Appendix B

IGOs and OER Policy instruments – additional examples

Year	Title of Resource	Expanding Notes on Resource	Web-Link
UNESCO			
1. (2002)	*Forum on the Impact of Open Courseware for Higher Education in Developing Countries*	A worldwide convening of educational thought leaders organised by UNESCO to discuss Open Courseware and related opportunities to opening up access to knowledge and information worldwide with the help of ICTs. Participants at this meeting coined the term OER	https://unesdoc.unesco.org/ark:/48223/pf0000128515
2. (2005)	*OER: Open Content for Higher Education*	A six-week long online international forum organized by UNESCO's International Institute for Educational Planning. The purpose of the forum, which attracted participation of nearly 500 individuals from 90 countries was to discuss OER, including benefits and challenges. Participants at the forum called for a creation of an international community of practice to facilitate further exchanges of information and exploration of the most important issues related to the provision and use of OER including Open Courseware	https://docs.iiep.unesco.org/l009621.pdf
3. (2005-2016)	*Online Community of Practice*	The Community of Practice focusing on OER, maintained by UNESCO, was created in 2005	
4. (2009)	*Open Educational Resources: Conversations in Cyberspace*	This publication documents the outcomes of discussions on OER during online discussion forums, facilitated by UNESCO, over a period of two years	https://unesdoc.unesco.org/ark:/48223/pf0000181682
5. (2009)	*The 2009 World Conference on Higher Education: The New Dynamics of Higher Education and Research For Societal Change and Development – Communique*	The Communique released from this conference emphasized the role of open and distance learning (ODL) approaches and ICTs in widening access to quality education especially when OER are shared by countries and education institutions	https://unesdoc.unesco.org/ark:/48223/pf0000183277
6. (2010)	*Taking OER beyond the OER Community: Policy and Capacity*	A joint collaboration with COL and OER Africa to increase awareness and understanding of OER by educational decisions makers (institutional and governmental) and quality assurance providers to promote their wider use. Under this joint initiative, four regional OER capacity-building workshops were organized and complemented with online discussion forums to widen participation. The initiative concluded with a policy forum organized in Paris, France entitled: *Maximizing the Impact of Public Investment through Open Education Resources*	*http://oerworkshop.weebly.com/uploads/4/1/3/4/4134458/background_paper__oer_initiative_2010.pdf*
7. (2011)	*A Basic Guide to Open Educational Resources (OER)*	The guide provides an introduction to OER and issues to consider when exploring how to use OER effectively. The 2011 publication was revised in 2015	https://oasis.col.org/items/7a0576ac-de05-442a-a134-2498da2a0a62
8. (2011)	*Guidelines for Open Educational Resources (OER) in Higher Education*	The guidelines provide suggestions for integrating OER into higher education. In so doing, recommendations are also provided for governments and educational institutions, outlining policy options they can consider to support mainstreaming of OER within higher education	https://oasis.col.org/items/c7170b5f-5c13-42fb-8c3d-b79eced2eefb
9. (2011-2012)	*Fostering Governmental Support for OER Internationally*	A joint initiative with COL that led to the 1st World OER Congress during which the 2012 Paris OER Declaration was adopted	https://oercongress.weebly.com/uploads/4/1/3/4/4134458/01-oer_fostering_govt_support_booklet.pdf
10. (2012)	*Survey on Governments' Open Educational Resources (OER) Policies*	A survey of governments about their OER policies carried out in preparation for the World OER Congress UNESCO conducted the survey in collaboration with COL under the joint initiative: *Fostering Governmental Support for OER Internationally*	https://oasis.col.org/items/37b925db-701c-453a-b403-d8f4a61718f9 https://oasis.col.org/items/de0b430c-5407-4bbc-87bb-ff44cb70953a
11. (2012)	*Regional Forums*	Policy forums organized in six different regions of the world to map out OER activities, extent of governmental OER policies and gather input into the draft Paris OER Declaration	https://oercongress.weebly.com/-regional-forums.html.

