

REPORT

Open Education in European Libraries of Higher Education

November 2021



Open Education in European Libraries of Higher Education, 2021

Implementing the UNESCO OER Recommendation

November 2021

This work was supported by the William and Flora Hewlett Foundation

“Open Education in European Libraries of Higher Education”

Report commissioned by:
SPARC Europe

<https://sparceurope.org/>

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Report DOI: 10.5281/zenodo.5734980
Dataset DOI: 10.5281/zenodo.5734988

Report dated: Nov 2021



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1. Executive summary

This report summarises the results of a survey of European libraries of Higher Education on Open Education (OE) and Open Education Resources (OER) with a particular focus on the work being carried out to implement the UNESCO Recommendation on OER.¹ We define OE as resources, tools and practices free of legal, financial, and technical barriers. They can be fully used, shared and adapted in the digital environment.

The research analysed responses from 233 libraries from 28 European countries. Respondents primarily came from universities, followed by technical colleges, specialised institutions, universities of applied sciences, teaching colleges, distance education institutions and other service centres. This document presents the findings at a pan-European level. It does not attempt to draw a connection between responses and the national context, which could be part of a separate analysis.

COVID-19

The COVID-19 pandemic has altered the worldwide educational landscape and disrupted Higher Education institutions (HEI) in particular. In this context, the survey reveals that COVID-19 has heightened awareness of openness and the need for OER in learning environments. It has shown that academic libraries have an essential role in successfully responding to the challenges of accessing information through the pandemic. It is essential to continue building out OER and to explore and monitor the evolution of OE/OER in a post-COVID-19 world to be better prepared with digital access to education for future societal crises and challenges.

The UNESCO Recommendation on OER

In 2019, almost 200 Member States ratified the UNESCO Recommendation on OER. This international standard-setting instrument on OER aims to support the creation, re-use, adaptation and redistribution of inclusive and quality OER, while also facilitating global cooperation.

The SPARC Europe survey shows familiarity with the UNESCO OER Recommendation amongst many academic libraries, with about one-third of respondents taking concerted action. Therefore, whilst some concretely address the UNESCO OER Recommendation, further awareness-raising and support in academic libraries and their institutions is required to help implement it.

Of all of the five actions of the UNESCO Recommendation on OER, building the capacity of stakeholders to create, access, re-use, adapt and redistribute OER, developing supportive policy for OER, encouraging inclusive and equitable quality OER, nurturing the creation of sustainability models for OER, and promoting and reinforcing international cooperation in OER, libraries are carrying out capacity-building activities the most. Libraries continue to lead or support OE in equal measure and lead in areas close to their core work. They do this mainly through their teaching and learning and research support departments. In addition, they work in conjunction with Open Access and Open Science areas when advocating for open.

¹ UNESCO Recommendation on Open Educational Resources (OER), 25 November 2019, Legal Instruments, http://portal.unesco.org/en/ev.php-URL_ID=49556&URL_DO=DO_TOPIC&URL_SECTION=201.html

Library strengths can be found in some of their historical fields of expertise and where they lead OE/OER services, such as metadata for indexing digital resources, information literacy, information management, and storage services. Survey results show that there is a slight change of course in some library services to adapt more to the needs of OE/OER, for example, by getting involved in OER co-creation, which is an emerging area of interest. This may indicate a possible evolution of library roles and responsibilities related to Open Education. More guidelines and training in open skills, OER reuse, adaptation, remixing, creation and instructional design will be necessary in future to develop the library staff OE skillset so that they can collaborate more effectively with teaching staff.

Half of the libraries surveyed report that their institution already has some kind of OE policy, that they are in the process of developing one, or that one is under consideration. Libraries also seem to be more involved in their conception since last year. Looking at policy numbers more specifically, although a similar number of institutional policies were reported this year (though different ones were also reported), OE is addressed more as part of overarching policies than standalone policies dedicated to OE/OER. In the case of national policies, around one-third of respondents confirm having such a policy, or that one is under development. To conclude on OE policymaking, although there seems to be more library involvement in policymaking since last year's survey, the total number of institutional and national policies reported is still low compared to the number of Higher Education institutions in countries across Europe. Therefore, it is recommended that libraries support each other to initiate and develop standalone or overarching OE policies by drawing on good policy examples and practical policymaking experience from peers.

Libraries engage with diversity, equity and inclusivity (DEI) on an institutional level in various ways. A quarter of responding libraries address all elements of DEI in their OE work, showing that this is a strategic priority for some organisations. Among the total number of respondents, twice as many libraries address improving accessibility issues for different groups. This is likely due to more work already being carried out on this by academic libraries when overseeing accessibility compliance for their digital services and resources. However, ensuring the other two DEI aspects is more challenging. Libraries and their institutions will need to create and run professional development programmes for library staff in DEI to help them address DEI in OER and their library services.

Regarding the fourth UNESCO area of action, sustainability, as compared to 2020, very limited financial resources are still generally dedicated to OER in libraries of Higher Education. However, more positively, more institutions seem to be receiving funding for OER, showing that more funders and institutions are committing to Open Education and to funding it. Similarly, universities and their libraries seem to be increasing personnel resources for OE/OER since last year. This indicates that libraries are gradually better utilising staff for OER-related tasks and calling for more OE professionals. Here, we recommend that libraries explore sustainable models for creating OER, from establishing a grant programme to utilising collaborative communities and member associations. More skilled staff will also be necessary to build and provide OE capacity in the coming years.

This is despite lessons learnt from COVID-19 where a LIBER (2020) COVID-19 report states the need for meaningful collaboration: "Working together is essential in the success of future projects, and we need to work hard to make collaboration efficient, pleasant, and meaningful in the (post) COVID world".

As for the fifth UNESCO action, which relates to international cooperation in OER, many libraries are organising themselves in networks. However, many seem to be more involved in creating, maintaining, or participating in networks that share OER (locally, regionally, or globally) than in promoting and stimulating cross-border collaboration and alliances in OER projects and programmes. We recommend that libraries participate in international OE networks and projects to gain new knowledge and work together on common goals. One of the examples of such OE librarian networks is the European Network of Open Education Librarians (ENOEL), which helps encourage cross-border collaboration and OE action.

Challenges, opportunities and needs

In general, libraries find more challenges than opportunities in resource-provision, cultural change and policymaking. In contrast, they see more opportunities than challenges in new Open Education practices, positive institutional environment change and external relations.

Libraries see the greatest opportunities in OE by increasing access to information and the positive evolving role of the library in this area. Libraries provide access to open, digital and up-to-date educational resources as part of their role as facilitators of access to information. They are also adjusting their tasks to better support teaching and learning, but still need more pedagogical support to further boost OE action. These new responsibilities drive librarians to increasingly collaborate between departments. To support this cross-institutional collaboration, we recommend creating communities of practice to develop OE solutions that include and work for multiple stakeholders and create long-lasting partnerships.

The main challenges in OE for libraries relate to the need for more capacity to improve the skills of librarians and their OE teams. Libraries need more training in both openness and its application to areas closer to teaching. Increased funding is also necessary and will allow libraries to invest in open content creation, infrastructures or additional key staff. Cultural change is another challenge, where a shift in mindset to embrace change and OE can partly be solved by increasing awareness of OE. Libraries could do this more by exploring, sharing, adopting and adapting OE practices to demonstrate the value of open.

This year, libraries consider technology to be by far the area where support is needed most. The survey results highlight that creating a supportive Open Education infrastructure is a particular urgency. Teachers, students, the public and other professionals need to find OER more efficiently, and information providers need to have access to the software and tools to create OER on the one hand, and integrate discovery systems with different educational infrastructures on the other. We therefore recommend building and funding a more interoperable technical OE ecosystem between institutional repositories and other educational platforms.

Overall

COVID-19 has highlighted the need for immediate digital remote access to information, and the value of libraries here has been unmistakable. The UNESCO Recommendation on OER has also further stimulated the need for open educational resources to nations worldwide. However, more needs to be done to raise awareness of the Recommendation and its areas of action. These pinpoint the current challenges that need to be addressed to deliver on a more open society, where further OE advocacy will help change mindsets. Despite the UNESCO Recommendation and its encouraging OE policy and practice, we have seen minimal national and institutional policies that prioritise or even address Open Education this year. However, we do observe more policy under development, which is encouraging, and policymaking takes time. Together with OS colleagues, libraries could join forces here to encourage and conceptualise new supportive OE policies.

This survey report illustrates that academic libraries are taking an important role in advancing Open Education in Europe and shows that libraries are playing to their strengths as open information and knowledge managers, facilitators, and disseminators. They are, in particular, building capacity to create, access, re-use, adapt and redistribute OER whilst providing educators and students with information literacy, storage, metadata and discovery services that are closer to their more traditional roles. They can further build their OE-specific and pedagogical skills, and engage more in co-creating OER, and open textbooks, in particular. Institutions and libraries across Europe are starting to look more closely at delivering services that address Diversity, Equity and Inclusion more comprehensively. It will be essential to increase this going forward. Although a lack of human or financial capacity is a real concern for many, there are signs of increased funding opportunities and more personnel resources for OE. Increasing this will facilitate more OE action and deliver on the UNESCO OER Recommendation, as will more participation in OE projects and increased technical support.

To further accelerate OE and OER efforts, libraries will above all need to join forces and collaborate – institutionally, nationally and internationally – to build a more open, creative, informed, and legally and technically sound learning environment to facilitate access to educational resources for all.

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2. Introduction

Background and objectives

Academic libraries have shown strong leadership in advancing Open Scholarship and Open Science (OS) in the last two decades in Europe. Education is essential to advancing society and making it open means connecting the dots between technology and affordable, quality teaching and learning to make use of its greatest potential: Retain, Reuse, Revise, Remix and Redistribute. Open Education (OE) policy and practices have advanced for over a decade with The Cape Town Open Education Declaration, the Open Government Partnership, the UN's Sustainable Development Goals and, most recently, the UNESCO Open Educational Resources (OER) Recommendation (2019).

This UNESCO Recommendation on OER and its OER Dynamic Coalition and roadmap – of which SPARC Europe is part – marks out ambitious actions and strategies to implement the OER Recommendation. Libraries are the natural partners in such an Open Education effort with their strong track record in open information and knowledge management, facilitation and dissemination. To inform the strategic path ahead for libraries in this area, in late 2019, SPARC Europe, in consultation with the European Network of Open Education Librarians (ENOEL), launched a survey to investigate the current state of the OE/OER offerings in libraries in Higher Education in Europe (Proudman et al, 2020).²

This report presents the results of the second edition of SPARC Europe's Survey of European academic libraries and Open Education. The aim of the 2021 survey is to explore what work is being done by academic librarians to implement the UNESCO OER Recommendation.

Whilst some libraries in Higher Education (HE) have taken on the OE challenge, others still need to do so. The ultimate goal of this research is to increase OE and OER across Europe by raising awareness of OE policy and practice in HE institutions and their libraries. Its findings will be used to inform the library community about the prospects of collaborating to build a more open and informed education environment to facilitate access to educational materials for all.

² European Network of Open Education Librarians, <https://sparceurope.org/what-we-do/open-education/europeannetwork-openeducation-librarians/>

Survey question set

The question set used in the survey is available in the Zenodo repository:
www.doi.org/10.5281/zenodo.4892450.

The 2021 survey is designed around the five areas of action of the UNESCO OER Recommendation. It has a total of 39 questions, which are structured in four main chapters (and nine sections): recent impacts on OE, the UNESCO OER Recommendation areas and perceived OER benefits, challenges and needs.

Dissemination

This study consisted of an online survey that was open for four weeks (from 17 May to 11 June 2021). It was distributed to academic librarians across Europe utilising SPARC Europe and ENOEL networks and organisations, such as LIBER, IFLA, OE Global, Creative Commons, OCLC, ICDE, REBIUN and CSUC.

We asked the main academic librarian responsible for OE to fill in the survey, or if absent, the Library Director, and only one response was collected per organisation.

Methodology

The information-gathering tool selected for the design and data collection was the online platform SurveyMonkey and both quantitative and qualitative analyses were conducted.

The questionnaire was designed with one mandatory question for each of the five UNESCO OER Recommendation areas, in order to ensure a minimum number of responses for each action area. The rest of the survey had optional questions with some multiple-choice ones. Some open questions served to gain more insight in certain areas.

Data has been extracted from the Survey Monkey platform in Excel format, which served as the basis for the quantitative analysis of each question and to generate the graphs. The workbench ATLAS.ti was used for the qualitative analysis of textual information (coding and classification).

Two hundred and thirty-three responses have been analysed overall. From an initial total of 389 participants that agreed to participate in the survey, 245 continued to Q2 and Q3. Of those, 13 were eliminated from the analysis (nine duplicated, four almost empty, and one from outside Europe).

It should be noted that many questions were optional, so the number of responses to each question varied. Throughout this report, the total number (n) of responses obtained in each question (Q) is indicated. In addition, some cross-sectional analyses

have been carried out in different sections of this report. These results should be considered informative considering the size of the sample and their statistical relevance contrasted in future studies.

Breakdown of survey respondents

This section contains a general description of the survey respondents, their institutions and their countries of origin in order to provide context to the responses.

Countries

Responses to the survey came from institutions based in **28 countries** (Figure 1). The four most common countries were Spain (19), Poland (13), UK (10), Netherlands and Finland (8). Twelve countries saw responses from a single institution.

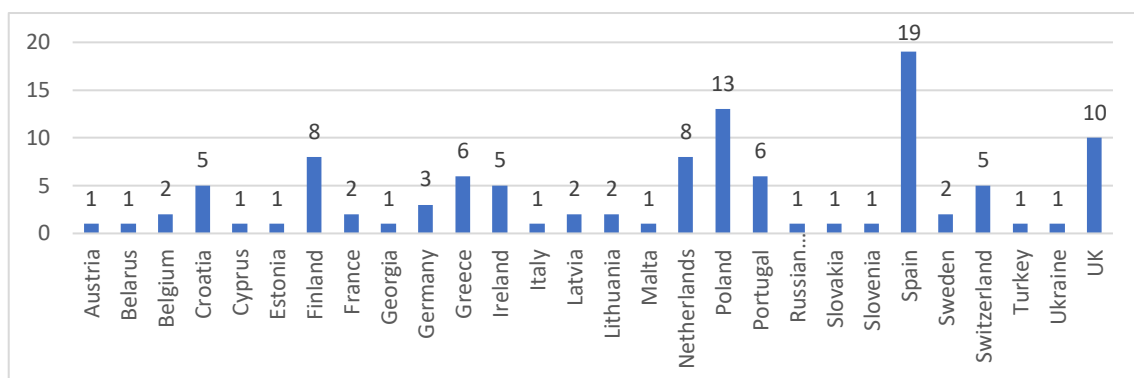


Figure 1: Respondent countries of origin (n=109). Q32

In the 2020 edition of the survey, respondents mainly came from Spain, the UK and Poland. However, this year we have more respondents from Finland and fewer from Greece.

Institutions

University/comprehensive institution was the most common type of organisation (65 out of 112) followed by technical college (17 responses), specialised institution (8), university of applied sciences (8), teaching college (4), and distance education learning (2) as seen in Figure 2.

Other types of organisations include: one library technical service centre (HBZ), five specialised (human and social sciences, life sciences, STEM, engineering and technology), one hybrid (serving general university and applied sciences), and one academic library that is part of a national library system.

These results are similar to those of the 2020 survey where universities/comprehensive institutions and technical universities were the most common types of organisations.

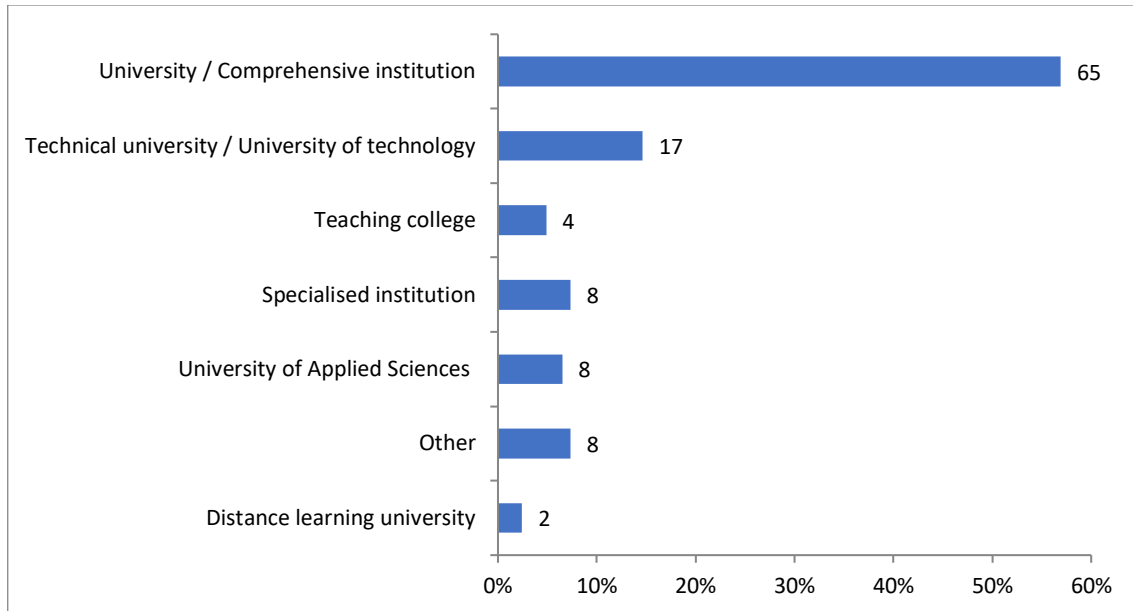


Figure 2: Type of organisation (n=112). Q29

The size of the organisation with regard to the number of full time equivalent (FTE) staff members was variable (Figure 3). Nearly half of the 111 respondents are from larger institutions with 1,001-5,000 FTE. The other half is divided between 35 institutions with 0-1,000 FTE, 12 with 5,000-10,000 FTE and four with more than 15,000 FTE. These results differ from the 2020 survey where we saw more of a presence of smaller institutions compared to this year where we had a greater number of larger organisations participating in the survey.

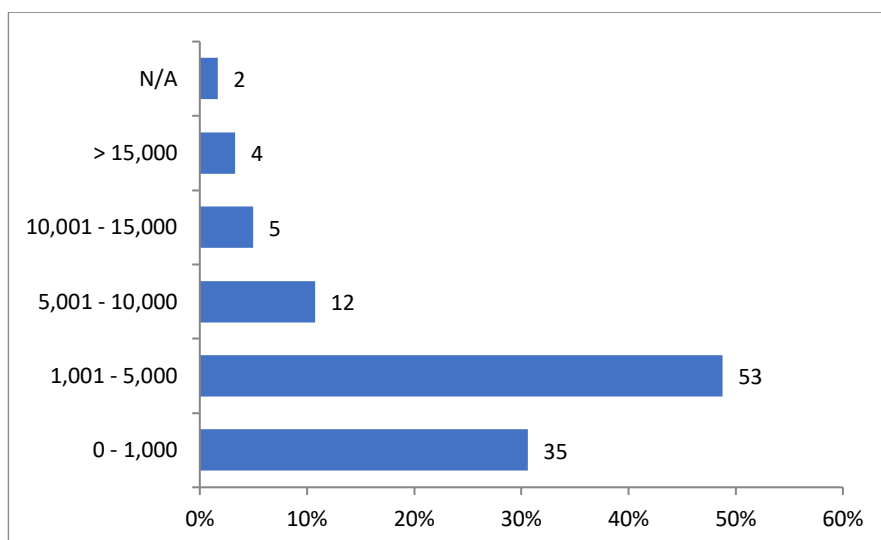


Figure 3: Size of the organisation by FTE (n=111). Q30

Regarding the size of the organisation by the number of enrolled students, of the 112 respondents, just under half of the institutions have more than 15,000 students (Figure 4). The next large group of organisations is concentrated between 5,001-1000 (20) and 10,001-15,000 (19) students. The remaining institutions have a student body size smaller than 5,000 (13, with more than 1,001, and seven below this).

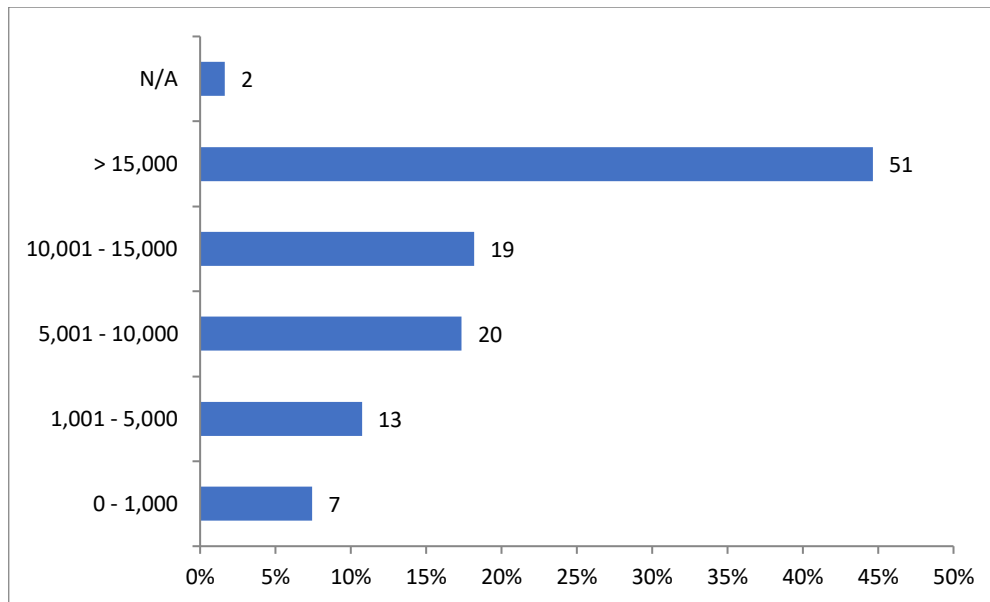


Figure 4: Size of the organisation by number of students (n=112). Q31

For the names of participating institutions, see Appendix A.

