel, A. (2020). Open government in education: clarifying concepts and mapping initiatives  
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Cronin, C. (2020). Open education: Walking a critical path. In Open(ing) Education. Eds Dianne Conrad and Paul Prinsloo.  
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Atenas, J., & Havemann, L.. (2021). A review of the OE policy landscape and OE Policy Lab update.  
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Cardoso, P., Morgado, L., & Teixeira, A. (2019). Open Practices in Public Higher Education in Portugal: faculty perspectives. Open Praxis,  
<https://doi.org/10.5944/openpraxis.11.1.823>

Atenas, J., Havemann, L., Neumann, J., & Stefanelli, C.. (2020). OE Policies: Guidelines for co-creation.  
<http://doi.org/10.5281/zenodo.4281363>

Stefanelli, C., Atenas, J., Nascimbeni, F., Villar-Onrubia, D. (2020). OpenMed project - OE roadmap  
<https://openmedproject.eu/home/our-roadmap/>



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# Thanks!

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