Year	Title of Resource	Expanding Notes on Resource	Web-Link
12. (2012)	*Open Educational Resources and Change in Higher Education: Reflections from Practice*	A collection of case studies and reflections on OER practices and policies in a diverse range of contexts	https://oasis.col.org/items/7eae2013-781d-44be-a258-3cdf10255f52
13. (2012)	*Paris OER Declaration*	The Declaration was adopted by the UNESCO member states in June 2012; The Declaration makes ten recommendations for governments concerning OER with one of them calling on governments to mandate the development of OER through the adoption of appropriate policies	https://oercongress.weebly.com/paris-declaration.html
14. (2013)	*UNESCO Open Access Policy*	Policy specifying that UNESCO publications need to be released under Creative Commons licenses.	https://en.unesco.org/open-access/sites/open-access/files/oa_policy_rev2_7.pdf
15. (2013-2017)	*OER work programme in different countries/regions of the world*	Activities primarily included OER capacity-building, advocacy and policy advice (national and institutional)	
16. (2015)	*Education 2030: Incheon Declaration and Framework for Action for the implementation of Sustainable Development Goal 4: Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all*	UNESCO coordinated the proposal on the Education 2030 agenda through several years of consultation processes. The Declaration adopted during the World Education Forum in Incheon, South Korea, proposed SDG4 to "ensure inclusive and equitable quality education and promote lifelong learning opportunities for all." The proposal was submitted to the UN Assembly and adopted as a Sustainable Development Goal 4 among the 17 overall sustainable development goals. As a follow up, UNESCO also developed a framework for action proposing guidelines, including how to integrate OER in the national Education 2023 agenda, to help countries achieve Education 2030 targets	https://unesdoc.unesco.org/ark:/48223/pf0000245656
17. (2015)	*The Qingdao Declaration*	The Qingdao Declaration was adopted at the conclusion of the conference on the role of ICTs for the 2030 Education Agenda. The declaration makes a case for leveraging ICTs, including OER, to achieve Education 2030	https://en.unesco.org/icted/content/qingdao-declaration
18. (2016)	*Study on International Collaboration on Open Educational Resources (OER)*	The report concludes that UNESCO should adopt a Recommendation, a standard-setting instrument on OER, to support further expansion and mainstreaming of OER and to help member states achieve SDG4. It argues that a Recommendation would help countries create strategic policy frameworks on OER to ensure its mainstreaming across educational systems, increase awareness about OER, promote sharing of practices and stimulate collaborations amongst the UNESCO member states	https://www.unesco.org/sites/default/files/medias/files/2021/12/oer_study_march_2017.pdf
19. (2016)	*Open Educational Resources: Policy, Costs and Transformation*	A collection of 15 case studies from 15 countries across six continents prepared to map out OER developments, five years after the adoption of the Paris OER Declaration, through the thematic areas of policy, costs and transformation. The book also provides relevant recommendations for key actions to be taken by policy makers, OER producers, users and practitioners	https://oasis.col.org/items/4ab22980-69d4-49c7-a27b-e796268d69ba
20. (2017)	*Open Educational Resources: Global Report 2017*	This report provides a state-of-the-art overview on OER in 2017. First, it presents findings from two surveys that were distributed to governments and stakeholders with the goal of mapping out the extent of OER initiatives, policies and barriers to OER mainstreaming in different countries. Second, it provides an overview of discussions from six regional consultations organised by UNESCO in collaboration with the Government of Slovenia and COL in 2016 and 2017	https://oasis.col.org/colserver/api/core/bitstreams/45bc3daf-d568-46a4-8c8a-53555b516daa/content
21. (2017)	*Regional Consultations*	Regional consultations in six different regions of the world leading up to the 2nd World OER Congress. Entitled: "OER for inclusive and equitable quality education: From commitment to action", the consultations focused on the role of OER in achieving SDG4	https://www.oercongress.org/events/regional-concsultation/

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22. (2017)	*Ljubljana OER Action Plan*	The Ljubljana OER Action Plan was adopted by delegates at the 2nd World Congress on OER. It proposed 41 recommendations for mainstreaming OER to assist Member States build Knowledge Societies and achieve SDG4. The recommendations were organized under five overall strategic categories: building the capacity of users to find, re-use, create and share OER; language and cultural issues; ensuring inclusive and equitable access to quality OER; developing sustainability models; and developing supportive policy environments	https://en.unesco.org/sites/default/files/ljubljana_oer_action_plan_2017.pdf