Roles and duration of OE activity:

The survey asked respondents how long they had been working in the area of OE/OER. Three-quarters of 111 respondents report having been involved for less than five years (Figure 5) with half of those involved for less than one year. This may indicate a rapid and recent growth in OE activities in Europe. About one-quarter of respondents, however, report already working in OE for more than six years. The growth in activities may be explained by the global push towards Open Science and Open Education over the last decade. Furthermore, the celebration of the 2nd World Congress on Open Educational Resources in 2017, which brought world leaders together to discuss education and OER, has had a positive influence on OE worldwide. The event also resulted in an international OER action plan and, together with the UNESCO OER Recommendation, this is likely to have been a valuable impetus for more OE activity in Europe’s libraries.

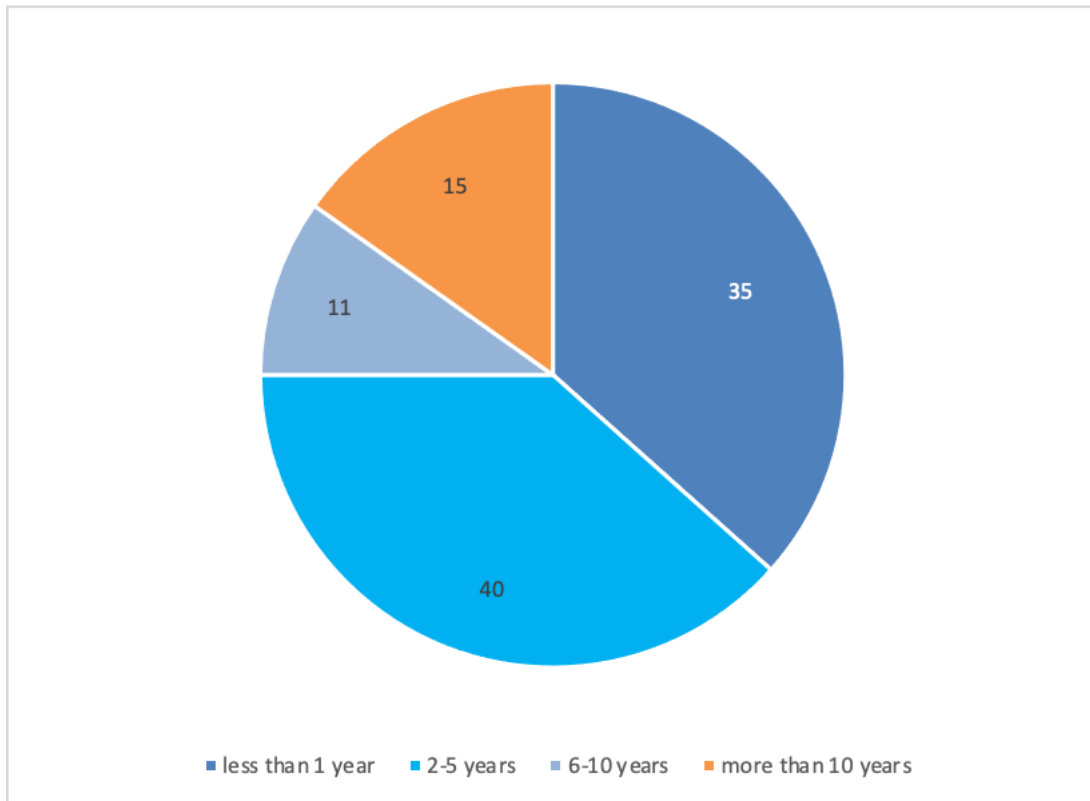


Figure 5: Years working in OE/OE (n=101). Q34

The large majority of respondents report having a more supportive role (68 of 108) compared to only 33 decision-makers (Figure 6). The seven others seem to be management functions such as head librarian, collection manager, co-coordinator, etc.

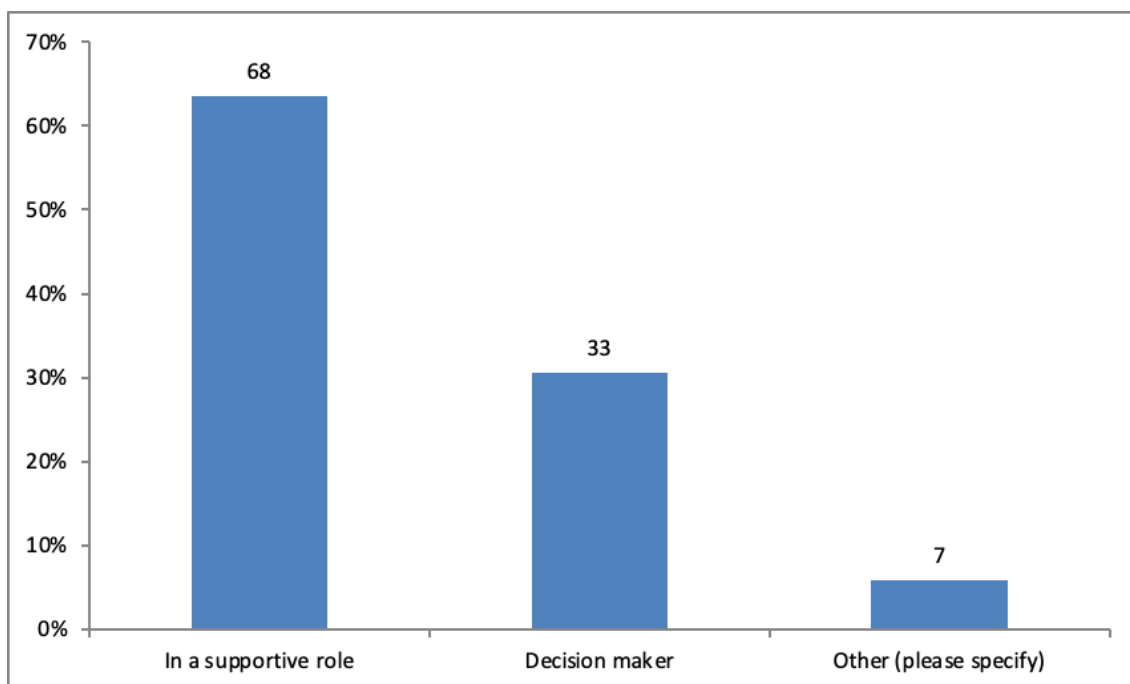


Figure 6: Role in the institution (n=108). Q33

Acknowledgements

This study was mainly undertaken by Prof. Gema Santos-Hermosa of the University of Barcelona for SPARC Europe with support from Paola Corti and Vanessa Proudman. We are also grateful to the members of the European Network of Open Education Librarians (ENOEL) for helping design, test the survey and for distributing the survey to their networks; in particular, Sylvia Moes, Evi Tremantza, Kris Meen and Gaby Lutgens and to the many others outside the ENOEL who spread the word.

This work was supported by the William and Flora Hewlett Foundation:
<https://hewlett.org/>

3. Survey results

3.1 Recent impact on Open Education

This survey collected information on two areas that possibly impacted Open Education in the last year: The UNESCO OER Recommendation, published in late 2019, and COVID-19.

The role of the UNESCO OER Recommendation

Figure 7 shows that there is an overall familiarity with the UNESCO OER Recommendation (around 60% of the 233 respondents) and about 20% have already taken some form of action. However, just over 20% report not being familiar with it yet or have merely heard of it. This suggests that whilst the UNESCO OER Recommendation is concretely being addressed by some, further dissemination and support is still required to help implement it.

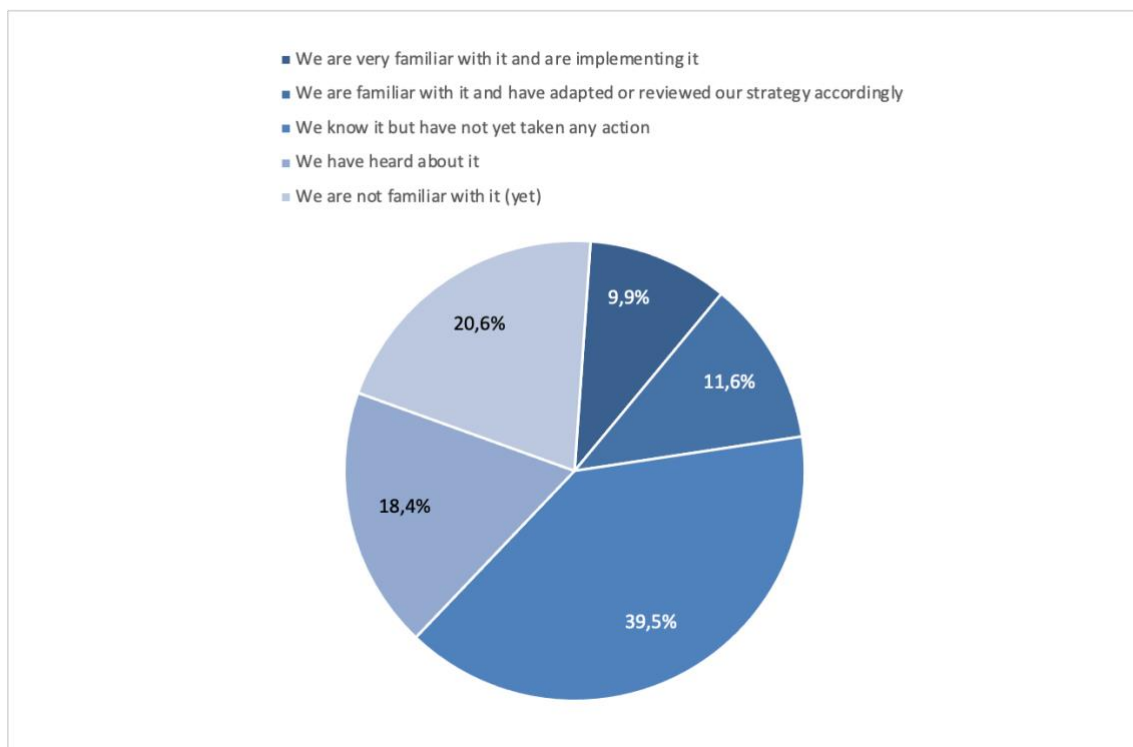


Figure 7: Familiarity with the UNESCO OER Recommendation (n=233). Q3

COVID-19

As for how COVID-19 has affected Open Education, the pandemic appears to have had a larger impact on raising awareness of openness and the use of OER than in provoking change in OE policy development. Figure 8 shows COVID-19 affecting a large increase in the awareness of the need for openness reported by 74%, followed by greater use of OER stated by 64%, and an increase in the creation of OER by a further 49%. Only 13 observed a decrease in OE due to COVID-19.

However, slightly more than half concur that there was no change in Open Education Policy development and 33%, in the creation of OER. We see diverging opinions on the subject of the creation of OER since while a third considers there to have been no change, almost half do indeed believe that it has increased.

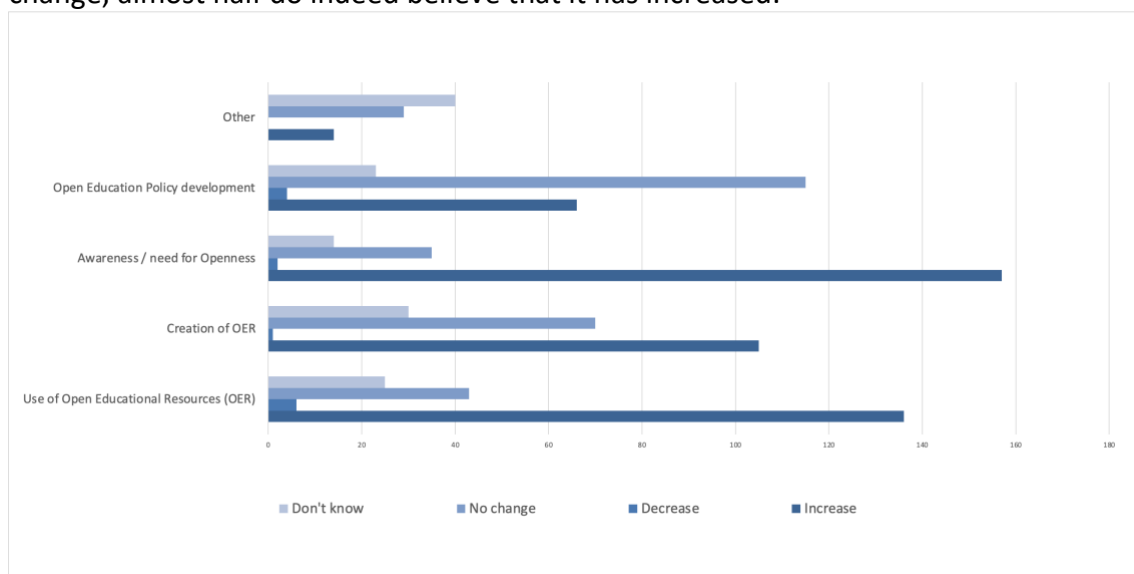


Figure 8: Impact of COVID-19 on Open Education (n=213). Q2

Ten full-text comments mention how COVID-19 has impacted other areas, including creating “additional guidance on finding open resources” and raising “awareness through a dedicated training for the library staff” and “training session about OER”; as well as “forming new projects with other institutions to share and collect educational materials (books, textbooks etc.) online”. In addition, one organisation converted their annual learning and teaching day into an online event and considered that “these in effect became OERs, free to access, and are licensed for re-use”. Finally, two respondents comment that they were already taking action in this area before the pandemic.

3.2 Action Area 1. CAPACITY-BUILDING

According to the OER UNESCO Recommendation (2019), capacity-building consist of:

“developing the capacity of all key education stakeholders to create, access, re-use, re-purpose, adapt, and redistribute OER, as well as to use and apply open licenses in a manner consistent with national copyright legislation and international obligations”.

This survey addressed this area of action by asking libraries about their engagement with OE, their library OE advocacy activities, and the skills they need to deliver on OE/OER services.

3.2.1. Library engagement with Open Education

Regarding the role of **libraries** in advancing Open Education or OER in their organisations, Figure 9 shows that while slightly less than half of the respondents take the lead, a little less state that they do not. These results are similar to those of the 2020 survey showing that libraries continue to either lead or support OER in equal measures.

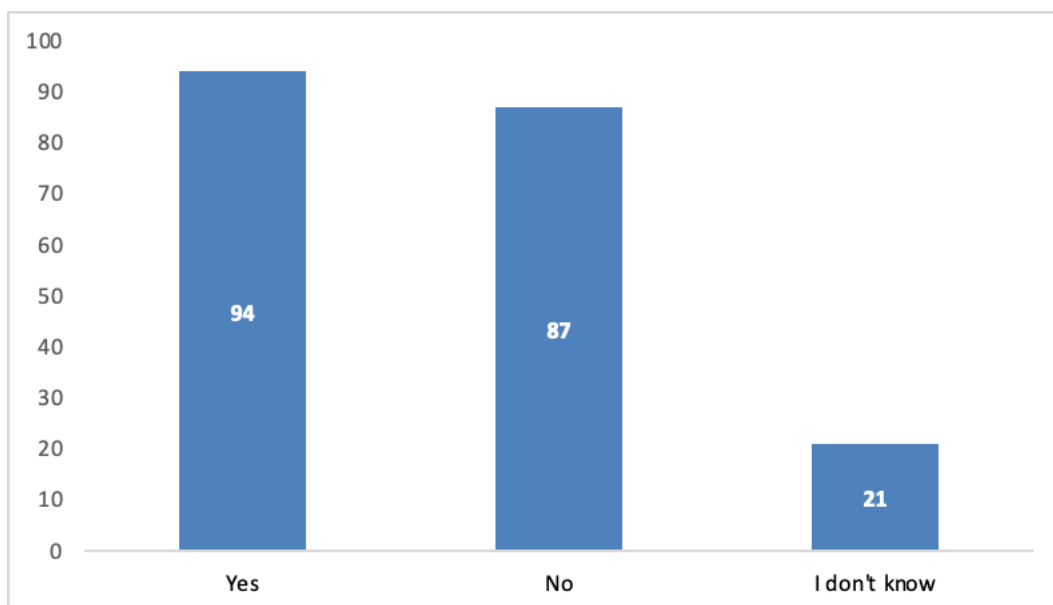


Figure 9: Libraries taking the lead in advancing OE/OER (n=202). Q4

On further analysis, libraries that take the lead in OER initiatives seem to show a greater tendency to have an OE/OER policy and/or to be more involved in OE policy conception. Of those who take the lead, 34 out of 54 libraries report either having a policy or having one under development. Thirteen out of 22 are also involved in conceiving the policy. However, analysis is based on limited numbers, so this correlation cannot be scientifically proven. Deeper analysis shows that libraries more

familiar with the UNESCO Recommendation stated that they take the lead in OE/OER (22, versus 10 who do not). However, since these numbers are small, we can only presume this relationship.

Figure 10 shows that more respondents report not **having a formal task force, committee or other** management body with an Open Education focus, although 134 bodies did indeed serve some libraries.³

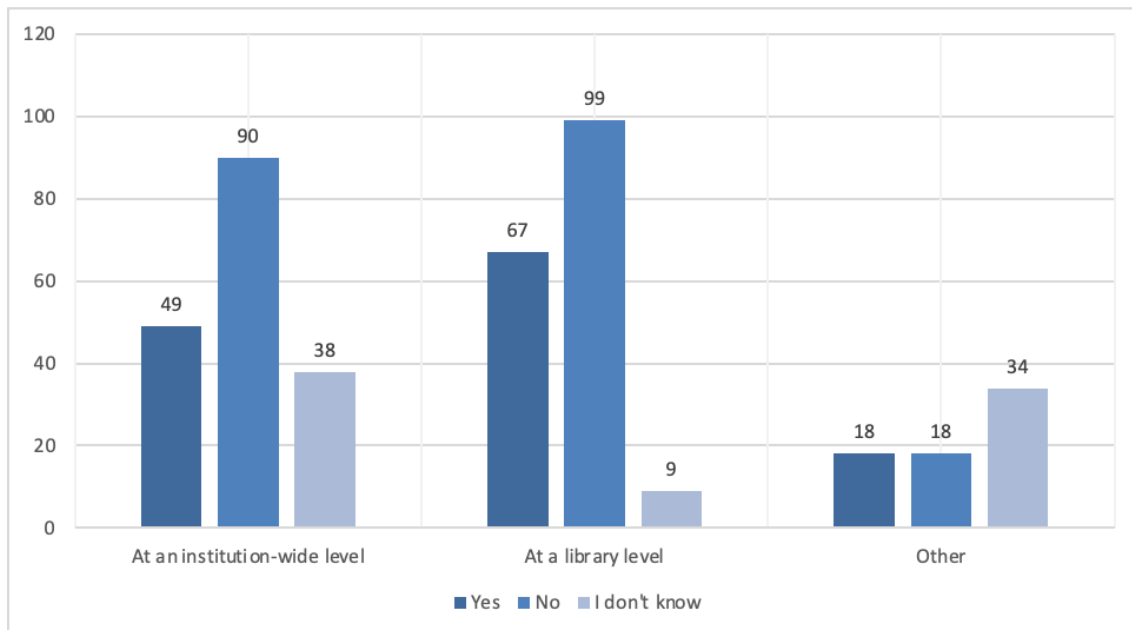


Figure 10: Existence of a task force or committee on OE (n=186). Q5

Of those respondents with a formalised organisational body for OE in their institution, more are reported at a library level than at an institutional one, as shown in Figure 10. Nineteen of the 70 respondents report some other bodies, services or activities. Two institutions report having an OER task force and two more have one under development (both in an early stage) and another one, under consideration. These results oppose those of the 2020 survey where more organisational-wide tasks forces were reported than library-based ones. Two-times as many task forces are reported in this year's survey than in the previous ones, and these seem to be more library-based, which could indicate that an increased number of libraries are taking on more of a leadership role in Open Education.

The **library departments that are leading in areas of OE/OER** are mainly teaching and learning support (56) and the research support (26) departments (Figure 11). Other departments taking on this role are collection management (14) and scholarly communications (7) departments. **The three departments used least frequently to support OE** are senior management, student services, and departments of innovation. Only six libraries report dedicated Open Education departments. This echoes the results of the 2020 survey.

³ Note that respondents could provide more than one answer in this question.

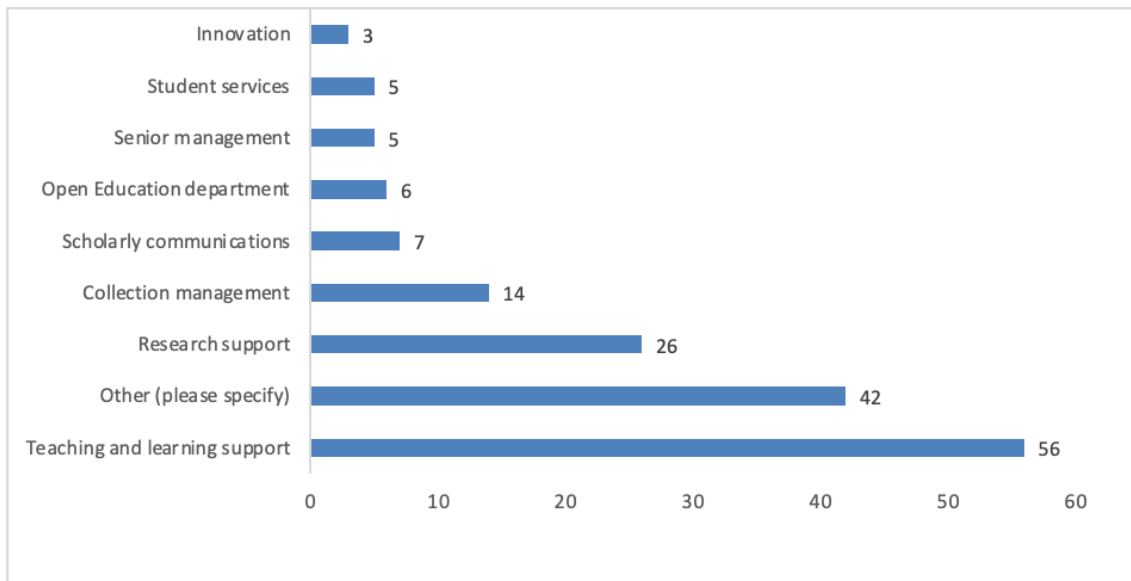


Figure 11: Libraries departments leading OE/OER (n=164). Q6

Table 1 shows the wide range of other departments that lead OER reported by 30 respondents. While fifteen mention working with one department, service or centre, ten have partnerships with different units. Five note that they are a small library that has no internal departments.

