SNSF Scientific Exchange: A Roadmap for Open Education in Switzerland: First Steps – Data from the Delphi survey (questions 1-8) – May 2022

Full answer	Country
<mark>**What is OE in your perspective, values, epistemology**</mark>	
In your perspective, what is Open Education?	
Open education is: - a set of principles - a form of academic culture - a teaching and learning practice - a means of maximizing global access and participation in education - an ecosystem that embodies teaching and learning, research, and community public good	Canada
L'OE, dans ma perspective, c'est l'inclusion, la lutte contre toutes les formes de discriminations et d'inégalités, le partage des savoirs et la prise en compte de toutes les formes de savoirs et des subjectivités. EN : EO, from my perspective, is about inclusion, fighting against all forms of discrimination and inequality, sharing knowledge and taking into account all forms of knowledge and subjectivity.	CH
A longterm movement to free learning experiences from constraining structures.	Canada
Giving access to knowledge for all, all nations, all languages, all sex, all years old. Open education improves the shared knowledge for a more "free thinking" collective humanity intelligence, and lucidity.	CH
1. Conceiving teaching strategies and programs *with* students and peers rather than *for* them. 2. Learning *through* peers rather than from experts.	CH
Education, at least formal education, is organized by persons usually employed by their Government. They are paid for their job and so the created contend should be accessible not only to their students but also to other colleagues and to the taxpayer. Open education allows all interested teachers and student to access to the created resources and should allow to adapt the created and published teaching resources (plans - content - and assessments).	CH
The content of the class is completely free (in the same sense as for open source). The teachers and students must have a complete freedom about the way they want to share or do with the content. The content may be visible by anybody, accessible at any time, downloadable, reusable, and ability to freely distribute it. The anonymity should also be guaranteed as much as possible: no registration needed on any online platform, no tracking of users, etc.	CH
Open Education is a movement. Ie it is perpetually changing and renewing itself, with people following the movement, others anticipating the movement, others trying to change its direction. It is not an end nor a philosophy. It may contradict itself through time and allow for different interpretations. As such, you are in it. You don't achieve it.	France
In continental Europe (including Switzerland), education is open (public) in the sense it is financed by tax payer money and accessible to all. When we talk explicitly about "open education", we are implicitly also referring to digital education with open (digital) access to digital platforms and digital resources. By open access, we mean again accessible to all and usually also accessible for free.	CH

Comment: Open education should not be presented as a religion, but rather as an opportunity to complement and enrich the current educational practices. There is also a strong link between the current digital practices and tools adopted by the learners, and what open education is promoting and offering. It is about aligning the education to the current state of the digital society (without falling in a twitter-like (pseudo-)knowledge sharing scheme). Open education is about rich ecosystems and diversity, rather than mono-culture	
Education in which students are enabled to work and learn together, with the means of OER; the students can interact freely with the learning materials, teacher take the roles of enablers and teachers and students share their materials and interact with persons outside of the classroom.	CH
Open education refers to a constellation of different technologies, practices and cultures. Specific combinations tend to be localised and this is part of what complicates any attempt to describe open education in sweeping or general terms. I take a pretty open view of what counts as open education in my research since I take the view openness can be realised in different ways (e.g. access to learning, open resources, cultural change, etc.). At a more reflective level I have argued that openness is closely associated with freedom. Openness typically involves the removal of some barrier to activity (copyright, paywall, tradition, etc.) and so enhances freedom. Since freedom can be realised in manifold ways, so can openness. Comment: One thing I think is important to consider is whether open approaches should be considered an existential threat to formal education, or a complementary approach. I feel that a lack of clarity here means that many more traditional educators eschew open approaches because they see this as a threat to their practice. Instead, they should be encouraged to understand the potential for open practice to enhance their agency and control.	UK
Barrier-free access to educational resources which in turn can be freely disseminated, modified, mixed (5R)	CH
How do you understand Open Education at the philosophical level? You may want to specify if you are answering at a general philosophical level or at a more specific one – e.g. axiology, ontology, epistemology.	
Open education is values based. It builds on intrinsic human nature to share, to help others, to create community, and to advance the collective good. Open education is a social contract to share knowledge, to have educators and learners co-create education together, to have as an output of the education process global public goods that provide a community service, and to ensure teaching and learning materials are free to reuse, revise, remix, localize and translate.	Canada
L'OE implique d'accompagner les apprenants et les apprenantes pour leur apprendre à penser par eux-mêmes et elles-mêmes, à devenir majeur.es pour reprendre les termes de Fabre (voir par exemple https://www.cairn.info/revue-les-sciences-de-l-education-pour-l-ere-nouvelle-2009-3-page-111.htm), à développer une pensée critique. Elle implique les classes hétérogènes et l'inclusion, la subjectivation (voir notamment Etienne Bourgeois, le désir d'apprendre). EN : EO involves accompanying learners to teach them to think for themselves, to become of age in Fabre's terms (see for example https://www.cairn.info/revue-les-sciences-de-l-education-pour-l-ere-nouvelle-2009-3-page-111.htm), to develop critical thinking. It involves heterogeneous classes and inclusion, subjectivation (see in particular Etienne Bourgeois, the desire to learn).	CH
As epistemology: an open approach to knowledge building.	Canada