23. (2017)	*Ministerial Statement*	The Ministerial Statement was endorsed by 20 ministers and their designated representatives during the 2nd World OER Congress. It called on all educational stakeholders to implement recommendations in the 2017 Ljubljana OER Plan. Furthermore, it called for a creation of a dynamic coalition to expand international collaboration in OER and "to expand and consolidate commitments to actions, strategies and legislation in this area"	https://en.unesco.org/sites/default/files/oer_congress_2017_ministerial_statement.pdf
24. (2019)	*Guidelines on the development of open educational resources policies*	Guidelines to assist governments to develop and implement OER policies to achieve targets under the Sustainable Development Goal 4 (SDG 4)	https://oasis.col.org/items/7ee5e823-3215-4fb9-a87d-dd8455cb9287
25. (2019)	*Recommendation on OER*	Standard-setting instrument structured around five action areas: Building the capacity of stakeholders to create, access, re-use, adapt and redistribute OER (1); Developing supportive policy (2); Encouraging effective, inclusive and equitable access to quality OER (3), Nurturing the creation of sustainability models for OER (4); Promoting and reinforcing international cooperation (5).	https://www.unesco.org/en/legal-affairs/recommendation-open-educational-resources-oer
26. (2019)	*OER Dynamic Coalition*	The Coalition comprises stakeholders from governments, other international organisations, civil society, foundations and the private sector. The central role of the OER Dynamic Coalition is to support the implementation processes of the UNESCO OER Recommendation through fostering international collaborations and exchanges of knowledge and practices (UNESCO, 2020)	https://www.unesco.org/en/open-educational-resources/oer-dynamic-coalition
27. (2020)	*National Inclusive OER Policy in Malaysia*	UNESCO supported the national OER policy development processes together with COL and other organisations	https://cade.upm.edu.my/upload/dokumen/20220411092159NATIONAL_iOER_POLICY_08122020.pdf
28. (2022)	*A series of regional workshops to support the implementation of the OER Recommendation, raise awareness about its monitoring (coordinative function instrument) and facilitate sharing of best practices and initiatives implemented in different countries*	1. From commitment to action: implementation of OER Recommendation in Eastern and Southern Africa: 2. Towards implementation of Open Educational Resources Recommendation in West and Central African countries: 3. Regional Workshop on the Implementation of the OER Recommendation for Europe and North America (ENA) region (October 2022) 4. Regional Workshop on the Implementation of the OER Recommendation for Asia and Pacific (APAC) region (November 2022)	https://www.unesco.org/en/articles/commitment-action-implementation-oer-recommendation-eastern-and-southern-africa?hub=785 https://articles.unesco.org/en/articles/towards-implementation-open-educational-resources-recommendation-west-and-central-african-countries
29. (2022)	*First consultation on the implementation of the 2019 Recommendation on Open Educational Resources*	A circular letter issued by UNESCO Director-General inviting UNESCO member states to submit their national reports on the implementation of the 2019 OER Recommendation. This request is part of the monitoring activities of the UNESCO OER Recommendation (coordinative function instrument)	https://unesdoc.unesco.org/ark:/48223/pf0000382317_eng?posInSet=1&queryId=55a1301e-5e13-4a82-83fe-8d043e078042
30. (2022)	*Reporting on the specific provisions of the 2019 Recommendation on Open Educational Resources (OER)*	Member states were asked to fill out a questionnaire documenting their OER activities in relation to the five areas of the OER Recommendation by 31 January 2023. Findings will be compiled into a report and presented during the UNESCO General Conference in 2023. The findings will also help inform future lines of action for UNESCO in this area	https://survey.unesco.org/3/index.php?r=survey/index&sid=378852&lang=en

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31. (2022)	*Spotlight on Open Educational Resources at Transforming Education Summit*	Discussions organized during the Solutions Day of the Transforming Education Summit held at the United Nations General Assembly	https://www.unesco.org/en/articles/spotlight-open-educational-resources-transforming-education-summit?hub=785

Year	Title of Resource	Expanding Notes on Resource	Web-Link
COL			
32. (2010)	*Taking OER beyond the OER Community: Policy and Capacity*	A joint collaboration with UNESCO, and OER Africa to increase awareness and understanding of OER by educational decisions makers (institutional and governmental) and quality assurance providers to promote their wider use. Under this joint initiative, four regional OER capacity-building workshops were organized and complemented with online discussion forums to widen participation. The initiative concluded with a policy forum organized in Paris, France entitled: *Maximizing the Impact of Public Investment through Open Education Resources*	http://oerworkshop.weebly.com/uploads/4/1/3/4/4134458/background_paper__oer_initiative_2010.pdf
33. (2011)	*COL OER policy: Open Educational Resources Policy*	Through this policy, COL committed to releasing its own materials under Creative Commons licenses and encouraging and supporting governments and educational institutions to adopt supportive policies for OER-related practices	https://www.col.org/about/values/cols-policy-open-educational-resources/
34. (2011)	*A Basic Guide to Open Educational Resources (OER)*	The guide provides an introduction to OER and issues to consider when exploring how to use OER effectively. The 2011 publication was revised in 2015. Both versions are available	https://oasis.col.org/items/7a0576ac-de05-442a-a134-2498da2a0a62
35. (2011)	*Guidelines for Open Educational Resources (OER) in Higher Education*	The guidelines provide suggestions for integrating OER into higher education. In so doing, recommendations are also provided for governments and educational institutions, outlining policy options they can consider to support mainstreaming of OER within higher education	https://oasis.col.org/items/c7170b5f-5c13-42fb-8c3d-b79eced2eefb
36. (2012)	*Open Educational Resources and Change in Higher Education: Reflections from Practice*	A collection of case studies and reflections on OER practices and policies in a diverse range of contexts	https://oasis.col.org/items/7eae2013-781d-44be-a258-3cdf10255f52
37. (2012)	*Survey on Governments' Open Educational Resources (OER) Policies*	A survey of governments about their OER policies carried out in preparation for the World OER Congress. COL conducted the survey in collaboration with UNESCO under the joint initiative: *Fostering Governmental Support for OER Internationally*	https://oasis.col.org/items/37b925db-701c-453a-b403-d8f4a61718f9 https://oasis.col.org/items/de0b430c-5407-4bbc-87bb-ff44cb70953a
38. (2012)	*Regional Forums*	Policy forums organized in six different regions of the world to map out OER activities, extent of governmental OER policies and gather input into the draft Paris OER Declaration	https://oercongress.weebly.com/-regional-forums.html
39. (2012)	*A Government Policy Development Template to Progress Effective Implementation of Open Educational Resources (OER)*	This guide was developed to assist governments with the process of developing and implementing effective national OER policies	https://oasis.col.org/items/e946005e-9a47-4e06-991c-ff4dad86d2b7
40. (2012)	*Paris OER Declaration*	The Declaration was adopted by the UNESCO member states in June 2012. COL contributed to this UNESCO OER policy instrument indirectly through organizing regional policy forums, research activities and publications carried out in the period leading up to the 2012 World OER Congress during which the Declaration was adopted	https://oercongress.weebly.com/paris-declaration.html
41. (2012)	*Mauritius Communiqué*	Communication released during the 18th Conference of Commonwealth Education Ministers (18CCEM) meeting. The ministers called for the development and use of OER to provide quality teaching and learning opportunities for all. Furthermore, they emphasised the need to set up a common platform for OER fort the benefit of all in the Commonwealth	https://commonwealtheducation.org/wp-content/uploads/2015/08/18CCEMCommunique.pdf

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42. (2013)	*Open Educational Resources: Innovation, Research and Practice*	This book describes OER benefits, achievements, challenges, theory and practices	https://oasis.col.org/items/41591fec-77ef-4ac3-a040-d469f08ff255
43. (2016)	*The Kuala Lumpur Declaration*	The Declaration was released during the 8th Pan-Commonwealth Forum on Open Learning Kuala Lumpur, Malaysia, 27-30 November 2016. It calls on governments and educational institutions to support OER mainstreaming through adoption of enabling policies to improve quality of education and reduce costs	https://oasis.col.org/items/67fe8309-c585-4700-ae60-31ecf44f11f9
44. (2016)	*Open Educational Resources: Policy, Costs and Transformation*	A collection of 15 case studies from 15 countries across six continents prepared to map out OER developments, five years after the adoption of the Paris OER Declaration, through the thematic areas of policy, costs and transformation. The book also provides relevant recommendations for key actions to be taken by policy makers, OER producers, users and practitioners	https://oasis.col.org/items/4ab22980-69d4-49c7-a27b-e796268d69ba