Typology	Information mentioned under "Other"	Number of institutions
Small libraries	"One staff member responsible for all Open Science subsection"; "Information Specialist with a focus on (Open) Education" and the "Omnitask librarian"	3
	No formal department	2
Only one department/service	IT departments	2
	Digitisation Department	2
	Faculty team/individual faculty department	2
	Copyright support	1
	Open Science Competence Centre	1
	Centre for Information literacy	1
	Publication service	1
	Bibliographic Information Centre	1
	E-resources department	1
	Academic liaison librarian team	1

	Council	1
	UC3M Digital	1
More than one department or a partnership between different units	Publication services and information service	1
	Information Literacy Centre, Digital Services Department & Media	1
	Resource Sharing and Course Reserves	1
	Learning support, collection management & research support	1
	Open Science Department and Outreach Department	1
	Open Science Department, Scientific Information and Electronic Resources Department	1
	Senior Management and Teaching and Learning Support Unit	1
	Digital Publishing and Teaching/Research and Learning support.	1
	Scientific Information and Promotion Division	1
	Project Development and Communication Unit / Learning Support	1
	TOTAL	30

Table 1 : Other departments that lead OE

3.2.2. Library Open Education advocacy

Respondents were asked to give details about how to advocate for Open Education and OER, i.e. who libraries work with, or what advocacy resources they utilise when providing Open Education support, and how.

From the total of 111 responses, 24 do not specify the team they work with, and 18 others report that they do not work with another team. The remaining 69 mention at least one or more departments with whom they work: be this in the library, the institution, or externally. The departments with whom libraries work together with most are shown in the table overleaf.

Name of Department/area	Number	Details where specified (if any)
Open Access and Open Science	25	“Open Science office” and an “Open Science Officer” are specifically mentioned by three respondents, beyond the OA/Open Science services, teams or colleagues.
Teaching and Learning Support departments	9	In the library, one institution also refers to the Teaching team coordinator specifically. Some report external departments to the library such as university-wide teaching and learning support, educational resource services, Teaching and Learning Centre, Institute of Education Sciences, or the university's unit for pedagogical development.
Research departments	6	
Scholarly Communication or Open Access publishing	6	
Information literacy/skills centre	4	
Digitalisation department/centre	4	In one case, “a specially designed Virtual Reading Room of the Library” is mentioned
National institutions and networks	4	As part of the Open Education Coalition, REBIUN Teamwork, Polish Platform of Medical Research and “national co-operation between academic libraries on this and our library participates in that”.
Legal Office/service or Copyright	3	
IT area	3	
Institution' authorities	3	E.g. the Rector, Vice-rector and trade union
Interdisciplinary OER groups	2	They specify “with different library members” or “faculty members from different fields of their focus who can provide the needs for (an) innovative approach to teaching and learning in conjunction with effective strategies in its delivery”.

Table 2: How libraries advocate for Open Education and OER

Regarding how libraries work together with the aforementioned departments (Table 2) when advocating for Open Education, a range of strategies are identified:

- through the institution’s repository;
- via training activities and resources such as LibGuides “organising internal training together (with different teams)”, “promoting the use of Open Educational Resources in training courses for students and teachers”, or “sharing our app and online information literacy courses”;

- sharing resources and co-delivering support with other library teams such as Open Access/Open Science, research support or teaching and learning support colleagues. For instance, two respondents specify, “All resources of these projects are in the Open Access/public domain and are used not only by scientists, but also by students and teachers/instructors”, and “We make use of our open collections ourselves by using them in teaching and learning about 'open', and more generally including them in credit bearing modules.” Two others concur that they are involved in Open Access and Open Science teams and “We use common resources for both when providing OE support”. Library teaching and learning support is responsible for students, i.e. learning materials are created together (this refers to the research support team);
- transversal departmental working groups: one respondent reports, “Our task force gathers teaching and learning, discovery services, scholarly communication and cultural events”;
- embedded in Open Science programs. In this sense, three respondents share that: “Open Education being included in the Open Science project as one of its pillars”, “under the umbrella of an institutional acknowledged Open Science program”, “Since Open Education is part of the Open Science framework, we think it can be an opportunity to get OER on the agenda as part of our Open Science competence centre”. In addition, some state that, “The teams supporting Open Access and Open Education work closely together” and “Many issues, such as CC licences and copyright questions, are common for Open Education, Open Science, and Open Access”;
- creating OER collections, e.g. “with the educational resource service”.

Beyond collaboration with other colleagues, **libraries are advocating for OE/OER** in different ways, as can be seen in Figure 12. The top four ways relate to digital communication and training; specifically through the website (90), presentations (73), social media channels (72) and other training (e.g. information literacy) (70). Other popular ways to promote OE/OER are via LibGuides (60), library events and newsletters or blogs. The strategies that are less common for advocating for OE seem to be graduate professional development programmes (10) and undergraduate professional development (10).

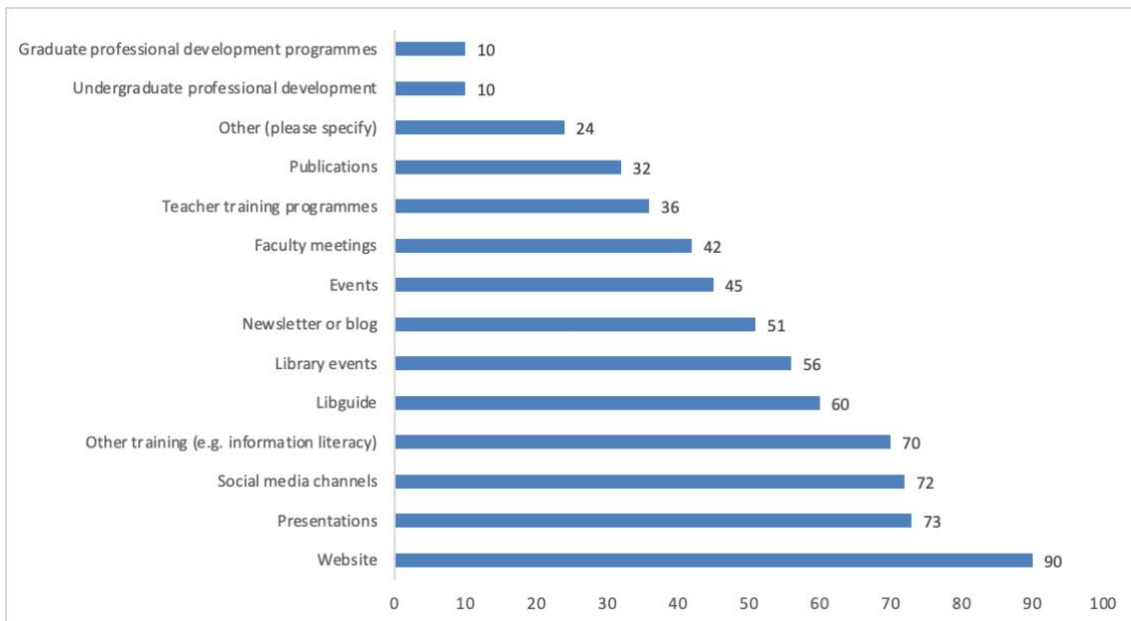


Figure 12: Ways of advocating for OE/OER (n=176). Q8

Comparing these last results with the 2020 survey, there is a similar pattern except for the social media channels, newsletters or blogs and Libguides, which are reported by more libraries this year. This shows the increasing role of social media as a marketing tool. The social media channels, for instance, have moved up one position. Only six institutions report that they do not yet advocate for OER. Nineteen specify other ways for advocating for OE/OER, in which the personal and informal meetings and guidance in information literacy are highlighted. These include: “direct information/communication”, “formal library committee meetings”, “discussions with academic staff and via publicity emails to academic staff”, including OER in “the institution’s supervisor training” and “in some policy documents related to Open Science” or via “projects”.

In summary, although the four main advocacy strategies are the same this year, there seems to be an increase in OE/OER activities. This could be explained by the UNESCO OER Recommendation and the ways the international community is advocating for OE/OER as a result (Q8).

3.2.3. Library Services

The level of involvement of **those working or liaising with libraries in the advancement of Open Education/OER** differs across Europe (see Figure 13). In general, if we look at regular and ad-hoc liaison together, libraries are collaborating with academic departments and faculty most, followed by students. If we split the results by level of involvement, we observe that:

- On a regular basis, libraries mostly work with e-learning/distance education (48), regional or national networks/communities/consortia (47), other libraries (46) and teaching and learning centres (45).

- On an ad-hoc level, they seem to work with all the bodies listed, since all of them obtained a minimum of 36 responses. Academic (68) and faculty (62) departments are the top two bodies that liaise with libraries most on an ad hoc basis.
- Finally, 10 respondents filled in the Other field. However, except in two cases which report that “all the work undertaken in this area is currently undertaken by the Programme Design and Learning Technologies Team” and that they “work mainly on repository issues with all listed groups”, the rest could be considered as not applicable as they did not refer to other organisations.

The least likely bodies for libraries to collaborate with were graduate schools (7), senior administration (13) and legal departments (14) on a regular level; and international/national networks/communities/consortia (36) and student services on an ad-hoc level. Similarly, graduate schools (79), assistive technology or disability services (74), senior administration (69) and legal departments (69) were reported as N/A by many.

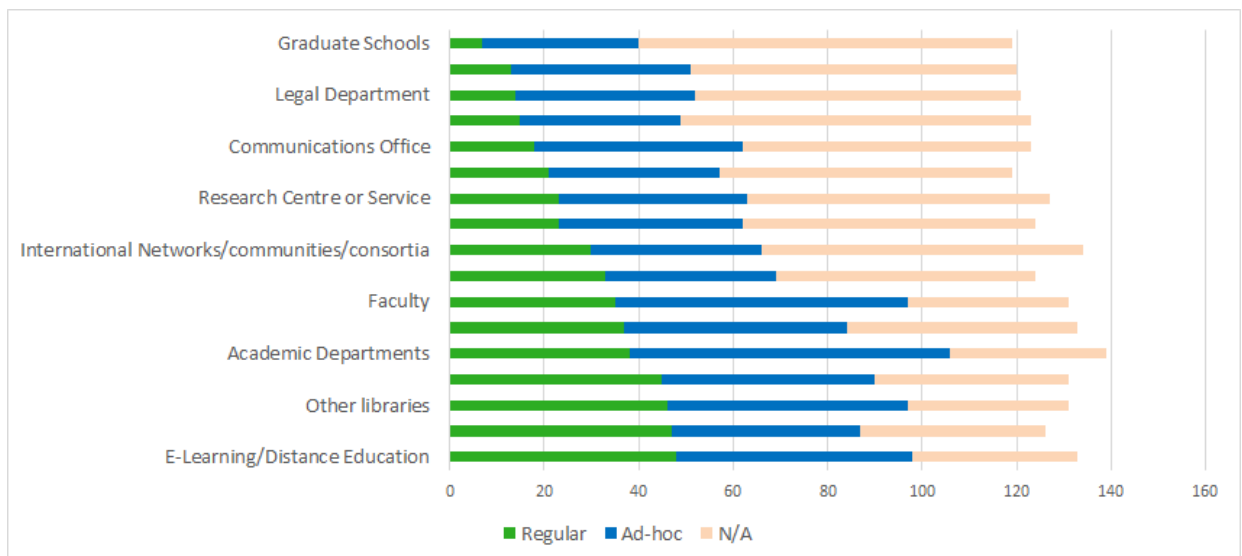


Figure 13: Level of liaison on OE/OER with other departments (n=148). Q9

Comparing these results with those obtained in the 2020 edition of the SPARC OE survey, there are some differences in regular liaison activities. This year, the e-learning/distance education department ranks highest compared to academic departments and information technology and faculty in the 2020 survey, although results are similar for ad-hoc level liaison.

Services

Respondents were asked about the extent to which their library provided Open Education and OER services, and whether they took a lead role or a supportive role.

Delving deeper into the data, we observe the following trends. The most common areas where the library has a leading role (Figure 14) are information literacy (96), management & storage service (e.g. repositories) (78), collection management/dealing with education publishers and aggregators (73), metadata to index digital resources (73) and discovery services (71). Libraries are clearly leading in areas that are close to their core work. The least popular areas for libraries to lead in providing OE/OER services are participatory design (7), course pack provision (18) and OER provision, evaluation, selection, etc. to complement courses (19). Thus, those furthest from their traditional tasks and more related to teaching.

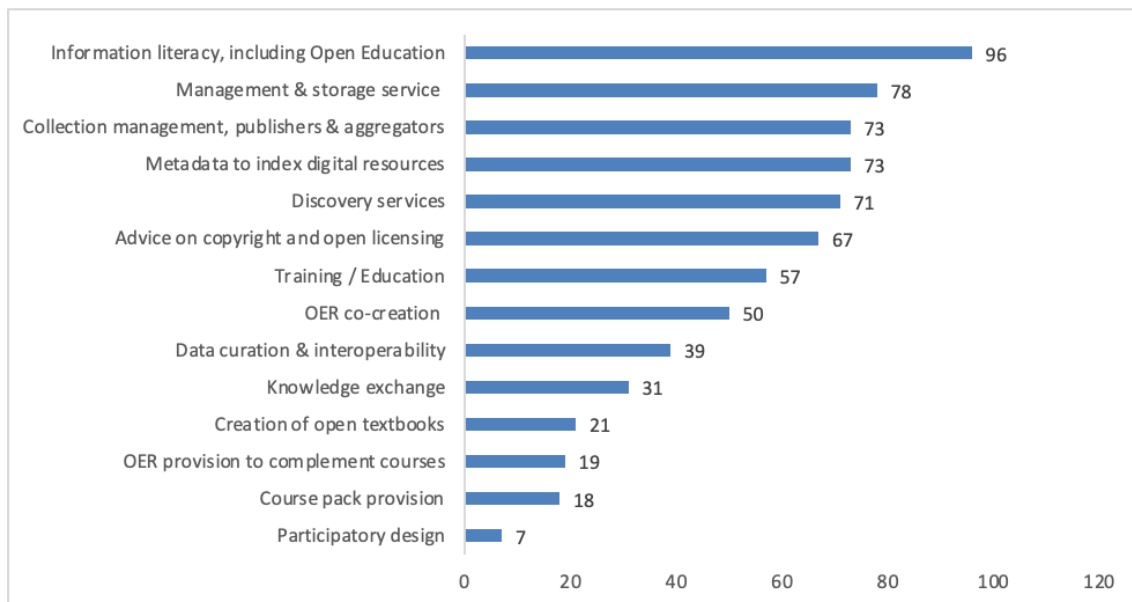


Figure 14 : Leading role in OE/OER services (n=150). Q10

As for the main areas where the library has more a supportive role (Figure 15), knowledge exchange and training (both with 64 answers), copyright and open licensing advice, (57) data curation and interoperability, and discovery services (each with 56 responses) and course pack provision (54) come out top. It is interesting to observe that this last service does not relate to traditional librarianship and yet it is gaining ground since it was one of the least popular areas that libraries supported in the 2020 survey. So, although libraries may not be leading the supply of teaching and learning course resources, they seem to be supportive partners and this is a trend to monitor in the future.

One difference compared to the 2020 survey is that now two different services are in first position (knowledge exchange and training) with copyright now in third position rather than first in 2020. This shift should be also observed in the future since it can suggest a change of priorities in the supportive role of academic libraries.

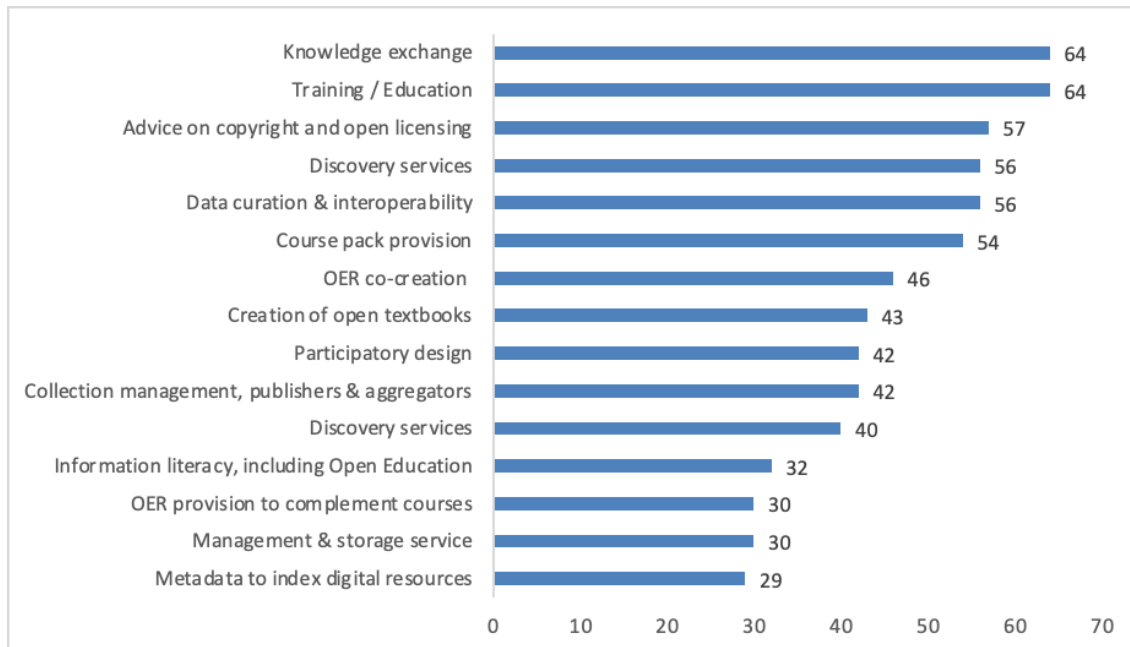


Figure 15. Supportive role in OE/OER services (n=150). Q10

Another reasonably popular service for libraries is OER creation. For instance, two respondents report: “the development of OER co-creation (e.g. toolkits, LibGuides or others with CC licenses)”, “(as part of the White Rose OER Project)” and “we are beginning to practice advocacy and creating open textbooks”. This involvement in OER creation seems to continue since libraries seemed to have a strong supportive role in this in the 2020 survey.

In general, we can conclude that libraries provide more of a supportive role than they do a leading one although this depends on the service (for more information see Figure 16). However, there are four services that stand out clearly in terms of library leadership: information literacy, management and storage services, discovery services and metadata (which received more than 50% of responses). Participatory design is the area in which libraries least lead or support.

Interestingly, the activities that the libraries find not applicable to their OE/OER services are the creation of open textbooks (74 responses), followed by the provision of course packs (60). In this sense, one of the libraries reports that although "local production of open textbooks is carried out through the library, most of the books are made in national associations of researchers and international publishers". As regards the prevalence of N/A responses, this might be due to one of the reasons given by one respondent: "We have selected N/A for all of these because we provide services in most of these areas, but not as part of specific OE services."

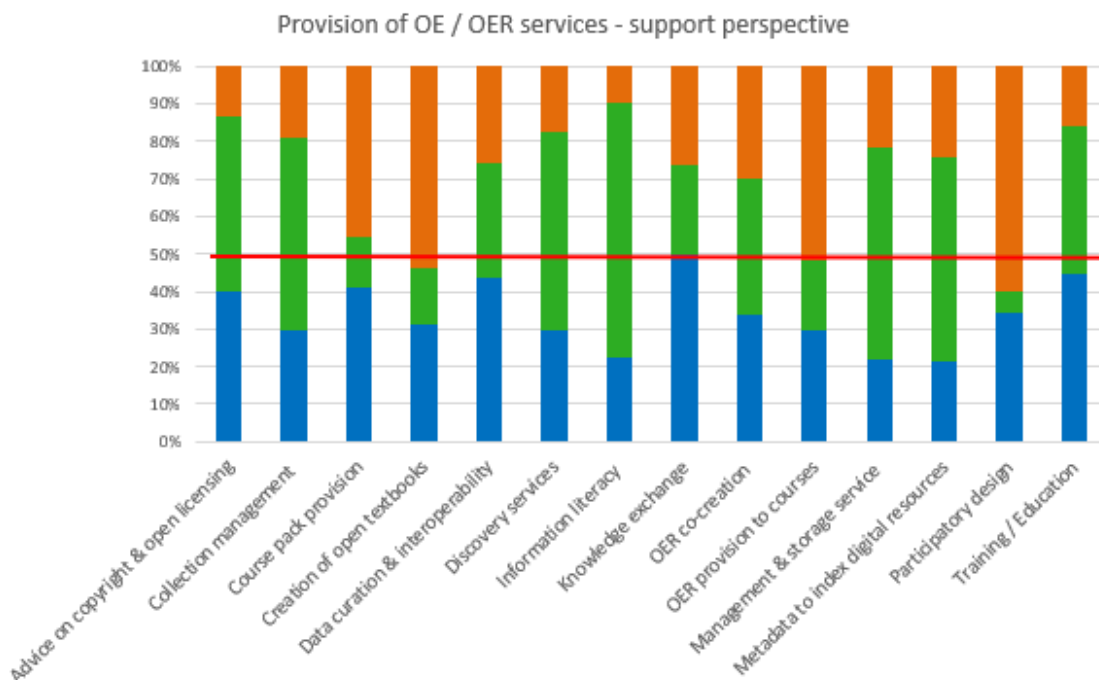
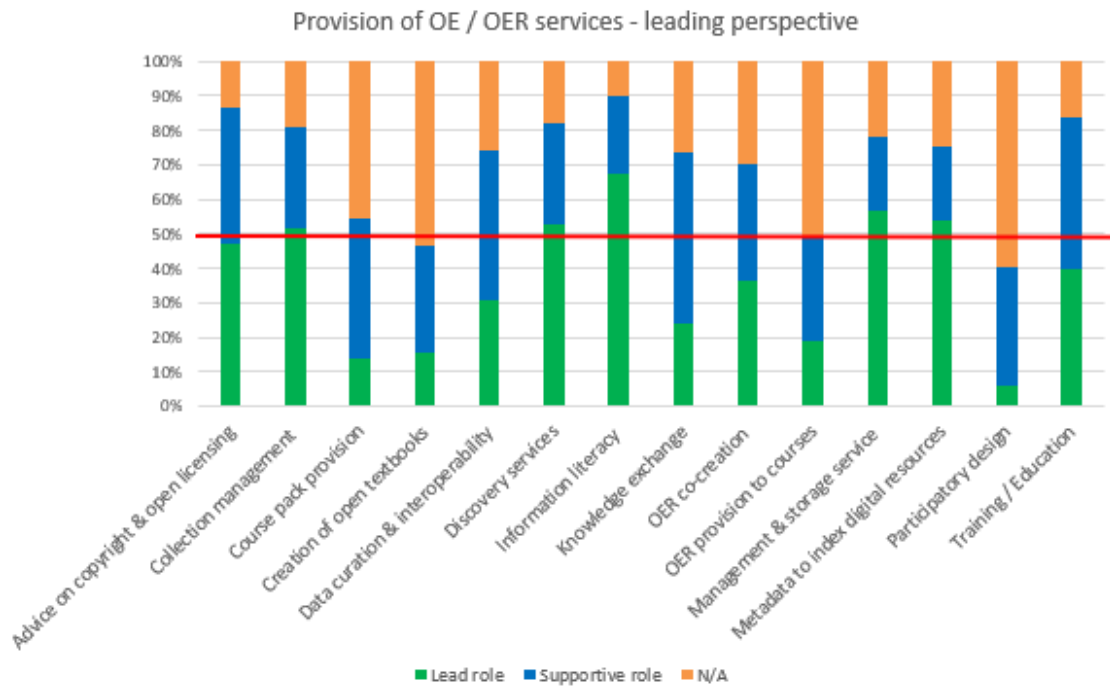


Figure 16. Comparison leading and support roles in the provision of OE/OER services (n=150). Q 10

Skills

Survey respondents were asked to what extent their library had the skills it needs to support Open Education (Figure 18); with choices ranging from “full skill set”, “many skills”, “minimal skills” to “no skills” or “N/A”. In general, respondents consider themselves as having a higher level of “many skills” rather than “full skills” in the areas covered by this survey. It should be noted that there is no area in which zero libraries reported having no skills.