Open education should be part of the "raison d'être" for the humanity, because we can't serve a global progress for benefits all, with a limitation to only a few part of the population access to the knowledge.	CH
All human beings are equal and should behave as such.	CH
Education being a basic human right it must be and remain open and free.	CH
Not being a philosopher I will fail to express correctly my ideas here. My point of view is pragmatic and not philosophical. I believe Open Education is the right approach (movement) for education, and I think that we should become open educators.	France
As mentioned in the previous item, at the philosophical level, open education is about sharing, i.e. about altruism, and the promotion of knowledge sharing for the good of humankind	CH
I don't know.	CH
I think I have answered this in the previous question! At an axiological level the commitments of openness itself are rather minimal but openness is often employed to advance some view of social justice. This need not be the case, however - one might be interested in open approaches simply because of some efficiency (e.g. using open textbooks). Ontologically I would argue that there is no such thing as 'openness' - we actually refer to an absence of barriers as 'open' and this is always in some specific configuration or constellation. So in that sense I am an anti-essentialist.	UK
Open Education ist für mich ein Puzzlestein eines langen Weges, die Gesellschaft zu bilden, wodurch wiederum die ganze Menschheit profitiert. Durch freien Zugang zu Bildungsressourcen mit all seinen Implikationen (u.a. für die Pädagogik vgl. open pedagogy) wird die Welt ein kleines wenig besser, da wir als Gesellschaft potentiell mehr Zugang zu gut gebildeten Leuten haben. EN: For me, open education is one piece of the puzzle in a long journey to educate society, which in turn benefits all of humanity. Through free access to educational resources with all its implications (e.g. for pedagogy cf. open pedagogy), the world becomes a little bit better, as we as a society potentially have more access to well-educated people.	CH
In terms of values, which are the ones that you consider important in Open Education?	
Openness is guided by a set of underlying principles, including: • Non-proprietary - resources aren't mine or yours - they're shared • Participatory & inclusive - anyone can play an active and participatory role • Transparency - visibility, no black box, anyone can see the inner workings and assumptions • Shared decision making and control - not hierarchical command and control • Customizable - can be built upon, made personal/local • Access - everyone has access through open permissions • Collaborative - ability to work together and enhance each other's work • Iterative - release early and often, rapid prototyping, learn by doing, continuous improvement • Meritocracy - good ideas can come from anywhere, value diverse perspectives • Community - unite people around a common purpose	Canada
Humanisme, lien social, égalité	CH

EN : Humanism, social link, equality	
Openness (!), inclusiveness, fairness, transparency, diversity.	Canada
Partage (bien commun) Sharing (common good)	
Listening actively, expressing one's needs, taking care of the needs of the group *as peers*, being curious about what already exists, thinking critically (about biases embedded in every activity, methodology, domain, institution, culture), giving constructive feedback, being willing to continuously improve.	CH
Ambition is a key value. Ambition because being open is accepting to show the others what we are doing, what we have done. Ambition is a powerful engine when it comes to that. Empathy is essential. When we are open we are taking into account a huge amount of possible learners. It is often very hard to realize what is happening "inside the brains" of a limited number of students. So for a much larger amount it is very difficult. But the type of empathy involved with going open is very special.	France
Altruism, autonomy, community, competency, creativity, curiosity, Knowledge, learning, openness, Trustworthiness, ...	CH
education for all / equity; communication on eye-level between students and teachers, education for free; helping the weaker students by involving a plentyful of materials for different learner types, self sovereignity, self-responsibility for the learning outcome	CH
For me the fundamental value is the enhancement of agency and autonomy associated with open approaches. As I said, this is often concentrated into collective interest (e.g. decolonisation) in practice. But I would consider the fundamental premise to be the enhancement of freedom and agency, and I am suspicious of dogmatic presentation of ethical approaches.	UK
Die innere Haltung, das Bildungsressourcen Allgemeingut sind. (Kultur des Teilens) EN: The inner attitude that educational resources are common property. (Culture of sharing)	CH
<mark>Actors, stakeholders, roles and practice</mark>	
In terms of actors and stakeholders of Open Education, which are the persons that you identify (with regard to their functions)?	
An important element is to consider open education as an ecosystem with these stakeholders interacting with each other. See OEGlobal's Open For Public Good Strategic Plan https://www.oeglobal.org/wp-content/uploads/2021/06/Strategic-Plan.pdf An underlying enabler of all this is infrastructure, traditionally place based, increasingly digital.	Canada
Paolo Freire, Ivan Illich, Jospeh Jocatot, Jacques Rancière, en tant que fondateurs d'une pensée non conventionnelle sur l'éducation. EN : Paolo Freire, Ivan Illich, Jospeh Jocatot, Jacques Rancière as founders of unconventional thinking on education.	CH
Learners, learning professionals, community members, student organizations, educational institutions, nonprofit organizations, employers, governments, educational technologists.	Canada
States & governments Research centers (public) School & Politics/legal: regulations to force Open access education for private sectors	CH
groups of learners :)	CH
There are so many actors and stakeholders. And they are all, in their own right, essential *the political decision makers. They remain essential in the process. And they still need to be convinced. But they have to understand the impact of opening up the education (or the impact of not doing this). And this is not a simple task	France

*the University decision makers: rectors and deans, presidents and directors. *the librarians are becoming important stakeholders here. If accept the (approximative) idea that education is the transmission of knowledge through time, librarians have the same mission. So we have to work together. *the teachers. There are many reasons here *the researchers. There is still a lot to understand, to discover, to build. In particular, I think Open Education will thrive thanks to the right technologies. Which still have to be invented. *the students. OE is supposed to be done for their benefit. Yet in most cases they don't perceive this (actually, in countries where textbooks are paid by the families, they probably do)	
Public educational institutions, public bodies (ministries of education), philanthropy, educators, learners, parents, ...	CH
I am convinced that each person that is involved with open education is an actor as well as a stakeholder. Teachers and students might be the main actors but materials from society, politics, firms, etc. are used in open education, thus, they are actors as well. Each of these groups are stakeholders, too, as they can have an impact on the development of open education and its promotion and / or regulation.	CH
This is very broad for me. