

## **Submitted for the Open Consultation on the UNESCO Dubai Declaration on Open Educational Resources (OER), 2024**

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Utilization of Open Educational Resources (OER) remains early in numerous fields and countries, primarily due to a lack of awareness regarding its potential. Even where accessible, OER has not been fully leveraged.

To facilitate the professional growth of educators, learners, creators, and other stakeholders interested in OER, it is imperative first to comprehend their existing knowledge and its application in content development. Understanding the impact of these resources and identifying the barriers encountered during content development or adaptation is crucial. Subsequently, developing training programs to promote awareness of OER and licensing among contributors, content developers, and providers, including individuals with disabilities, is essential. Rather than solely emphasizing theoretical knowledge, which can often lead to passivity in OER engagement or content adaptation, a priority should be placed on providing practical experiences to enable active contributions within academic and non-academic spheres. Addressing the lack of OER in various subject areas, both academic and non-academic, necessitates bridging this gap through skill development in multidisciplinary and cross-disciplinary settings. Remember, digital literacy is rooted in ownership.

- I propose implementing an OER ethics policy to guide users and developers on the ethical understanding and use of OER.
- It is essential to establish an OER repository for various subject areas. A simplified approach could be more effective in reaching a broader audience. Efforts should be made to ensure that OER is accessible to individuals with disabilities.
- Authors should be encouraged to create an open website on which to share their resources and track the usage and impact of their contributions.
- There is a need to develop a contextual OER model and framework that can be used across all disciplines.
- Gender-inclusive OER must be created. When referring to human rights, a subject on OER must be introduced at the university level to gauge learners into creative knowledge contributors.
- When discussing open licensures, it's essential to understand that each country has different copyright policies and that barriers to open licensures need to be studied.
- Quality control for OER content is also essential due to a lack of mechanism.
- Allocating funding for research studies on OER and AI is crucial, as there is a significant gap in the research on OER.

- The use of OER has a lot of potential among people with and without disabilities, but we need to explore this area. There is also a lack of research on OER practices across disciplines and demographics, leading to its limited use and creation among academia and various disciplines. OER with or without a disability would not work.
- We need to make policy and develop an AI-enabled OER where people with and without disabilities collaborate and create OER.
- We need to understand that OER is not only digital content; it could also be in hard copy format, which is beneficial for marginalized communities.
- We must create awareness of what OER is and how to use it ethically.
- OER must also be translated into inclusive languages and into different regional and Indigenous languages. New OER must also be created for disciplines and topics that have not yet been explored. For this purpose, it is crucial to develop ownership and curiosity among people.
- There is a barrier to the availability of free publishing platforms that deters many people from engaging in open practices. In this regard, we first need to establish an OER stakeholder hub. Here, stakeholders are even the beneficiaries of OER and not only experts.