The three top areas in which libraries report having a full **set of skills** to support OE are metadata for indexing digital resources (62), information literacy, including Open Education (58), and management and storage services such as repositories (53). This is somewhat logical since all of these areas are historically areas of expertise for librarians and they are mostly sourced at libraries (seen below in Figure 17).

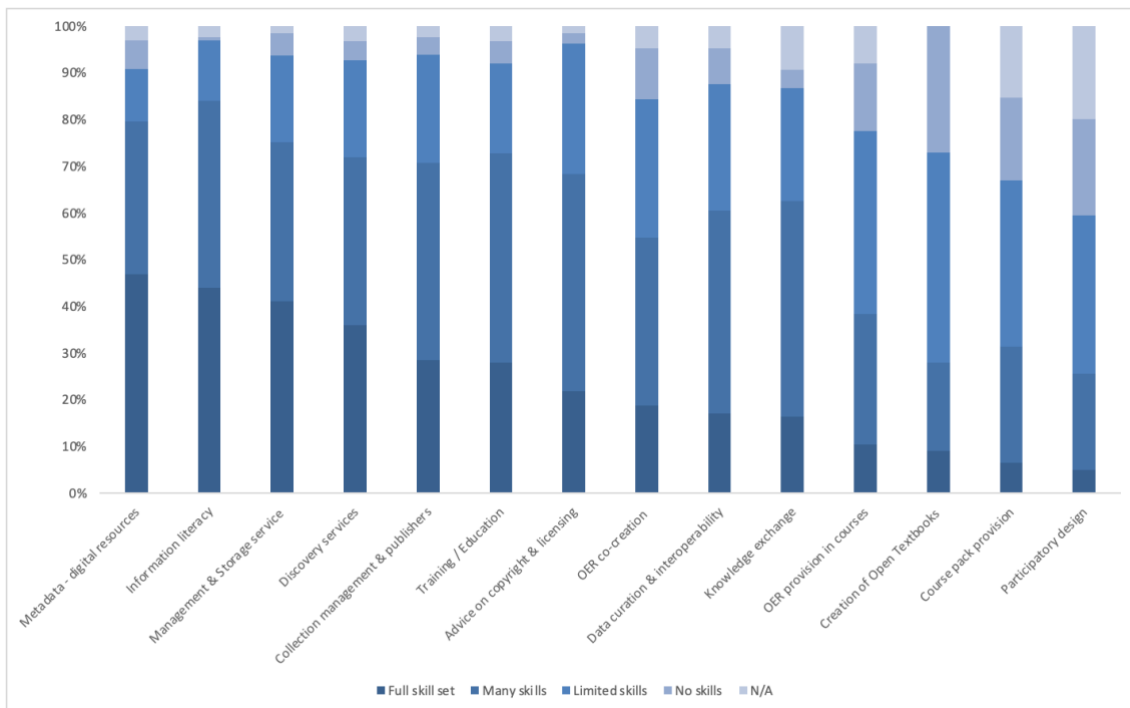


Figure 17: Library skills that support Open Education (n=137). Q11

Other areas where libraries have a full set of skills (Figure 18) are discovery services (45), collection management/dealing with education publishers and aggregators (38), training/education (35), OER co-creation (24), data curation and interoperability (22) and knowledge exchange (21). Respondents report that their library staff have **many skills** around copyright and open licensing advice (62), knowledge exchange (59), collection management/dealing with education publishers and aggregators (56) and information literacy, including Open Education (53), and training (53). Institutions also report having many skills in OER co-creation (46), discovery services (45), management and storage service (44), and metadata to index digital resources (43). It is interesting to identify that OER co-creation seems to, again, be an emerging area, where 55% consider themselves to be very skilled. This is aligned with an overall increase in OER

generated in libraries (e.g., toolkits, LibGuides or others with CC licenses) (Mortimor et al, 2020).

In contrast, 50 libraries report having limited skills specifically in the creation of open textbooks. Thirty reported no skills at all. This suggests that libraries that answered the survey perceive that they do not have many skills to create open textbooks, which could mean that they might build capacity in this area in the future, or outsource it.

The survey also asked where libraries sourced their skills from. Figure 18 shows that respondents report that, although all skills are obtained (with different calibrations) in the library, some of them are achieved outside the library but within the institution, or even outside of the institution.

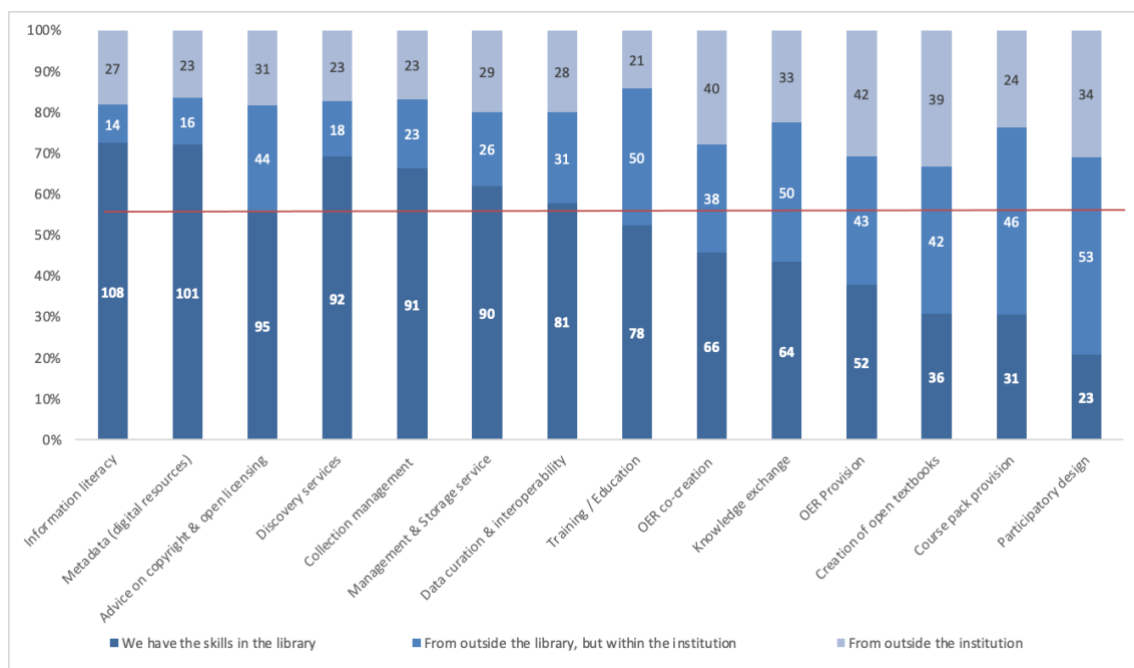


Figure 18: Where OE/OER skills are sourced for (n= 125). Q12

According to respondents, the top skill sourced at the library is information literacy, including Open Education (108 responses). The other main skills that come from the library (Figure 18) are metadata to index digital resources (101), advice on copyright and open licensing (95), discovery services (92), collection management/dealing with educational publishers (91), data curation and interoperability (81), and training and education (78). Libraries also mention having a full set of skills in these areas. Thus, one might here conclude that libraries are fully-skilled in areas that are mostly sourced at the library.

The remaining skills are more distributed between the three sources. Skills sourced more from outside the library but inside the institution are participatory design (53), course pack provision (46), and the creation of open textbooks (42). With textbooks, it can be observed that it is the skill area most equally distributed between all three

sources: outside the library but inside the institution (42 responses), from outside the institution (39) and from the library (36). This shows that library expertise in open textbooks is more diverse here than in other services.

Although skills from outside the institution are less prevalent and none obtained more than 42 responses (30% of the total), the provision of OER (42) and the co-creation of OER (40) were mentioned most frequently. This suggests that some skills are needed to create and deliver OER from other external institutions or organisations.

Four skill areas were reported as being slightly more sourced from outside the institution: metadata to index digital resources (23 responses outside the institution versus 16 from within), management and storage service (29 versus 26), discovery services (23 versus 18), and joint creation of OER (40 versus 38).

Finally, the four areas where more respondents report having “limited skills” or “no skills” were participatory design, course pack provision, creation of open textbooks and OER provision to complete courses (each of these areas accumulates 60% or 70% of responses in this regard). These results coincide, in general, with the OE services in which the libraries are recognised as having a lesser role as leaders (see Figures 14 and 15). It seems that libraries' perception of their skills, and the type of role they take in OE/OER services, might be interconnected. However, this is an observation that cannot be statistically proven due to limited results.

3.3 Action Area 2. DEVELOPING SUPPORTIVE POLICY

According to the OER UNESCO Recommendation (2019), developing supportive policy is about:

“encouraging governments, and education authorities and institutions to adopt regulatory frameworks to support open licensing of publicly funded educational and research materials, develop strategies to enable the use and adaptation of OER in support of high quality, inclusive education and lifelong learning for all, supported by relevant research in the area.”

The survey investigated the local, regional and national policy contexts of OE policymaking in Europe and the role of the library within that. In the survey, we define policy as a written document that stipulates the expectations related to Open Education for an institution or country. Policy leads to the creation, increased use and/or support for improving OER. We define policy here as an institutional policy document, laws, rules, green papers, white papers, roadmaps, declarations, and funding programmes.

OE Institutional Policies

Twenty-seven out of 145 institutions report having a policy that addresses OE (Figure 19) and 12 share more information on them.⁴ A further 27 institutions state that a policy is under development, and 25 more report that one is under consideration. Forty-eight institutions indicate that they do not have an OE policy and 18 are unsure as to whether a policy exists.

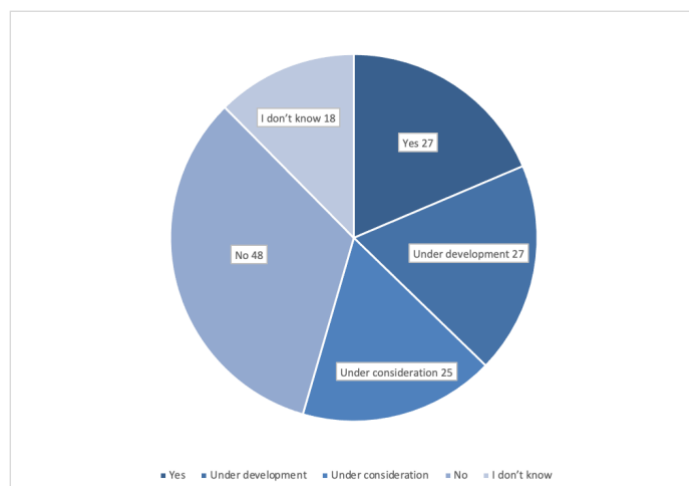


Figure 19: Existence of an OE policy (n=145) . Q13

⁴ Please see Appendix A for the list of institutions that have reported having an institutional OE policy, along with links to the policies themselves (when provided by the respondents). Note that three of them shared URLs not corresponding with any institutional Open Policy (but a website, a network and a national policy), so they have not been included.

Of those 27 institutions that have policies, whereas 17 are part of a larger overarching policy, 10 are standalone policies dedicated to Open Education (Figure 20). Of these, 22 indicate a library involvement in the conception of the OER policy. The library was involved in conceiving six of the standalone policies and 13 of the policies which are part of a larger one. See in Appendix B the institutions that report having policies.⁵

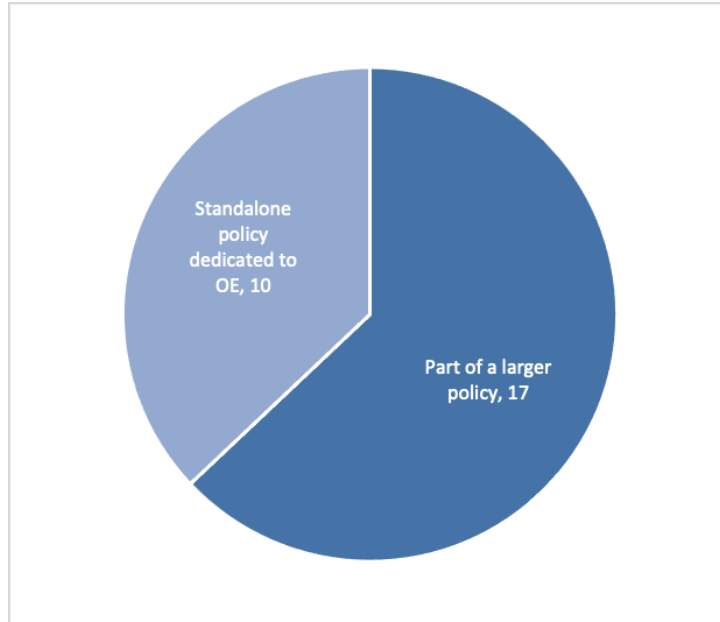


Figure 20: Kind of OE policies (n=27). Q14

Comparing the current survey with the results of the 2020 survey, 27 are reported in each edition although some new policies are reported this year. This year, libraries report more participation in OE policies (23 versus 18). In addition, there has also been twice as much involvement in the conception of OER policies (22 versus 11).

⁵ Since there are some inconsistencies with some of the data shared by respondents, more work would need to be done to investigate the actual status of the policies reported.

OE National Policies

Figure 21 shows that 29 respondents report that a national OE policy is in place (from a total of nine countries: UK, Croatia, Netherlands, Finland, Switzerland, Poland, Spain, Slovenia and Portugal). Of these, 12 respondents share more information on these, identifying a total of six unique national policies (Appendix B).⁶ Fifteen further institutions report that they know of a national policy that is under development, ie. in Austria, Cyprus, Estonia, Greece, Germany, Ireland and Ukraine. This indicates that it is likely we will see new national policies in the next few years in seven more countries.

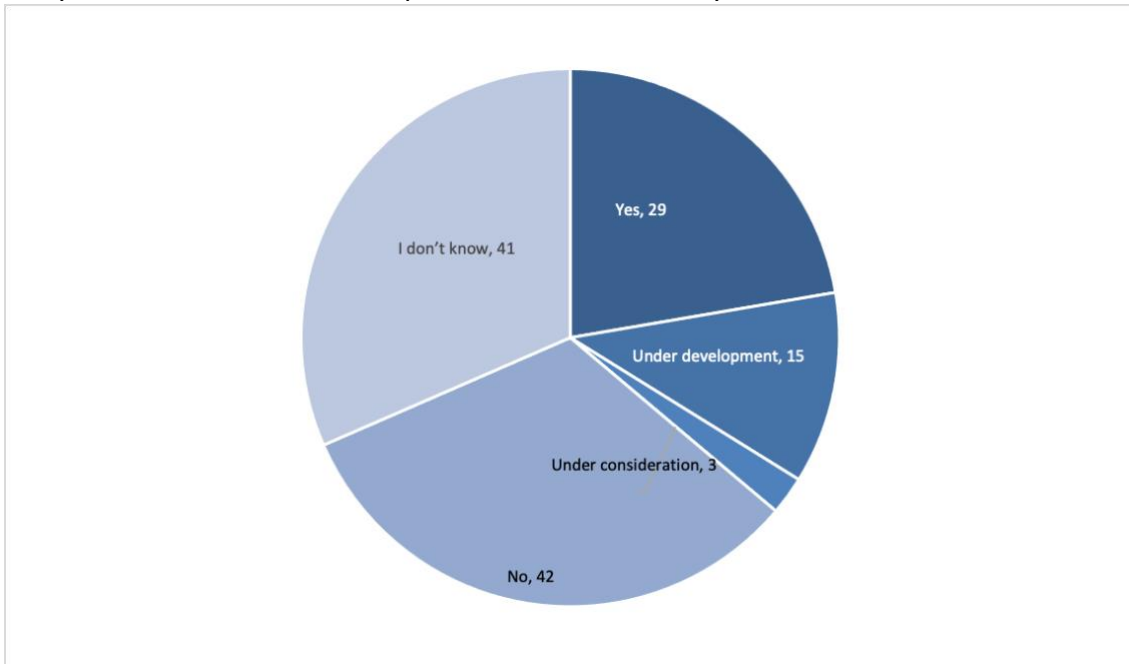


Figure 21: Existence of a national OE policy (n=130). Q16

When libraries were asked if they had new and/or revised policies since the 25th of November 2019, when the UNESCO OER Recommendation was adopted, most do not know (77) or report no change (19). However, 19 institutions report dealing with new policies (with eight already published, nine under development, and five under consideration) and six are dealing with revised policies (two already published, three under development and one in consideration). This shows that although there seems to be a significant lack of knowledge and still a long way to achieve the UNESCO OER Recommendation, there is also some movement in the consideration and creation of national policies after the UNESCO adoption.

⁶ Of these, six are repetitions, one is an institutional policy, and some others are not national policies, so they have not been included in the Appendix.

3.4 Action Area 3. ENCOURAGING EFFECTIVE, INCLUSIVE AND EQUITABLE ACCESS TO QUALITY OER

According to the OER UNESCO Recommendation (2019), effective, inclusive and equitable access to quality OER is :

“supporting the adoption of strategies and programmes including through relevant technology solutions that ensure OER in any medium are shared in open formats and standards to maximize equitable access, co-creation, curation, and searchability, including for those from vulnerable groups and persons with disabilities...[] ensuring access to OER that most suitably meets both the needs and material circumstances of target learners and the educational objectives of the courses or subjects for which they are being provided...[ensuring that the principle of gender equality, non-discrimination, accessibility and inclusiveness is reflected in strategies and programmes for creating, accessing, re-using, adapting, and redistributing OER].”

The survey asked whether libraries take proactive steps to provide/create relevant OER that are designed to be: sensitive in relation to different ages, races, genders, socioeconomic statuses, etc; culturally equitable (embodying the values, policies, and practices of all people); linguistically diverse (e.g. in local languages and in at least one second language); and accessible to meet both needs and material circumstances of target learners (e.g. available offline, in printed version, etc). “Other” allowed respondents to add additional activities that did not come under the previous four categories. Respondents deal with encouraging effective, inclusive and equitable access to quality OER in different ways.

Comparing the results obtained in each of the four areas, Figure 22 shows that most report designing OER to make them more accessible for a range of users (70 of 133). Beyond this, the other three categories saw slightly fewer respondents designing culturally equitable OER (60), making them accessible in local languages and in more than one language (linguistically diverse) (58) or sensitive to Diversity, Equity and Inclusion (DEI) areas such as ages, races, genders, socioeconomic statuses, etc. (53).

On deeper analysis of this data, 35 of 133 report addressing all four areas, which could indicate that DEI is a strategic priority for some organisations. These came from Austria, Croatia, Cyprus, Finland, Georgia, Germany, Greece, Ireland, Poland, Portugal, the Russian Federation, Spain, Sweden and the United Kingdom. A few of these stem from the same countries and generally from the most prevalent countries such as Spain (4/19), Poland (5/13) or Finland (4/9), however, only two organisations report addressing these categories across the board in the UK (2/10) and Croatia (3/5) report more proportionally. The size of the organisation does not seem to make a difference since fourteen of these organisations were from large organisations with 1-5,000 FTE with almost as many, 12, from smaller organisations with less than 1000 FTE. Interestingly, only two organisations with over 5,000 FTE address all DEI categories.

In contrast, a considerable number of libraries report that they do not take proactive steps to provide diverse OER (53), design them in more languages (49) or make them culturally equitable (48).