45. (2017)	*Open Educational Resources: Global Report 2017*	This report provides a state-of-the-art overview on OER in 2017. First, it presents findings from two surveys that were distributed to governments and stakeholders with the goal of mapping out the extent of OER initiatives, policies and barriers to OER mainstreaming in different countries. Second, it provides an overview of discussions from six regional consultations organised by COL in collaboration with the Government of Slovenia and UNESCO in 2016 and 2017	https://oasis.col.org/colserver/api/core/bitstreams/45bc3daf-d568-46a4-8c8a-53555b516daa/content
46. (2017)	*Regional Consultations*	Regional consultations in six different regions of the world leading up to the 2nd World OER Congress. Entitled: "OER for inclusive and equitable quality education: From commitment to action", the consultations focused on the role of OER in achieving SDG4	https://www.oercongress.org/events/regional-consultation/
47. (2017)	*Opening Speech: 2nd World OER Congress*	Opening speech by the President & CEO of COL	https://oasis.col.org/colserver/api/core/bitstreams/06a274f4-6cc5-41fc-8c40-9c4f6cb2889d/content
48. (2018)	*Collaborative Approach to OER Policy and Guidelines Development in the Commonwealth: The Case of Botswana, Cameroon and Sri Lanka*	This publication describes the collaborative approach that was adopted to develop 29 provincial/regional OER policies and guidelines in Sri Lanka, Cameroon and Botswana. COL was also involved in providing policy advice in several other countries such as Bangladesh, Belize, India, Malaysia, Malta, Mauritius, Nigeria, Saint Lucia and Zambia	https://oasis.col.org/items/c9716927-3e67-4ac0-900b-34c63e932fa1
49. (2019)	*Guidelines on the development of open educational resources policies*	Guidelines to assist governments to develop and implement OER policies to achieve targets under the Sustainable Development Goal 4 (SDG 4)	https://oasis.col.org/items/7ee5e823-3215-4fb9-a87d-dd8455cb9287
50.	*Pan-Commonwealth Forum on Open Learning*	Organized triennially, the Forum serves as a platform for collaborations, sharing of knowledge, practices and evidence-based advocacy	https://www.col.org/about/pan-commonwealth-forum
51.	*Regional meetings with COL's Focal Points*	Focal Points are senior officials appointed by ministries of education. Their primary role is to keep ministers informed about COL's activities and provide guidance on national priorities. COL organizes meetings with Focal Points to update them about COL's work in different regions and discuss regional and national priorities	https://www.col.org/about/col-focal-points/
52.	*The Virtual University for Small States of the Commonwealth (VUSSC)*	VUSSC is a network of small states that focus on collaborative development and sharing of educational resources, including OER, to promote learning goals for sustainable development	https://vussc.col.org/
53.	*COL Commons*	A collection of self-paced micro-courses to help build capacity in OER and other areas	https://colcommons.org/

Year	Title of Resource	Expanding Notes on Resource	Web-Link
54. (2022)	*Open Educational Resources in the Commonwealth 2021*	Published in 2022, this research report presents findings on the status of OER access and use in the Commonwealth. The report highlighted several positive OER developments in the Commonwealth countries including increased OER awareness and an increase in OER activities at different levels of education. Highlighted main barriers to mainstreaming OER in education included lack of skills related to open licensing and copyright and lack of enabling policies. In this report, COL re-emphasized its commitment to supporting governments and educational institutions in the process of developing supportive policies and to build their capacities	https://oasis.col.org/colserver/api/core/bitstreams/61d83c16-3f77-414d-99b0-5d4f9471c7d4/content
55.	*Open Educational Resources (OER) Policy for Higher Education in Nigeria*	The National Universities Commission (NUC) of Nigeria developed this policy with support from COL and Nigeria's Federal Ministry of Education. Following its adoption in August 2018, COL supported the policy implementation processes through activities and collaborations aimed at mainstreaming OER within higher education in Nigeria	https://oasis.col.org/colserver/api/core/bitstreams/857604d5-13a4-4f45-9e5a-8ff7ab18b994/content
56. (2020)	*National Inclusive OER Policy in Malaysia*	COL supported the national OER policy development processes together with UNESCO and other organisations	https://cade.upm.edu.my/upload/dokumen/20220411092159NATIONAL_iOER_POLICY_08122020.pdf
57.	*Integrating OER in Teaching : A Guide for Teachers in the Pacific*	A guide for teachers in the Pacific	https://oasis.col.org/items/70e57385-aa47-4775-a1ca-8e7421d085d3
58.	*Reversioning OER : A Guide for Teachers in the Pacific*	A guide for teachers in the Pacific	https://oasis.col.org/items/b16cc48d-4277-4bcd-b940-60941a8bb34b
59.	*COL: Learning for Sustainable Development. Strategic Plan 2021-2027*	In COL's new strategic plan, OER plays a vital role to affect transformational changes at institutional level and to achieving Sustainable Development Goals (SDGs). One of the identified key activities for COL is to play a more influential role in national policy development and implementation processes	https://oasis.col.org/colserver/api/core/bitstreams/35f37640-5507-4c43-9335-fe2360942f44/content