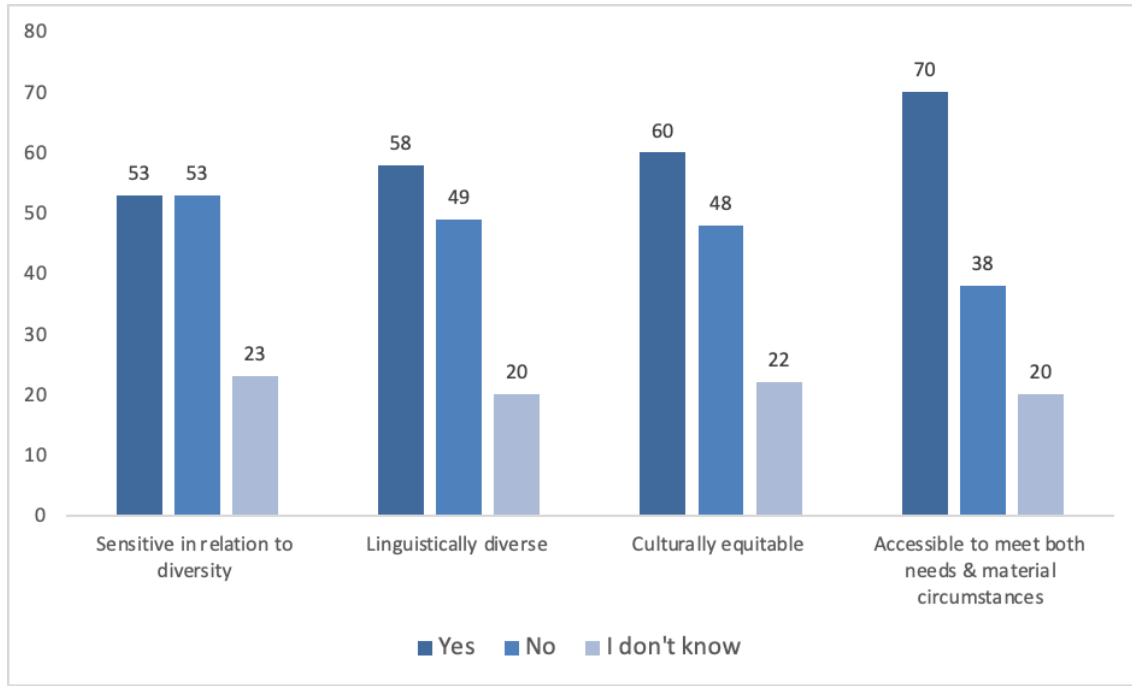


Figure 22: Steps to provide/create relevant OER (n=133). Q18

Table 3 shows that while 55% of respondents take proactive action to provide/create OER that are designed with good accessibility in mind, less than half provide/create diverse, culturally equitable and linguistically diverse OER. This is probably due to more work already being carried out on accessibility by academic libraries by overseeing accessibility compliance for their digital services and resources and more challenges existing in ensuring the other three DEI aspects. Here, the UNESCO OER Recommendation can provide the vision and guidance to improve diversity, equity and inclusivity (DEI) in OER for libraries.

DEI Characteristics	Affirmative Responses	Percentage (%)
Sensitive in relation to diversity	53	39,8
Culturally equitable	60	45,1
Linguistically diverse	58	43,6
Accessible to meet both needs & material circumstances	70	52,6

Table 3: DEI action in OER strategies and programmes

When asked how libraries ensure that gender equality, diversity, racial justice, equity, accessibility, and inclusiveness are reflected in strategies and programmes, full-text answers provided different perspectives:

On a national level:

- One institution reports that accessibility and gender equity are occasionally discussed on a national level.

On an institutional level:

- Four respondents state that inclusivity is being addressed at the university with two reporting following institutional guidelines or recommendations on the topic, strategies — in an initial phase (2) — or that they ensure inclusivity as part of a wider institutional programme (1). One respondent reports that a policy review is underway to address equity.
- Some respondents report inclusivity as an institutional matter being applied at the library in either a more general or specific way. For example, more generally “incorporating these considerations to academic liaison activities” and “participating in good practices, talk(ing) about our own in congresses all over the world”. In addition, one library in the Netherlands reports that they participated in “the university-broad programme for more diversity, equity and inclusion” and three other institutions also share that they collaborate in institutional committees (“The library has a representative in the gender equality and equal opportunities committee of the university”), offices “We collaborate with the office for the disabled and Office for Equity of the University”, and working groups (collaborating in a specific working group on inclusive matters, employing an inclusive design learning developer and running a quality assurance group).

Within the library:

- Two libraries have this value incorporated in their staff, one stating, for example, “We don’t have formal justification for these values. It is just within ourselves. Understanding and kindness towards social problems also affects the needs of our users, so we encounter various issues also theoretically”. More specifically, one respondent reports that inclusivity was a criterion for library collection development policies and that “accessibility was a criterion in the funded OER pilot project we are conducting”. Furthermore, some librarians take courses on these issues and incorporate as needed. Other libraries provide professional support on linguistic diversity, “Our OER support is addressed to all of our customers in local languages and in English. All different types of learning and possible disabilities are also acknowledged by making our own OER accessible and sharing materials that are prepared in two languages”. As regards making OER more accessible to a range of groups, “all different types of learning and possible disabilities are also acknowledged by making our own OER accessible” and some provide equal access for everyone in the repository.

Ten respondents state that they have not yet incorporated DEI into their strategies, with four further considering it in the future.

3.5 Action Area 4. SUSTAINING OER

According to the OER UNESCO Recommendation (2019), nurturing the creation of sustainability models for OER deals with:

“supporting and encouraging the creation of sustainability models for OER at national, regional and institutional levels, and the planning and pilot testing of new sustainable forms of education and learning.”

The survey addressed this action by investigating library financial and human resources dedicated to OE/OER.

When libraries were asked about the number of FTE (full-term equivalent) staff members dedicated to working on OE/OER (excluding Open Access, Open Scholarship or Open Science), Figure 23 shows that half (62) have less than 1 FTE. The other half is divided between those with more than 2 FTE staff (25 with 2-5, 5 with 6-9 and 2 with more than 10), and those who have no personnel (30). One respondent specifies they do not have dedicated staff for OE, since it has been integrated into broader roles e.g., in the collections team and in the client liaison librarians' role. Although this shows that in general very limited resources are dedicated to OER at present in libraries of Higher Education, compared to the 2020 survey, we see a slight increase (12%) in staff members dedicated to OE/OER.

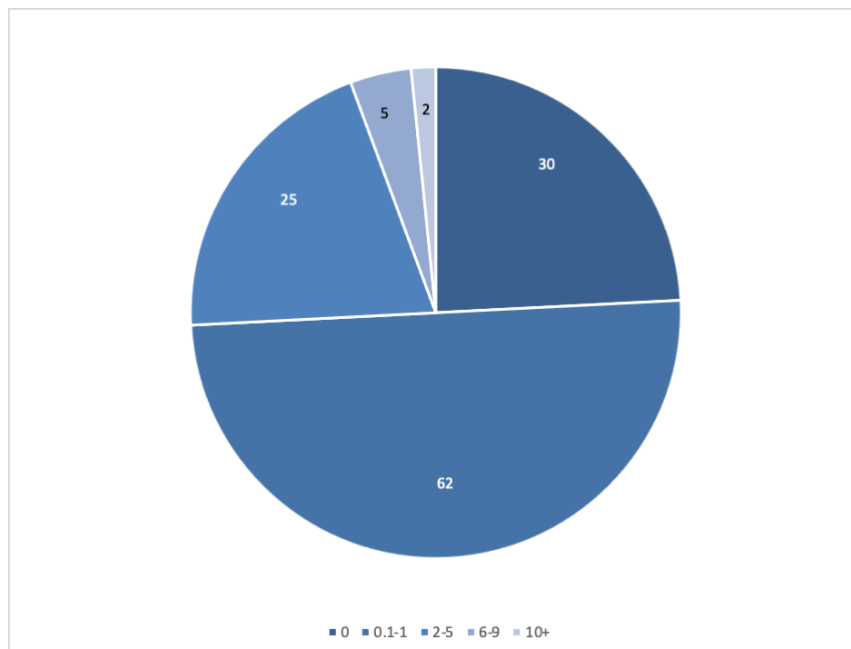


Figure 23: Number of library FTE dedicated to OE/OE (n=124). Q20

The chart below (Figure 24) shows the relationship between the number of FTE and the time libraries have been involved in OE/OER. Institutions involved in OE/OER less than one year or between 2-5 years seem to have one dedicated person (full time or part time) rather than more staff (compared to libraries with more than six years of involvement in OE). In contrast, the longer the institution is involved in OE, the less likely it is to have 0 FTE working on OE.

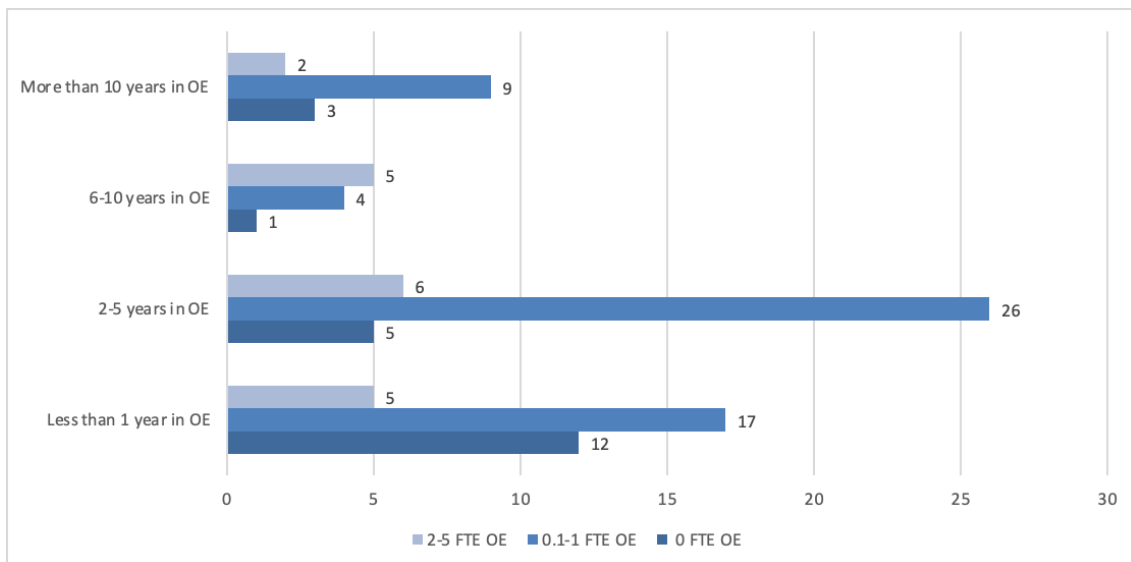


Figure 24: Number of FTE versus duration of involvement in OE/OER (n=124). Q20

As far as financial resources are concerned, like grants to encourage the creation and adaptation of OERs (Figure 25), only 12 respondents state having one, with 95 respondents, or 71%, report *not* having one. From those 12 institutions with a grant programme, six share information on their grant programmes as being institutional ones or as part of a wider national project:

- SAMEN (samenhbovpk.blogspot.com/p/samen-verder.html), in which 16 HBO nursing institutions are working together.
- Open eClass (www.openeclass.org/en/), an e-learning platform supported and developed by The Greek Academic Network (GUnet).
- Unidad UC3M Digital (www.uc3m.es/uc3mdigital/inicio), an institutional department that offers calls for proposals regularly, as well as information on best practices and tools. Teachers can ask for appointments to the support team.
- EduSourced's project plan (www.edusourced.com/)
- Multiple projects of the NUI Galway library (libguides.library.nuigalway.ie/oer/projects).
- "Local fees particularly for part-time workers and national acknowledgement are under consideration."

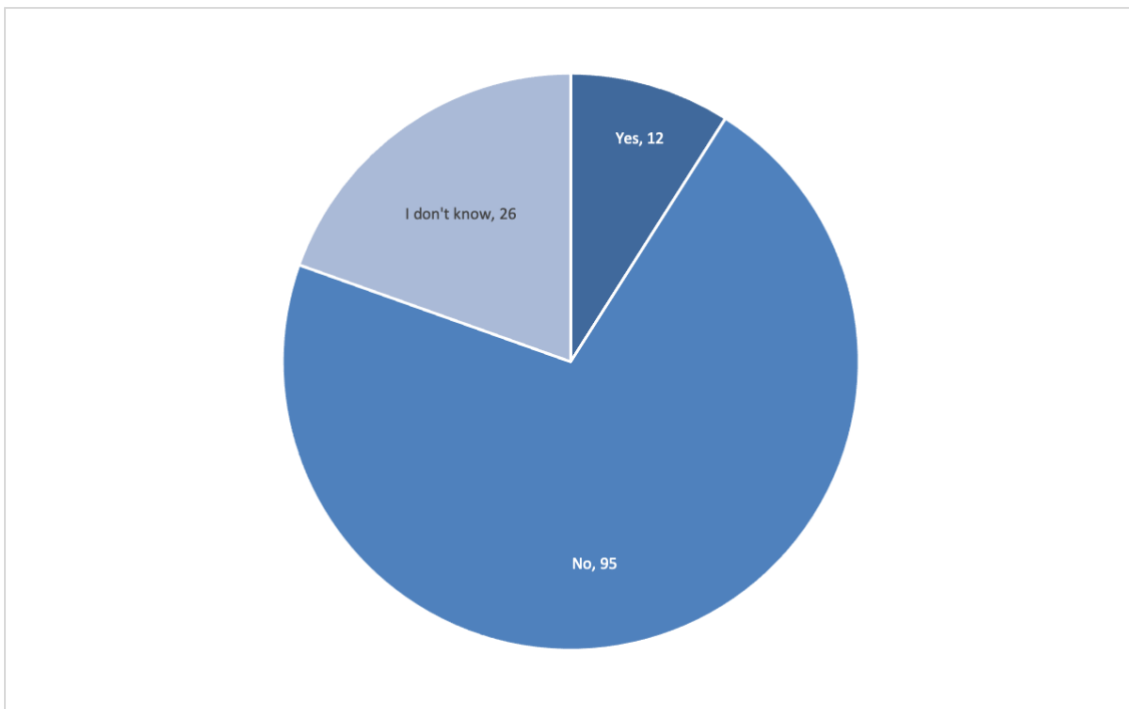


Figure 25: Existence of OER grant programme (n=133). Q21

When libraries were asked if they acquired seed funding for Open Education work (and if so, where from, e.g. senior institutional management, faculty, IT, student services, library, external), most respondents (45 out of 63) report not having such funding available to them. Fourteen respondents, however, confirm having seed funding and some share details (listed below). On closer analysis of these 14 institutions, we can observe that half take the lead in advancing OE/OER in their organisation and around half are dealing with OE policies.

- **Institution (4):** One library refers to its institutional strategy and notes that “no extra funding was given, but existing resources are reorganised”. Three respondents also mention other units inside the institution aside from the library: the IT and research departments, “the local student union (via student levy)”, and senior institutional management.
- **Library (3):** One respondent says they have outside sponsors, such as publishers, or initial funding came from the library budget plus a small amount from an internal teaching and learning fund to set up the OER repository.
- **Multiple sources depending on the project (3):** One institution specifies different sources: “to develop OER to support postgraduate wellbeing (external, allocated within the institution via a project), OER to support transition to postgraduate study (external, government organisation via consortium project), and a network and open resources to support students from disadvantaged and underrepresented backgrounds starting university”.

- **Government** (2): Such as a “national forum and senior management” or “from a national incentive scheme subsidised by government”.
- **External sources** (2): Erasmus + projects, such as brain@work and Future Teacher 3.0 projects and other external sources not specified.

Comparing this data with that of the previous edition of the survey, while the number reporting grant programme is similar, more institutions confirm funding for OE (14 out of 63) than previously (6 out of 87). This year, more external projects (5), government (2) and student services (1) are mentioned as funding sources. One might therefore conclude that there is more diversity in funds for OE/OER in 2021.

3.6 Action Area 5. PROMOTING AND REINFORCING INTERNATIONAL COOPERATION

According to the OER UNESCO Recommendation (2019), fostering and facilitating international cooperation should consider:

“supporting international cooperation between stakeholders to minimize unnecessary duplication in OER development investments and to develop a global pool of culturally diverse, locally relevant, gender-sensitive, accessible, educational materials in multiple languages and formats”.

Survey respondents were asked if they were involved in creating, maintaining, or participating in networks that share OER (locally, regionally, or globally). Slightly more than half of 130 respondents report not doing so, although 40% affirm networking activities (Figure 26). Some libraries that were involved in OER networks provide more information about specific regional, national, and global networks (Table 4 overleaf).

Regional networks	Consortia	CSUC (Spain, Catalunya)
National networks	Libraries	National Finnish Library of Open Educational Resources
		Finnish University Libraries Network FUN
		Digital Library of Wielkopolska
	Universities	Finnish University Libraries Network FUN
		AMKIT consortium (Finland)
		REBIUN - Spanish Network of Universities Libraries (Spain)
	OE/OERs	Coalition for Open Education Poland
		SURT Open Educational Resources Roadmaps
		OER-Länder AG
		German Network for OER Librarians
	Open Science	Open Science National Coordination Federation of Finnish Learned Societies
Repositories	MDX National Teaching Repository	
International networks	Libraries	ENOEL (European Network of Open Education Librarians)
		Information Literacy Group, CILIP ILG
	Universities	YERUN (Young European Universities Network)
		YUFE (Young Universities for the Future of Europe)
		Aurora Alliance
	OA/Open Science	Wikipedia/ Wikiradio
		Open Access European Network
		Open Science Community Twente
	Repositories	OPENAire
		Europeana
Dart Europe		
ROAR		
Zenodo		

Table 4. Networks in which survey respondents' libraries are involved.

One hundred and thirty-one libraries also report on their involvement in promoting and stimulating cross-border collaboration and alliances in OER projects and programmes with the large majority not involved in any, as seen in Figure 27. Fourteen libraries share more information on the international OER projects or programmes they were involved in, revealing participation in some digital education projects, such as EduArc (digital educational architectures) and the Future Teacher project. Respondents also comment that they were part of projects, including:

- Open Science, such as NI4OS (National Initiatives for Open Science in Europe)
- Research and innovation, as the European project reSEARCh-EU
- Information literacy, as the Information Literacy Group (ILG) CILIP Special Interest Group and the SURFsharekit

Finally, there are eight respondents who repeat some of the networks identified previously (Table 4), specifically: Aurora Alliance, Amkit, CILIP ILG, YUFE, YERUN, REBIUN and ENOEL. This may be because they have considered that these are both

OER networks and OER projects or programs, or it may also be that the aforementioned networks have generated projects.

Comparing Figures 26 and 27, respondents seem to be more involved in creating, maintaining, or participating in networks that share OER than in promoting international collaboration and alliances around OER projects. This might be due to the significant participation of libraries in local and national networks more than in international projects, as identified from the list of networks shared by some respondents (Table 2). Some organisations were mentioned in both OER networks and OER projects and programmes showing that some of these are involved in both types of activities.

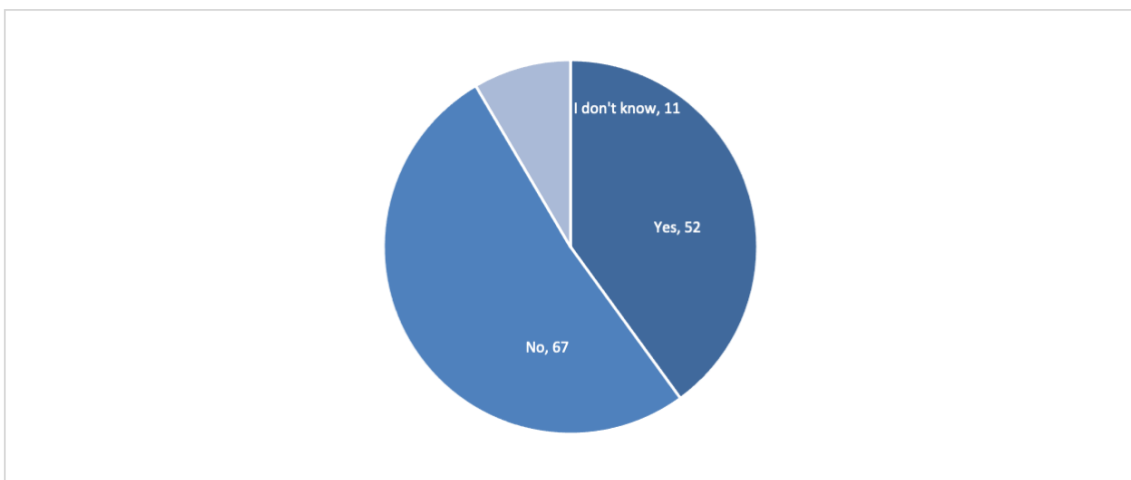


Figure 26: Involvement in networks sharing OER (local, regional or global) (n=130). Q23

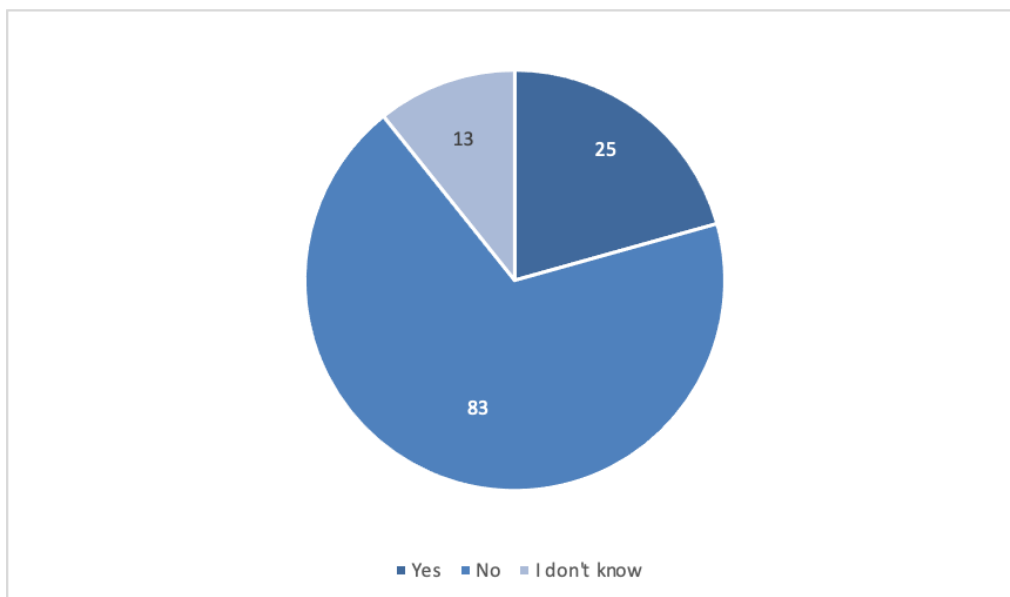


Figure 27: Involvement in promoting cross-border collaboration and alliances in OER projects and programmes (n=121). Q24

3.7 BENEFITS AND CHALLENGES

Towards the end of the survey, respondents were asked about the top three opportunities or benefits and challenges they had identified in supporting Open Education in their library. Some responses are a single word, while others provide complete paragraphs with links to further resources. The breakdown of these responses can be found in the following subsections.

Six larger themes emerged from the responses: Policy, Practice, Resources, Culture, Institutional Environment, and External Context:

1. **Policy:** includes mentions of institutional and national strategies and policies.
2. **Practice:** actions to support OE in libraries ranging from facilitating access (discoverability) to the creation, use, re-use, and redistribution of OER and processes to ensure quality and inclusion.
3. **Resources:** includes human, economical, legal, technological, educational and training resources.
4. **Culture:** focuses on cultural change in terms of mentality, awareness, and openness as well as interpersonal aspects such as motivation, engagement, lack of time, misunderstanding, reluctance, etc.
5. **Institutional environment:** some top-down such as institutional leadership, policies, and incentives, and others, bottom-up more related to synergies within the institution such as collaboration amongst units, library's role, and student experiences.
6. **External context:** includes those external strategies like national policies, collaboration with other institutions, internationalisation.

The total number of instances across all responses is 417, which is composed of 214 opportunities or benefits, and 203 challenges. Due to the nature of the qualitative analysis, many of the responses have been coded to multiple themes, so the total number of responses for all the themes is larger than the number of individual responses. Many of the topics were mentioned in both the challenges and the opportunities questions, which may reflect the different stages of respondents on their institutional journeys with OER. Some of the themes see more challenges than benefits or opportunities such as Resources and Culture whereas Practice and the External Context see more advantages than issues. The split between each of the six themes and the total number of instances are illustrated in Figure 28.

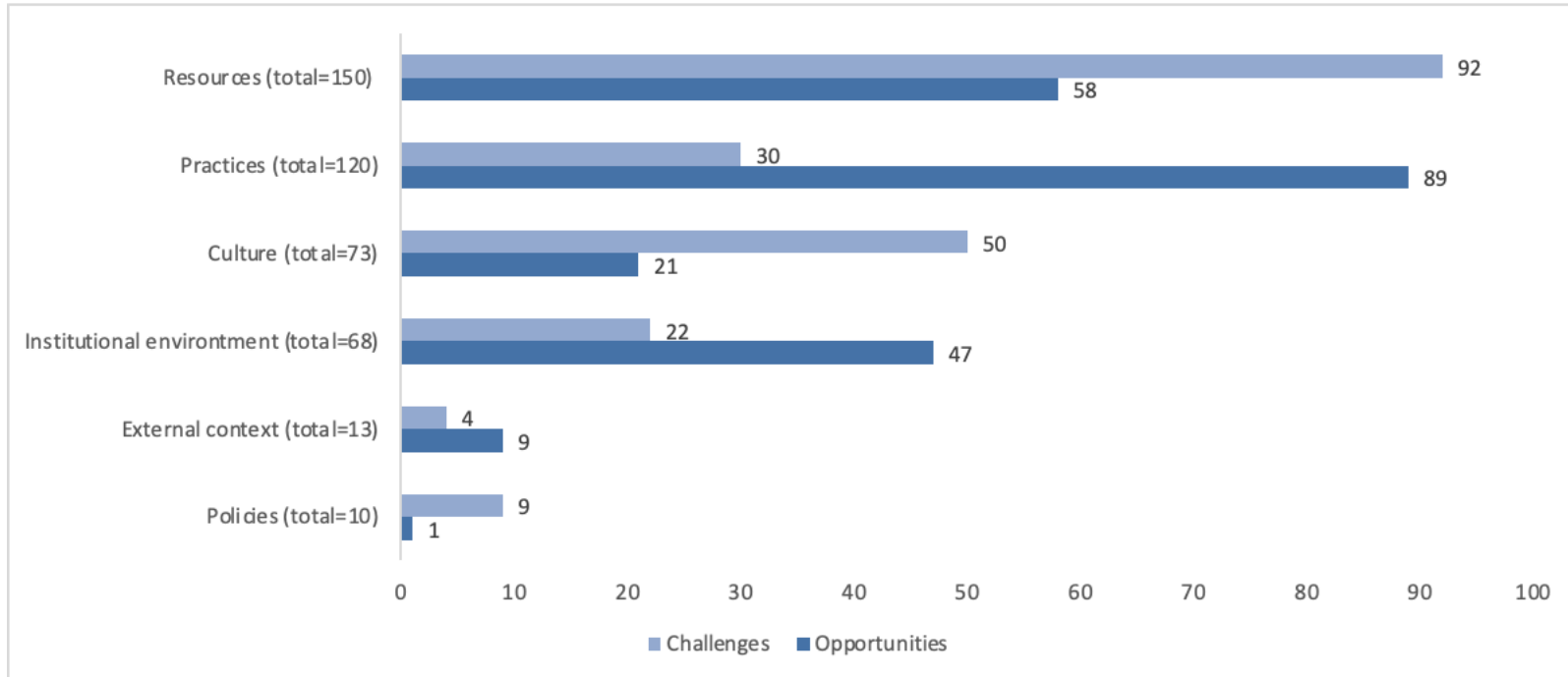


Figure 28. Challenges and opportunities. Summary

3.7.1. Opportunities & Challenges. POLICIES

Institutional policies see the most challenges as can be seen in Table 5. Little was said about national policies.

TOPIC	Opportunities/ Benefits		Challenges		
	#	Details	#	Details	
INSTITUTIONAL POLICIES	1	One respondent mentions having an OA policy as a benefit.	8	The lack of policies was the major challenge in this section with eight respondents reporting this. Note that those who report this do not yet have a policy in place.	9
NATIONAL POLICY	0	N/A	1	One respondent reports that the lack of national policies was a challenge.	1
TOTAL	1		9		10

Table 5. Challenges and Opportunities. Policies. Summary responses

3.7.2. Opportunities & Challenges. PRACTICE

Table 7 shows by far the greatest benefit (with 50 mentions) is increasing access to education, with well over twice as many opportunities identified as a whole in this section. Ensuring the quality and the reuse of resources are also seen as an important benefit, although far less in comparison. The most common challenges reported relate to accessing OER in practice and disseminating OER and communication on OE (internally and externally), followed by concerns regarding the quality of OER. In addition, open textbooks are considered a good opportunity to provide free access to resources. At the same time, a few consider them difficult to scale up or increase their use.

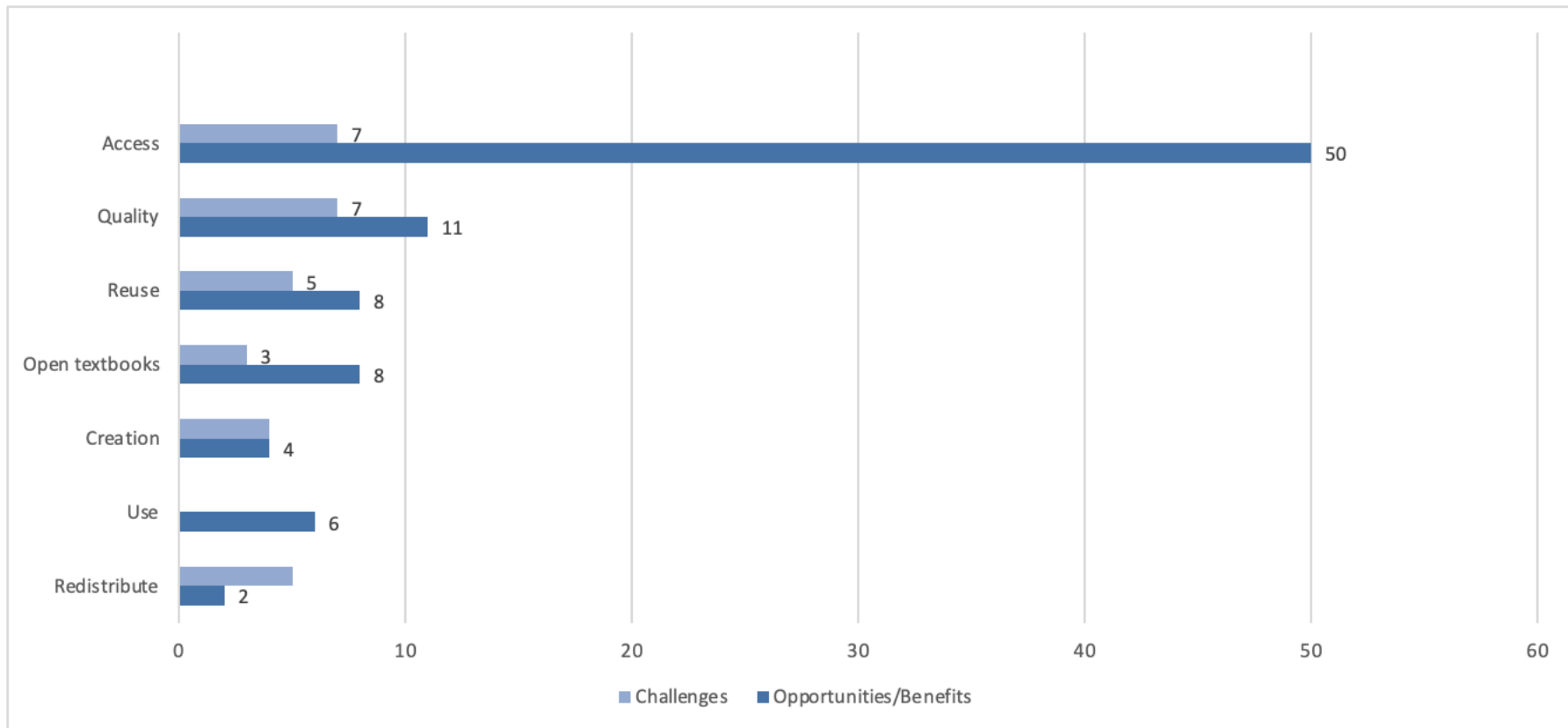


Figure 30. Challenges and opportunities. Practice

TOPIC	Opportunities/ Benefits		Challenges		
	#	Details	#	Details	
ACCESS	50	Numerous responses (30) see greater access to educational resources as a key benefit, Open Access (4), increased availability (3) and transparency mentioned by one respondent. Democracy/Equity/Equality brought through OER is considered beneficial while ensuring their circulation and sharing (5), access to Open Textbooks (4) and providing access to updated resources (1).	7	Challenges are reported by some concerning facilitating OER access to relevant users, findability and difficulties in including them as part of collections.	57
QUALITY	11	A number of respondents see OER contributing to improving content, thereby providing better quality education and services.	7	Quite a few respondents express concerns around OER quality, e.g. from quality perceptions not always being positive to difficulties in determining or assessing quality and quality control.	18
REUSE	8	Re-use receives twice as many opportunities than challenges. Respondents highlight some opportunities related to students, such as seeing the value in increasing the reusability of educational content for graduate students. Reusable resources also fit well with some student demands for more openness. Reusing OER can also save time and prevent working from scratch.	5	Respondents are concerned about a lack in some librarians' re-use skill sets and that OER complexity "may preclude use of particular individual elements that fit better within a course pulling together a range of learning resources".	13
OPEN TEXTBOOKS	8	Providing greater access (4), affordability for students (2), less cost for institutions (1) and relying less on commercial textbooks (1).	3	Open textbook challenges include scaling up the production of open textbooks and convincing faculty to use them.	11
CREATION	4	The benefits in this area relate to having facilities to create OER and design them in less time or engaging with students when co-creating resources.	4	Challenges include the "balance between creating OER and financial benefits", the interdisciplinary creation of OER and the students' involvement in Wikipedia.	8
USE	6	Respondents refer to the advantages in the free and easy use of OER and two see increasing access to the library collection as a benefit.	0	N/A	6
REDISTRIBUTE	2	Sharing resources more broadly is seen as beneficial.	5	Challenges with redistributing educational resources relate to issues with infrastructure, metadata and organisation.	7
	89		31		120

Table 7. Challenges and Opportunities. Practice. Summary responses

3.7.3. Opportunities & Challenges. RESOURCES

In general, more challenges were identified than opportunities under Resources (Figure 29). Table 6 shows most challenges in the areas of improving knowledge and skills (23) and related to technology (23). Funding resources comes in third with 14 responses. The main opportunities reported relate to reducing costs (26) and to gaining new knowledge & skills (15).

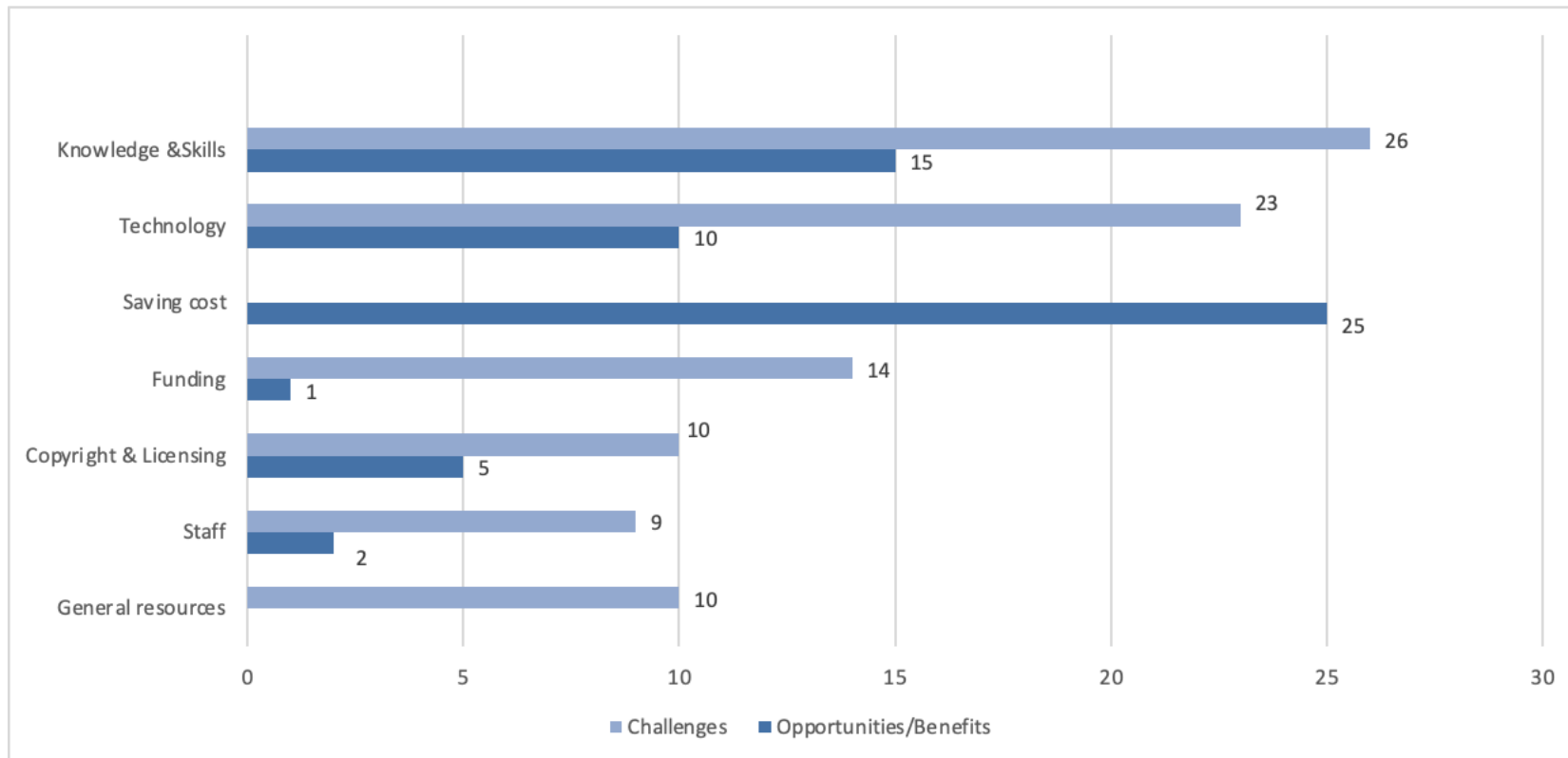


Figure 29. Challenges and opportunities. Resources

TOPIC	Opportunities/ Benefits		Challenges		
	#.	Details	#	Details	
KNOWLEDGE & SKILLS (Training Resources)	15	New knowledge and skills, educational development, and more trained staff are seen as beneficial by many. Four respondents also point out the library as a provider of OE skills.	26	This topic is a major challenge for many respondents. A lack of skills, know-how, training and capacity is frequently mentioned, e.g. “staff need new skills and new ways of thinking”. Building capacity is needed to upskill librarians and their OE teams in areas of IT or legal areas, OER reuse or creation or other areas.	41
TECHNOLOGY (Technological Resources)	10	A number of respondents reflect on some of the technical opportunities in OER in providing HE with new useful infrastructures and tools that increase access to resources.	23	Numerous respondents identify different technological challenges including, infrastructures: particularly questions related to suitable and reliable repositories (8), needing more technical support (5), ensuring metadata for findability (4), accessible formats to meet WCAF AAA standards (3), having enough storage space (2), or problems with interoperability (1).	33
SAVING COSTS (Economic Resources)	25	OER is considered to be more affordable and sustainable, reducing/saving costs and a “better use of budget”. Open textbooks are mentioned by three respondents as an example of where costs can be saved.	0	N/A	25
FUNDING (Economic Resources)	1	One respondent welcomes gaining funding to create OER.	14	Funding is considered essential for investing in open content, licenses, digital platforms and software or for additional staff. One respondent also mentions that there is a lack of “financial incentives for creators”.	15
COPYRIGHT & LICENSING (Legal Resources)	5	Respondents find it beneficial to acquire OE support for CC licenses, to protect and raise awareness of IP and to prevent plagiarism.	10	Numerous respondents raise issues with copyright and licensing, e.g. trying to ensure that the right licence is used to open up resources. One library raised the issue of “copyright of the employer (the institution)”.	15
STAFF (Human Resources)	2	Respondents consider the trained staff trained and new staff for training important.	9	Scarcity in staff is a real concern for many.	11
General Resources	0	N/A	10	“Resources” named but not specified further by respondents.	10
TOTAL	58		92		150

Table 6. Challenges and Opportunities. Resources. Summary responses

3.7.4. Opportunities & Challenges. CULTURE

In general, responses show us that cultural challenges currently outweigh the benefits. Cultural challenges include awareness, advocacy, interpersonal issues and general cultural change. Table 8 shows that the greatest challenges are found in the areas of OE awareness, advocacy and general cultural change. More concretely, this relates to the need to change existing educational cultural practices, raise awareness and shift mindsets, followed by engaging/motivating different kinds of users. Regarding interpersonal issues, increased cooperation and creativity are seen as key benefits to engaging in OE. The effort needed to advocate for OE/OER is also reported as one of the largest challenges, and a lack of time and reluctance to adopt OE/OER for reasons of fear or distrust is also mentioned a number of times.