Year	Title of Resource	Expanding Notes on Resource	Web-Link
OECD			
60. (2007)	*Giving knowledge for free. The emergence of open educational resources*	A comprehensive overview of OER and related implications for higher education	https://www.oecd.org/education/ceri/givingknowledgeforfreetheemergenceofopeneducationalresources.htm
61. (2012)	*Open Educational Resources: Analysis of Responses to the OECD Country Questionnaire*	An analysis of survey responses from the OECD member states. Topics covered include information about existing OER initiatives at institutional and governmental levels, OER benefits, challenges and policy implications for the adoption of OER	http://dx.doi.org/10.1787/5k990rjhvtlv-en
62. (2015)	*Open Educational Resources: A Catalyst for Innovation*	A new survey of countries on their governmental OER policies was also conducted and the results included in this publication as a separate chapter	https://doi.org/10.1787/9789264247543-en

Year	Title of Resource	Expanding Notes on Resource	Web-Link
EC			
63. (2013)	*Communication on Opening up Education: Innovative teaching and learning for all through new Technologies and Open Educational Resources*	The Communication proposed actions, including the adoption of enabling national-level policies, for supporting the development and availability of OER at the EU and national levels.	https://www.cedefop.europa.eu/en/news/opening-education-innovative-teaching-and-learning-all-through-new-technologies
64. (2013)	*Overview and Analysis of Practices with Open Educational Resources in Adult Education in Europe*	This research project provided an overview of open educational practices in adult learning in Europe. It identified enablers and barriers to a successful implementation of OER-related practices	http://oro.open.ac.uk/50933/
65. (2014-2020)	*ERASMUS + Funding opportunities for projects and initiatives in education with an allocated budget of 14.7 Billion Euros up to 2020*	EC (DG EAC) also provided seed funding for the Global OER Graduate Network (GO-GN) established in 2013. GO-GN is a network of PhD researchers focusing on open education. Currently, the Network is funded by the William and Flora Hewlett Foundation. DG JRC also provided smaller amounts of funding to support research-related activities	https://erasmus-plus.ec.europa.eu/funding? https://go-gn.net/about/
66. (2015)	*Open Education Europa portal*	The goal of the portal was to offer a single gateway to European OER in different languages for the benefit of teachers, learners and researchers. Due to numerous challenges, the OER portal was discontinued	http://www.european-net.org/2015/06/open-education-europa/
67. (2015)	*OpenCases: A Catalogue of Mini Cases on Open Education in Europe*	A collection of 50 mini case studies on open education practices at universities and educational institutions in Europe	https://publications.jrc.ec.europa.eu/repository/handle/JRC96524
68. (2016)	*How are Higher Education Institutions Dealing with Openness? A Survey of Practices, Beliefs and Strategies in Five European Countries*	A survey of Higher Education Institutions in five EU countries on their open education practices	http://publications.jrc.ec.europa.eu/repository/bitstream/JRC99959/lfna27750enn.pdf
69. (2016)	*Opening up Education: A Support Framework for Higher Education Institutions*	This framework provides strategic guidance for policy makers on opening up education at HEIs. It identified 10 dimensions of Open Education which are access, content, pedagogy, recognition, collaboration, research, strategy, leadership, technology and quality. Within this Framework, OER is considered under the content dimension. Therefore, EC considers OER in the context of open education policies or openness in education	https://publications.jrc.ec.europa.eu/repository/handle/JRC101436
70. (2017)	*Policy Approaches to Open Education – Case Studies from 28 EU Member States*	This collection of case studies provides an overview of open education policies in the EU member states	https://publications.jrc.ec.europa.eu/repository/bitstream/JRC107713/jrc107713_jrc107713_policy_approaches_to_open_education.pdf
71. (2017)	*Going Open: Policy Recommendations on Open Education in Europe (OpenEdu Policies)*	It provides policy recommendations on open education for the EU, member states and regional authorities	https://publications.jrc.ec.europa.eu/repository/bitstream/JRC107708/jrc107708_jrc_107708_final_going_open_-_policy_recommendations_on_open_education_in_europe.pdf
72. (2019)	Commission adopts CC BY 4.0 as an open licence for its own contents	In its 2019 Decision, the Commission adopted Creative Commons Attribution License (CC BY 4.0) as a standard license for its own contents	https://ec.europa.eu/newsroom/eusciencehubnews/items/651748/default