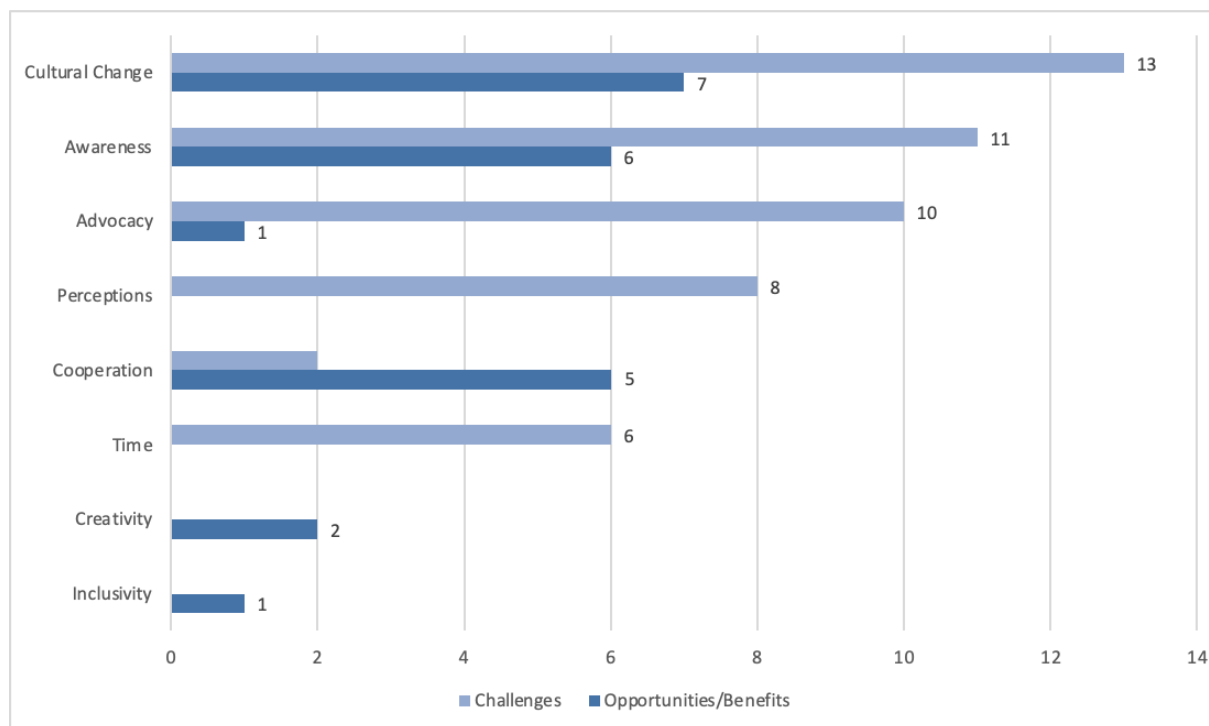


Figure 31. Challenges and opportunities . Culture

TOPIC	Opportunities/ Benefits		Challenges		
	#	Details	#	Details	
CULTURAL CHANGE	7	OE drives more openness and links to Open Science and it demonstrates the value of sharing & OER. It is a chance to innovate and think anew. Other benefits include being able to adapt to demand and academic freedom).	13	A large number of respondents identify diverse cultural issues as challenges. Challenges exist in creating a new OE culture where old traditions and old behaviour patterns prevail and where there was a lack of an OE and sharing mindset. Adoption proving difficult. One questions whether society wanted OER.	20
AWARENESS	6	Building a new digital strategy is seen as an opportunity by two respondents. Increasing awareness and understanding of IP and access to education are considered positive, as is encouraging instructors not to purchase or subscribe to resources in favour of OER.	11	Respondents refer to challenges in raising awareness of OER reporting a low/lack of awareness of OE and in some cases its value or that OE is less known than other Open pillars. Getting teachers to think outside the box was necessary for change.	17
ADVOCACY (Positive Interpersonal issues)	1	User engagement is seen as an opportunity by one individual.	10	Encouraging different kinds of people to use or create OER is seen as a challenge with faculty (6) and library staff (4) resistance most prevalent.	11
PERCEPTIONS (Negative Interpersonal issues)	0	N/A	8	Preconceived ideas about OE and a lack of confidence in OE is mentioned by a few respondents. Some express that there is distrust towards Openness and sharing, and disinterest and fear in not getting credited for OE work.	8
COOPERATION (Positive Interpersonal issues)	6	A number of opportunities are seen in increasing cooperation, connecting with others, sharing ideas or collaboration in general.	2	Two report that more alliances/collaboration and more networking is needed.	8
TIME (Negative Interpersonal issues)	0	N/A	6	A number of respondents refer to having too little time for OER as a real challenge.	6
CREATIVITY (Positive)	2	Two respondents consider that greater creativity is an opportunity that comes with OE.	0	N/A	2

Interpersonal issues)					
INCLUSIVITY	1	Only one respondent touches on OER improving the inclusivity of resources.	0	N/A	1
	23		50		73

Table 8. Challenges and Opportunities. Cultural and Interpersonal Issues. Summary responses

3.7.5. Opportunities & Challenges. INSTITUTIONAL ENVIRONMENT

In general, the institutional context is perceived to be both challenging and positive towards OE/OER, with the library’s changing role considered most positively by far, with increased institutional collaboration coming in second place, as seen in Figure 32. Therefore, while the top-down issues such as leadership and incentives see more challenges, bottom-up initiatives such as the collaboration between institutional units, with students and the role played by the library, are considered more beneficial (see Table 9). As far as challenges are concerned, some report difficulties when working together with others outside the library, a lack of incentives or leadership choices.

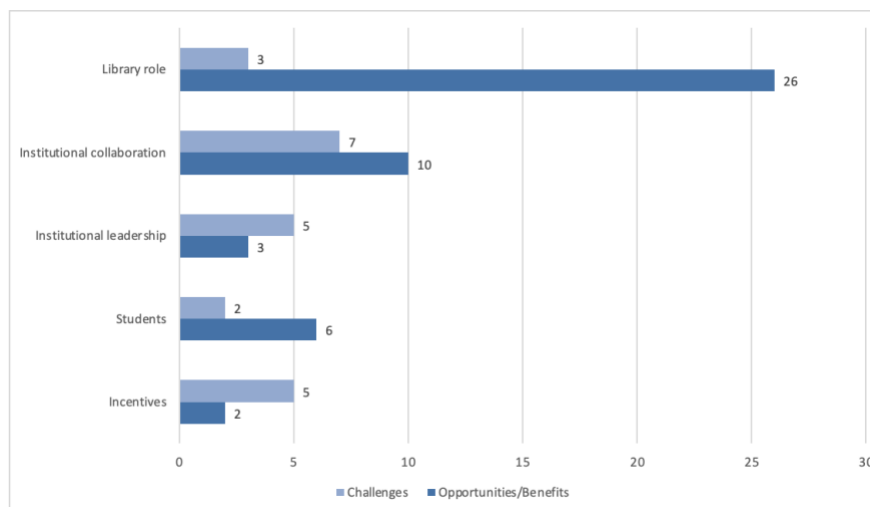


Figure 32. Challenges and opportunities . Institutional Environment

TOPIC	Opportunities/ Benefits		Challenges		
	#	Details	#	Details	
LIBRARY ROLE	26	A high number of responses (17) consider that the role of the library in OE is an opportunity without further explanation. Eight respondents value the library's supportive role in teaching and four report the positioning of the library as a stakeholder in free and open OER production. Five consider the library's leading role as a benefit, gaining the new roles & new skills development in teaching ("digital competencies, Information literacy, teaching services, innovative project" and the "potential for public engagement on global issues".	3	On the other hand, the library role in OE (leadership or other) was not always clear to the university.	29
INSTITUTIONAL COLLABORATION	10	Different kinds of collaboration are mentioned as being beneficial, such as partnering with students or the Student Union, with other institutional departments, and working closely with faculty or course coordinators.	7	Challenges in institutional collaboration appear between different institutional units (ICT, teaching support, etc), faculty and others.	17
INSTITUTIONAL LEADERSHIP	3	A few mention partnerships with vice-rectorates and participation in strategic projects as benefits.	5	Challenges with institutional leadership include the need for more involvement in OE and prioritization in the institution, "scaling up to an institutional level" and too little strategic discussion on the topic.	8
STUDENTS	6	Respondents consider OE improving the student' experience by giving better access to materials, making them more affordable by publishing more Open Textbooks and by meeting the student demand for more openness.	2	The low perception of OER value amongst some students and students' involvement in Wikipedia are challenges, according to two respondents.	8
INCENTIVES	2	Two mentioned rewards and incentives for OE practice as a benefit.	5	A lack of institutional financial incentives to support the creation of OERs and career assessment criteria were raised as concerns.	7
	47		22		69

Table 9. Challenges and Opportunities. Institutional Environment. Summary responses

3.7.6. Opportunities & Challenges. EXTERNAL CONTEXT

Improved visibility, communication and internationalization through OE/OER bring clear benefits, although collaboration seems to bring advantages and issues with it on different levels (nationally and between institutions for example).

TOPIC	Opportunities/ Benefits		Challenges		
	#	Details	#	Details	
EXTERNAL COLLABORATION	3	Three respondents see new national cooperation with other academic libraries and international cooperation as clear opportunities.	4	A small handful of respondents state that collaboration on a national level and with other educational institutions are challenging.	7
EXTERNAL COMMUNICATION	6	A range of benefits are shared, including improving visibility and showcasing institutional expertise and innovation, promoting the institution and its scientists, and increasing internationalisation.	0	N/A	6
	9		4		13

Table 10. Challenges and Opportunities. External context. Summary responses

3.8 KEY AREAS WHERE LIBRARIANS NEED SUPPORT

Respondents were also asked what top three areas they would need Open Education support for that they could not source from their library. Seventy-four respondents provide 169 answers to this question with summarised responses in Table 11.

Technology was by far the area where support is needed most, including infrastructure, software, integration of systems, etc. and, then, training for gaining more OE-specific skills, and the need for new strategies and policies and pedagogical support, including instructional and content design to develop sound OE practices. More funding and staff, legal support and institutional involvement and leadership are also pain points. Although important areas of need, less support is reported as necessary in the areas of collaboration, OER promotion, improving the discoverability of OER, supporting the creation and adaptation of OER and ensuring their quality, incentives and time.

Needs	Number	Response details
Technology support	37	Need for more technical support for storage infrastructures to be better integrated in library systems (repositories, book platforms, etc.), architecture and integration systems, specific software and tools to simply create/adapt/remix OERs. Tech support related to improving accessibility, translation and diversity are also mentioned.
Skills and training	20	Training for librarians (one respondent refers to “training on OER and related pedagogy”), skills in creating OER, the different types available, and more “information about the most up-to-date OER’s” are some of the needs reported. More knowledge is needed on how to work with OE questions and best practices.
Creation of policies	20	Strategies and policies at institutional and national levels are necessary, e.g. “a policy that promotes and stimulates OER”, “a policy on recognition and rewards related to (Open) Education and OER” or “support in defining policy and defining a strategy to change the mentality” are some of the responses.
Pedagogical support	18	Pedagogical support is required such as “pedagogical solutions”, “instructional and content design”, “design/editorial and other publishing expertise”, “learning analytics”, “examples of good cases and scenarios to help understand the next steps” and “a broader knowledge of OE Practices (rather than OER strictly)”.
Funding	16	The need for financial investment and resources “to hire additional FTEs to work with Open Education” and for “supporting the creation of OER and specific projects”, to develop OER infrastructures and sponsorship. Support in finding funding is also mentioned.
Legal Support	13	Support is needed on legal aspects and copyright issues related to OER.

Institutional involvement	10	Some support is requested from “my director”, “study department”, “educational resource services”, “Executive Council” and “Office of the Vice President for Teaching and Learning”. At the same time, more “academic leadership” and “institutional leadership of involvement, alliances and relationships” are requested.
Staff	9	More and specialised library staff are needed to focus on OER activities or open textbook creation.
Collaboration and Communication	8	More cooperation with faculties, interdisciplinary teams, or outreach on OE to the library and teaching communities are mentioned in relation to collaboration and communication.
Better OER discoverability	5	Respondents mention the need for best practices for cataloguing OER, adding disciplinary contexts to resources or to well-organised information.
Awareness Support	5	Support is required by a handful in awareness-raising events and one individual points out that “a government strong position in Open Education” would help.
Creation of OER support	4	Support and tools for creating and co-creating OER are reported.
Ensuring quality	4	There is a need to ensure quality OER e.g. through peer review or a means to help and evaluate OER.
Incentives	2	Incentives for OER creation are mentioned without specifying if they should be financial or career-specific.
Time	2	More time is sometimes needed to carry out the work.
	175	

Table 11. Needs to support OE). Q27

4. Conclusions

This report has summarised findings from a survey of European libraries of Higher Education on Open Education (OE) and Open Education Resources (OER). It has taken a pan-European perspective and has not analysed the national context in which these libraries operate. This study aims to provide an overview, a snapshot in time on the work done by academic librarians to implement the UNESCO OER Recommendation as in 2021.

Impact of COVID-19

The world has seen an increased demand for access to digital and open resources during the pandemic (EBLIDA, 2020). The value of libraries here has been put in stark relief. This survey reveals that the COVID-19 pandemic has raised awareness of the importance of openness and OER use in Europe. It also aligns with previous studies (ICDE, 2020) that conclude COVID-19 has sparked an increase in the awareness of OER and engagement with OER in all regions of the world. It is fitting to explore how learnings from education information provision and OER in the pandemic can be further utilised to prepare for future crises.

Knowledge of the UNESCO OER Recommendation

Almost 200 Member States ratified the UNESCO Recommendation on OER in 2019. Nevertheless, two years later, only 60% of responding libraries are somewhat familiar with it. This suggests that whilst the UNESCO OER Recommendation is concretely being addressed by some, further dissemination and support is required to help implement it for others. Academic libraries can be a catalyst for Open Education in their institutions and they are well-versed in upskilling and informing/training others in open policy and practices. For this reason, increasing the library's knowledge of the UNESCO areas of action is all the more important since they can then lead, or support, its implementation in Higher Education. More communication and training will be necessary to bring all libraries up to speed on the Recommendation. This also aligns with the idea of *developing knowledge societies* included in the UN's Sustainable Development Goals.

Building capacity

Libraries are building capacity to create, access, re-use, adapt and redistribute OER in four main areas: through engagement with Open Education, advocating for OE/OER, and by building library OE/OER services and skills. In general, we can observe that libraries are carrying out capacity-building activities most in the five UNESCO areas of action.

Findings show that libraries continue to either lead or support OER in equal measures. According to Reed & Jahre (2019), libraries are one of the institutional units that most

often support OER on campuses (together with IT departments, centers for teaching, etc.). This becomes an opportunity to increase the use of their collections and to have a closer relationship with teachers and students. Some other libraries even go further since they are clearly leading in areas close to their core work, like information literacy, management & storage service, collection management/dealing with education publishers and aggregators, metadata to index digital resources and discovery services. We can also observe that it is those who take the initiative who have a tendency to have an OE/OER policy and to be more involved in the conception of one.

Libraries mainly work together with Open Access and Open Science areas using digital communication channels (website, social media, presentations, libguides, etc) and training sessions when advocating for OER. Personal and informal meetings are also vital when advocating for change. The three top areas in which libraries report having a full set of OE skills concur with some of their historical fields of expertise and also with areas in which they lead OE/OER services. This includes metadata for indexing digital resources, information literacy (including Open Education) and management of storage services (such as repositories). Librarians are utilising their expertise in information literacy to collaborate with faculty in finding and integrating OER into online courses, their knowledge in metadata to make OER discoverable and their experience in repositories to support faculty in sharing OER. Libraries do indicate, however, having fewer skills in creating open textbooks and other areas closer to teaching (participatory design, course pack provision, etc.).

Finally, libraries are currently providing OE/OER support services in the areas of knowledge exchange and training, followed by copyright. OER co-creation seems to be an emerging area, connected to the results showing that expertise in open textbooks is more diverse here than in other services. There are indications that there is a slight change of course in some library services to adapt more to the needs of OE/OER. This is supported by the results of the COVID Survey Report from the Ligue des Bibliothèques Européennes de Recherche – Association of European Research Libraries (LIBER, 2020), which also found that academic libraries are concerned about redefining their role as a result of the pandemic. In the case of open textbooks, although some examples of programmes exist in Europe such as the UK Open Textbook project, this topic is not as developed as in the US where libraries are more involved in the creation of them (e.g. seeing many LibGuides on the topic, the Open Sunny Textbooks Program, etc). This could be a new field of focus for European academic libraries.

Developing supportive policies

Half of the libraries surveyed report their institution already has a kind of OE policy, that they are in the process of developing one, or that one is under consideration. Types of institutional policies include institutional regulations on the one hand, and strategies, roadmaps and plans on the other, some of which are under development. The number of total institutional policies reported is still low compared to the number of Higher Education institutions across Europe. Whilst a similar number of institutional policies were reported this year, OE is addressed more as part of overarching policies

than standalone policies dedicated to OE/OER. This is consistent with other studies (Atenas & Havemann, 2021; Santos-Hermosa, 2020) that found that recently Open Government, Open Access and Open Science policies that have an OE component have increased.

In the case of national policies, only a third of respondents confirm having such a policy or that one is under development. The countries reported as having a national policy that addresses Open Education are Croatia, Finland, Netherlands, Switzerland, Poland, Portugal, Slovenia, Spain and the UK. SPARC Europe will further analyse these policies in late 2021. Respondents report that other national policies are under development, so we will likely see new national policies in the next few years in seven more countries. However, one can conclude that still relatively few nations have policies that address OER in one form or another, i.e. often as part of an overarching educational policy.

The survey also shows that libraries are more involved in OE policies, with twice as many involved in the conception of OER policies since last year's survey. In this sense, libraries could be engaging in OE policymaking similarly to as they did with Open Access or Open Science, also since OE librarians report working together with Open Science units. More policymaking could also be explained by the fact that the UNESCO OER is slowly taking hold, although reasons for this increase would need further investigation to be substantiated. In addition, academic librarians have had a crucial role during COVID-19 as providers of necessary teaching and learning materials, including OER (Dill, & Cullen, 2020; Rafiq et al., 2021). This demonstrates that librarians are part of the OER conversation and action and they can be partners in collaborative OER programmes and policies at an institutional level.

Encouraging inclusive, diverse and equitable access to quality OER

Libraries are engaged with diversity, equity and inclusivity (DEI) on an institutional level in various ways. They do this by participating in the university-broad inclusivity or DEI programme, collaborating in institutional committees, incorporating these values into staff and library collection development, providing support in linguistic diversity. A quarter of responding libraries address all elements of DEI in their OE work, showing that DEI is a strategic priority for some organisations. Twice as many libraries address improving accessibility issues for different groups. This is likely due to more work already being carried out on this by academic libraries when overseeing accessibility compliance for their digital services and resources. Ensuring the other three DEI aspects is more challenging. The survey found that fewer libraries address inclusivity and diversity. This is aligned with the findings from a study of OER impact on education (Hoosen & Butcher, 2019), which appeared during the drafting of the UNESCO OER Recommendation, which concludes that the OER movement has given little consideration to tackling issues of inequity, diversity and inclusion so far. Libraries and their institutions will need to invest more time and action and will need to draw on expertise to deliver OER that are diverse, equitable and inclusive.

Sustaining OER

As compared to 2020, very limited financial resources are still generally dedicated to OER in libraries of Higher Education. However, more positively, more institutions seem to be receiving funding for OER. There also seems to be more of a diversity of funds and more open calls for projects around OER than previously, including more external and government projects. This indicates to a certain extent that more funders and institutions are committing to Open Education and to funding it.

In the same vein, universities and their libraries seem similarly to be increasing personnel resources for OE/OER since we see a 12% increase since the last 2020 survey. This indicates that libraries are gradually utilising staff for OER-related tasks; this may increase as the need and demand for OE professionals grows, as does OE skills development. It will be interesting to monitor this in the coming years.

Promoting and reinforcing international collaboration

Open Education librarians are organising themselves in networks such as the European Network of Open Education Librarians (ENOEL) led by SPARC Europe or in the more recent LIBER Working Group on Educational Resources. Libraries seem to be more involved in creating, maintaining, or participating in networks that share OER (locally, regionally, or globally) than in promoting and stimulating cross-border collaboration and alliances in OER projects and programmes. This is despite lessons learnt from COVID-19 where a LIBER (2020) COVID-19 report states the need for meaningful collaboration: “Working together is essential in the success of future projects, and we need to work hard to make collaboration efficient, pleasant, and meaningful in the (post) COVID world”. We therefore encourage more libraries to engage in projects and programmes to increase OE efforts and outputs.

Benefits and challenges

Libraries, in general, find more challenges than opportunities in the areas of resource-provision, cultural change and policymaking. In contrast, libraries see more opportunities than challenges in new Open Education practices, positive change in the institutional environment and external relations.

Libraries see the greatest benefits in OE by increasing access to information and the library’s changing role in the educational sector. Since COVID-19, it has become more and more paramount for teachers and students to have immediate access to open, digital and up-to-date educational resources and libraries are delivering here as part of their role as facilitators and providers of digital open access to information. Their roles are changing to better support teaching and learning. They are increasingly collaborating between departments, working as cross-institutional knowledge facilitators — a trend we assume will grow over time. Libraries furthermore value guaranteeing access to quality information (OER) and its reuse, which helps them contribute to improving the overall educational experience and quality of education.

The lack of capacity concerns libraries most, be this related to limited knowledge and skills or funding. Capacity-building is necessary to upskill librarians and their OE teams in IT, legal areas, OER reuse or OER creation. More funding will allow libraries to invest in creating open content, licenses, digital platforms and software or in additional key staff. Challenges continue in cultural change where changing mindsets to embrace sharing and OE will be resolved by increasing the awareness of OE through increased advocacy efforts such as through social media, events and training, at least partly. Libraries also point out the need for policies to advance OE/OER. Good library relations will be critical going forward since they depend upon their institution and governments for funding and policies.

Needs

Libraries this year consider technology by far the area where support is needed most, mainly with regard to infrastructure. Although many Higher Education institutions have repositories, they need to improve search and discovery systems and the definition of educational metadata to ensure the findability of OER. Libraries also highlight the need for specific software and tools to create OER and it is important to integrate them with different educational infrastructures. This reflects technical discussions around the next generation of repositories and the creation of platforms connected through interoperability protocols and the integration of repositories in a broader academic infrastructure (Rodrigues et al., 2017). This also aligns with the “open informational ecosystem” which, according to Kerres & Heinen (2015), is defined as a technological infrastructure of related services in which several independent providers are linked to each other. More work will be necessary in the coming years to therefore develop a more integrated OE ecosystem.

The lack of OE-specific skills and pedagogical support slows down further OE action. Libraries need more training in both openness and its application to areas closer to teaching, which libraries have not traditionally carried out. For instance, some guidelines for instructional and content design can be useful to develop solid OE support and practices. For example, knowing how to create open textbooks, course pack provision and other “new” Open Education skills will encourage librarians to acquire new roles and be better prepared to support OE. Libraries can join forces here to make a lasting impact.

5. Recommendations

The following recommendations for academic libraries can be drawn from the survey. Their relevance depends on where you are in the life cycle of OE offering.

1. Raise awareness of Open Education and the UNESCO OER Recommendation in academic libraries and their institutions.
2. Help gently change the institutional mind-set on OE by exploring, sharing, adopting and adapting OE practices to demonstrate the value of open, and to change the culture around open.
3. Help initiate and develop standalone or overarching OE policies drawing on good policy examples and practical policymaking experience from peers.
4. Provide guidelines and training in open skills, OER reuse, adaptation, remixing, creation and instructional design to develop library staff OE practices so that they can collaborate more effectively with teaching staff.
5. Engage in the reuse, adoption, adaptation, remixing and co-creation of OER together with faculty such as open textbooks, tutorials, videos, etc.
6. Create professional development programmes on OE for library staff, including modules on diversity, equity and inclusion (DEI) to help them address DEI in OER and library services.
7. Create communities of practice of different practitioners (libraries, teaching support units, students associations and ICT services) to develop OE solutions that work for multiple stakeholders and for long-lasting partnerships.
8. Explore sustainable models to reuse, adapt and create OER from establishing a grant programme to collaborating with communities and membership associations.
9. Work on building and funding a more interoperable technical OE ecosystem between institutional repositories and other educational platforms for longer term sustainability.
10. Stimulate librarians to participate in international OE networks and projects to gain new knowledge and work together on common goals. Collaboration on OE will achieve more.

In addition, the previous 2020 Survey Report includes other recommendations that are still relevant:

1. Explore opportunities for seed-funding projects to kick-start efforts
2. Explore establishing a granting programme to create OER
3. Earmark some of your library budget for OE
4. Libraries: take leadership in OE; many peers are.
Hearts and minds have already been won with OS.
5. Help initiate or develop an OE policy (locally or nationally); policies are still thin on the ground. Build on the policies of peers
6. Invest more in understanding the interplays between professionals & stakeholders locally and externally, e.g. develop a stakeholder management plan
7. Engage more in the co-creation of OER
8. Identify the skills you need for OE/OER, and upskill by partnering more internally / externally
9. Step up advocacy efforts towards teaching staff and management by drawing on good practices / advocacy tools & identify local champions
10. Locate where and what OERs are being created to make them optimally accessible and monitor growth over time.

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Appendix

APPENDIX A: Respondents by country

Please note that some respondents did not provide their organisation’s name, so the number of respondents by country does not always exactly respond with the number of named respondents.

Austria	University of Innsbruck
Belarus	Belarusian State University Fundamental Library
Belgium	KU Leuven Libraries
	Uliège University Library
Croatia	Juraj Dobrila University in Pula
	Sveučilište u Zagrebu
	University of Osijek, Faculty of Agrobiotechnical Sciences
	University of Rijeka, University Library
	University of Zagreb, Faculty of science
Cyprus	Open University of Cyprus (OUC)
Estonia	University of Tartu Library
Finland	Helsinki University Library
	Lapland University Consortium Library
	Lappeenranta-Lahti University of Technology (LUT), Academic Library
	Savonia University of Applied Sciences
	Seinäjäki University of Applied Sciences.
	University of Eastern Finland (UEF)
	University of Jyväskylä
France	Université Paris Nanterre
	Université Sorbonne Nouvelle
Georgia	TSU National Science Library of Georgia
Germany	North-Rhine Westphalian Library Service Centre (hzb)
	University of Duisburg-Essen
	ZBW-Bibliothek
Greece	American College of Thessaloniki
	Harokopio University
	Ionian University Library & Information Centre
	NTUA Library & Information Center
	Panteion University of Social and Political Sciences, Library and Information Center
	University of Patras, Library & Information Center
Ireland	Athlone Institute of Technology
	Galway Mayo Institute of Technology (GMIT)
	NUI Galway
	University College Dublin
	University of Limerick

Italy	Università di Parma
Latvia	Rīga Stradiņš University Library
	University of Latvia
Lithuania	Kaunas University of Technology
	Mykolas Romeris University
Malta	University of Malta
Netherlands	Maastricht University
	Radboud University
	Rotterdam University of Applied Sciences
	Saxion University of Applied Science
	Technische Universiteit Eindhoven
	University of Twente
	Utrecht University
	Vrije Universiteit Amsterdam
Poland	Cracow University of Technology
	Gdansk University of Technology
	Institute of Systems and Technologies for Sustainable Production (SUPSI)
	Jagiellonian University, Institute of Pedagogy
	Medical University of Sileia (SUM)
	University Library in Poznań
	University of Lodz
	University of Opole
	University School of Physical Education Wrocław Poland
	Warsaw University of Life Sciences
	Wroclaw University of Science and Technology
	Zielona Góra University, Library
Portugal	Escola Superior de Educação de Paula Frassinetti (ESEPF)
	Instituto Politécnico de Coimbra. Escola Superior de Tecnologia da Saúde de Coimbra
	Instituto Superior Técnico
	Polytechnic of Porto
	University Fernando Pessoa
	Universidade Lusíada
Russian Federation	Tomsk State University, Research Library
Slovakia	Prešov University
Slovenia	University of Maribor Library
Spain	IE University Library
	Mondragon Unibertsitatea
	Universitat Abat Oliba CEU
	Universitat Autònoma de Barcelona
	Universidad Carlos III de Madrid

	Universidade da Coruña, Servicio de Biblioteca
	Univesitat de Barcelona
	Universidad de Extremadura
	Universidad de Girona
	Universitat de les Illes Balears
	Universitat de Lleida
	Universidad de Sevilla
	Universitat Jaume I
	Universitat Oberta de Catalunya (UOC)
	Universidad Pablo de Olavide
	Universitat Politècnica de Catalunya (UPC)
	Universitat Pompeu Fabra
	Universitat Ramon Llull, Facultat de Comunicació i Relacions Internacionals Blanquerna
	Universitat Rovira i Virgili
Sweden	Gymnastik- och idrottshögskolan
Switzerland	EPFL Library / Ecole Polytechnique Fédérale de Lausanne
	Pädagogische Hochschule Zug (University of Teacher Education Zug -PH Zug)
	The University of Applied Sciences and Arts of Southern Switzerland (SUPSI)
	University of Geneva
	University of Zurich, Law Library
Turkey	Firat University
Ukraine	Dnipro National University of Railway Transport named after Academician V. Lazaryan
UK	Edge Hill University
	Glasgow Caledonian University
	Imperial College London
	University College of London (UCL)
	University of Edinburgh
	University of Glasgow
	University of Kent
	University of Manchester
	University of Sheffield
	University of York

APPENDIX B OE/OER Policies

Further information shared by respondents on institutional policies, national policies or other related policy documentation (strategies, plans, reports).

Institutional Policies (as reported by survey respondents)

Country	Institution	URL	Detail
Belarus Republik	Belarusian State University Library	https://elib.bsu.by/handle/123456789/103102	Repository policy
Germany	Leibniz-Informationzentrum	https://www.zbw.eu/fileadmin/pdf/ueber-uns/2020-handlungsfeld-offenheit.pdf	Open knowledge Policy
Poland	Uniwersytetu im. Adama Mickiewicza	https://bip.amu.edu.pl/__data/assets/pdf_file/0028/178480/ZR-47-2020-2021-Zal.1.pdf	Open Science Policy (to data and publication)
	Cracow University of Technology	https://www.biblos.pk.edu.pl/en/science/open-science/open-access-institutional-policy	OA policy (including OER)
Portugal	Escola Superior de Educação de Paula Frassinetti (ESEPF)	https://www.esepf.pt/wp-content/uploads/SDI/pol_rep.pdf	Repository policy
Spain	Universitat Oberta de Catalunya	http://hdl.handle.net/10609/130986	Open knowledge Policy
	Universitat de Barcelona	http://diposit.ub.edu/dspace/handle/2445/142065	OA Policy
Switzerland	University of Teacher Education Zug (PH ug)	https://www.zg.ch/behoerden/direktion-fur-bildung-und-kultur/phzg/ph-zug/mediothek/repository-zuro-open-access	OA Policy
UK	University of Edinburgh	https://www.ed.ac.uk/files/atoms/files/openeducationalresourcespolicy.pdf	OER Policy

(*) All of them are new policies not identified in the 2020 Survey, except in the case of the University of Barcelona. Although a policy of the University of Edinburgh was reported in 2020, this current one seems to be an updated version of 2021.

National Policies (as reported by survey respondents)

Country	URL	Detail
Croatia	https://www.fer.unizg.hr/oa2012/deklaracija	Croatian Declaration on Open Access
Finland	https://doi.org/10.23847/isbn.9789525995404	Open Education and educational resources. National policy and executive plan by the Higher Education and research community for 2021-2025.
Netherlands	https://zoek.officielebekendmakingen.nl/kst-31288-354.html	Higher Education, Research and Science Policy. Le Hague
Portugal	https://www.fct.pt/acessoaberto/index.phtml.pt https://www.fct.pt/documentos/PoliticaAcessoAberto_Publicacoes.pdf	Política sobre Acesso Aberto a Publicações Científicas
Slovenia	https://www.gov.si/assets/ministrstva/MIZS/Dokumenti/ZNANOST/Strategije/Nacionalna_strategija_odprtega_dostopa.pdf	National Strategy of OA Scientific Publications and research data 2015-2022
Switzerland	https://www.swissuniversities.ch/en/topics/digitalisation/open-science	Oncoming: There is a national Policy for Open Access of publications, which will be soon extended with OER (circa 2025)

*These 6 national policies correspond to the ones that respondents provided the URL for. However, data shows that there should be 3 more national policies, i.e. from the United Kingdom, Poland and Spain (according to the country of the respondents).

Other Documents

Finland	http://koed.org.pl/en/	Coalition for Open Education
The Netherlands	https://www.versnellingsplan.nl/en/about-acceleration-plan/	Acceleration Plan for innovation in Higher Education
Poland	https://www.gov.pl/web/edukacja-i-nauka/dokumenty-na-temat-otwartego-dostepu	Open Access Policy Report

APPENDIX C Survey questions

The 2021 Survey questionnaire instrument can be found below and it is also available on Zenodo: <https://doi.org/10.5281/zenodo.3903175>



Open Education in European Libraries of Higher Education Survey 2021

INTRODUCTION

Dear Librarian, welcome to the 2021 edition of SPARC Europe's Survey of European academic libraries and Open Education (OE).

*We define **Open Education** as resources, tools and practices that are free of legal, financial and technical barriers and can be fully used, shared and adapted in the digital environment. OE is also about the culture we grow together from our positions and with our different roles.*

*OER or **Open Educational Resources** are learning, teaching and research materials in any format and medium that reside in the public domain or are under copyright that have been released under an open license, that permit no-cost access, re-use, re-purpose, adaptation and redistribution by others.*

This survey was developed in consultation with members of the [European Network of Open Education Librarians](#) (ENOEL). Whilst some Higher Education libraries have taken on the OE challenge, others are still to do so. The aim of this survey is to explore and collect information about the work done by academic librarians to implement the [UNESCO OER Recommendation](#), published in Nov 2019. The survey is designed around the five areas of action of the Recommendation.

We plan to use the collected data to organize our activities going forward to provide you with Open Education support in the future.



Open Education in European Libraries of Higher Education Survey 2021

Taking the survey

We ask that this survey be completed by the main individual responsible for OE in your library, e.g. OE Librarian, Teaching & Learning Librarian, or if absent, the Library Director. Please submit only one response per organization.

Although we would like you to answer every question, only those marked with an asterisk * are mandatory. We have one mandatory question for each of the five UNESCO OER Recommendations.

The survey also requests information on total staff and student numbers and a short summary of your OE policy, if your organization has one. It may be useful to have this information and document to hand prior to starting the survey.

You don't need to complete the survey in one sitting. You can close it and return later to the page where you left off. Leaving the survey via the exit button on the top right of the page saves your progress. You can then return to the survey at the same point, using the same link and the device you started on.

We recognize that many who participate in the survey will not be active on the full range of issues covered. Please do not be discouraged if some questions do not correspond with your current ways of working: all answers will help us paint a picture of the current status of OE in academic libraries in Europe.

Completing the survey will take approximately 30-40 minutes.
A PDF is downloadable [here](#).

For questions, please reach out to survey@sparceurope.org.

Ethics and data protection policy

The survey is managed by SPARC Europe. Answers will be reported in aggregate in a report, personal data will be removed before the dataset is deposited on Zenodo with a CC0 licence. For more on our ethics and data protection policy, see here:

<https://sparceurope.org/privacy-policy/>

You may supply your name and contact details to be informed of the outcomes of this study and to answer any follow-up questions. No personal information is required to submit a response.

We will share the results in the third quarter of 2021 on the ENOEL webpage.

Deadline

Friday, 11 June 2021 (extended deadline), 23.59 CEST



Open Education in European Libraries of Higher Education Survey 2021

* 1. I understand and agree to participate in the survey.

Yes

No

Open Education in European Libraries of Higher Education Survey 2021

RECENT IMPACT ON OPEN EDUCATION

2. How did the COVID-19 pandemic affect Open Education at your institution?

Please choose one response per row.

	Increase	Decrease	No change	Don't know
Use of Open Educational Resources (OER)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Creation of OER	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Awareness of the need for Openness	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Open Education Policy development	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Please specify if "Other"

* 3. Are you familiar with the [UNESCO OER Recommendation](#) and its areas of actions?

- We are very familiar with it and are implementing it
- We are familiar with it and have adapted or reviewed our strategy accordingly
- We know it but have not yet taken any action
- We have heard about it
- We are not familiar with it (yet)

Open Education in European Libraries of Higher Education Survey 2021

Action Area 1. BUILDING CAPACITY

1.1 Library engagement with Open Education

* 4. Does your library take the lead in advancing Open Education or Open Educational Resources (OER) in your organisation?

- Yes
 No
 I don't know

5. Does your organisation have a formal task force, committee or other entity with an Open Education focus?

Please choose one response per row.

	Yes	No	Don't know
At an institution-wide level	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
At a library level	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Please specify if "Other"

6. Which library department, if any, takes the lead in any areas of Open Education / OER efforts?

- Collection management
- Innovation
- Open Education department
- Scholarly communications
- Senior management
- Student services
- Teaching and learning support
- Research support
- Other (please specify)

7. Do you work together with colleagues involved in Open Access or Open Science / Scholarship or use resources common to both when providing Open Education support? Or do you work with other teams? Please briefly tell us how you work together and on what.

Open Education in European Libraries of Higher Education Survey 2021

1.2 Library Open Education advocacy

8. As a library, how do you advocate for Open Education / OER?

Please select all that apply.

- Events
- Faculty meetings
- Graduate professional development programmes
- Libguide
- Library events
- Newsletter or blog
- Publications
- Presentations
- Social media channels
- Teacher training programmes
- Undergraduate professional development
- Other training (e.g. information literacy)
- Website
- Other (please specify)

Open Education in European Libraries of Higher Education Survey 2021

1.3 Library services

9. On what level does your library work or liaise with the following bodies in your advancement of Open Education / OER?

Please choose one response per row.

	Regular	Ad-hoc	N/A
Academic Departments	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Assistive Technology or Disability Services	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Communications Office	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
E-Learning/Distance Education	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Faculty	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
ICT Staff	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Legal Department	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Students, e.g. undergrads and postgrads	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Senior Administration	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Student Services	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Teaching and Learning Centre	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Vice-rectorate or equivalent	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Research Centre or Service	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Regional/National Networks/communities/consortia	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
International Networks/communities/consortia	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Graduate Schools	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other libraries	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Other (please specify)

10. To what extent does your library provide Open Education / OER services? Please tell us whether you take the lead or have a supportive role.

Please choose one response per row.

	Lead role	Supportive role	N/A
Advice on copyright and open licensing	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Collection management / dealing with education publishers and aggregators	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Course pack provision	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Creation of open textbooks	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Data curation & interoperability	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Discovery services	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Information literacy, including open education	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Knowledge exchange	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
OER co-creation (e.g. toolkits, libguides or others with CC licenses)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
OER provision (evaluation, selection, etc) to complement courses	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Management & storage service (e.g. repositories)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Metadata to index digital resources	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Participatory design	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Training / Education	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Other (please specify)

Open Education in European Libraries of Higher Education Survey 2021

1.4 Skills

11. To what extent does your library have the skills it needs to support Open Education?

Please choose one response per row.

	Full skill set	Many skills	Limited skills	No skills	N/A
Advice on copyright and open licensing	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Collection management / dealing with education publishers and aggregators	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Course pack provision	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Creation of open textbooks	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Data curation & interoperability	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Discovery services	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Information literacy, including open education	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Knowledge exchange	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
OER co-creation (e.g. toolkits, libguides or others with CC licenses)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
OER provision (evaluation, selection, etc) to complement courses	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Management & Storage service (e.g. repositories)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Metadata to index digital resources	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Participatory design	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Training / Education	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Other (please specify)

12. Please tell us a bit more about how you source your skills.

Please select all options that apply per row.

	We have the skills in the library	From outside the library, but within the institution (e.g. from faculty or other support services)	From outside the institution (e.g. consultants, volunteers, experts in other institutions)
Advice on copyright and open licensing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Collection management / dealing with education publishers and aggregators	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Course pack provision	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Creation of open textbooks	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Data curation & interoperability	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Discovery services	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Information literacy, including open education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Knowledge exchange	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
OER co-creation (e.g. toolkits, libguides or others with CC licenses)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
OER Provision (evaluation, selection, etc) to complement courses	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Management & Storage service (e.g. repositories)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Metadata to index digital resources	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Participatory design	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Training / Education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Action Area 2. DEVELOPING SUPPORTIVE POLICY

We refer to policy as a written document that stipulates the expectations related to Open Education for an institution or country. Its goal is to lead to the creation, increased use and/or support for improving Open Educational Resources (OER). Beyond an institutional policy document, institutional strategic plans, laws, rules, green papers, white papers, roadmaps, declarations, and funding programmes are included in policy.

* 13. Does your organisation have a policy that addresses Open Education in any way?

- Yes
- Under development
- Under consideration
- No
- I don't know

If yes, please add link here:

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2. DEVELOPING SUPPORTIVE POLICY

14. Is your organisation's Open Education policy part of a larger, overarching internal policy, or is it a standalone policy dedicated to Open Education?

- Part of a larger, overarching policy
- Standalone policy dedicated to Open Education

15. Was your library involved in the policy conception?

- Yes
- No
- I don't know

16. Does your country have a national Open Education policy?

- Yes
- Under development
- Under consideration
- No
- I don't know

If yes, please add link here:

17. Have there been any new and/or revised policies, national frameworks related to OER in your country (stand alone, integrated, at governmental level, at institutional level) since the **25th of November 2019**, when the UNESCO OER Recommendation was adopted?

- New policy published
- New policy under development
- New policy under consideration
- Revised policy published
- Revised policy under development
- Revised policy under consideration
- No change
- I don't know
- Other (please specify)

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Action Area 3. ENCOURAGING EFFECTIVE, INCLUSIVE AND EQUITABLE ACCESS TO QUALITY OER

* 18. Does your library take proactive steps to provide/create relevant OER that are designed to be:
Please choose one response per row.

	Yes	No	I don't know
Sensitive in relation to different ages, races, genders, social-economic statuses, etc.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Culturally equitable (embodying the values, policies, and practices of all people)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Linguistically diverse (e.g. in local languages and in at least one second language)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Accessible to meet both needs and material circumstances of target learners (e.g. available offline, in printed version, etc)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Other (please specify)

19. How does your library ensure that gender equality, diversity, racial justice, equity, accessibility, and inclusiveness are reflected in OER strategies and programmes?

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Action Area 4. SUSTAINING OER

20. How many FTE (full time equivalent) staff members are dedicated to working on Open Education in your library? Note this excludes Open Access, Open Scholarship or Open Science.

- 0
- 0.1-1
- 2-5
- 6-9
- 10+

* 21. Does your organisation have a grant programme to encourage and assist members in your organisation to create OERs?

- Yes
- No
- I don't know

If yes, please provide the name of this programme or a link to more information

22. As a library, did you acquire seed funding for Open Educational work? If so, where from, e.g. senior institutional management, faculty, IT, student services, library, external.

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Action Area 5. PROMOTING AND REINFORCING INTERNATIONAL COOPERATION

* 23. Is your library involved in creating, maintaining or participating in networks that share OER, based on areas such as subject matters, languages, institutions, regions and level of education on local, regional and/or global levels?

- Yes
- No
- I don't know

If yes, please list them

24. Is your library involved in promoting and stimulating cross-border collaboration and alliances on OER projects and programmes?

- Yes
- No
- I don't know

If yes, please list them

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6. BENEFITS, CHALLENGES AND NEEDS

25. What top three opportunities or benefits have you identified in supporting Open Education in your library?

Your responses may be up to 500 characters per opportunity/benefit.

Opportunity/Benefit 1

Opportunity/Benefit 2

Opportunity/Benefit 3

26. What are your top three key challenges in supporting Open Education in your library?

Your responses may be up to 500 characters per challenge.

Key challenge 1

Key challenge 2

Key challenge 3

27. What top three areas would you need Open Education support for that you cannot source within the library?

Your responses may be up to 500 characters per need.

Need 1

Need 2

Need 3

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7. ABOUT YOUR ORGANISATION

* 28. What is the name of your organisation?

29. Which of the following best describes your organisation?

- Distance learning university
- Specialised institution (e.g. medical science, music and arts school)
- Teaching college
- Technical university / University of technology
- University / Comprehensive institution (e.g. covering all or most academic disciplines)
- University of Applied Sciences (college-type or professional education institution which does not award PhDs, or does so in only a few disciplines)
- Other (please specify)

30. Please describe the size of your organisation - how many FTE (full time equivalent) staff members are there?

Please provide a total FTE of all staff members in your organisation.

- 0 - 1,000
- 1,001 - 5,000
- 5,001 - 10,000
- 10,001 - 15,000
- > 15,000
- N/A

31. Please describe the size of your organisation - how many students are there?

Please provide the total for enrolled students ISCED 5-7 (short-cycle, bachelors and masters or equivalents).

- 0 - 1,000
- 1,001 - 5,000
- 5,001 - 10,000
- 10,001 - 15,000
- > 15,000
- N/A

32. In what country is your organisation based?



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YOUR DETAILS

33. Are you a decision-maker in your library/institution or are you in a more supportive role? (We value both perspectives, but we need to know, in order to analyse the answers accordingly)

- Decision maker
- In a supportive role
- Other (please specify)

34. How long have you been in OE?

- less than 1 year
- 2-5 years
- 6-10 years
- more than 10 years

35. Your details.

This is an optional question. SPARC Europe will only use these details should you consent for them to contact you to share results and to request further information, if necessary.

Name

Function in organisation

Email address

36. Would you like to share your skills in the European Network of OE Librarians?

- Yes
- No

37. If you'd like to share your expertise, what are your areas of expertise?



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YOUR DETAILS

38. If you would like to add any further comments to your survey response, please include these below.

* 39. Do you consent to be contacted by SPARC Europe in order for us to share the survey results with you, if we need further information or if we'd like to survey you next year? Your answer to this question has no impact on your survey response.

Yes

No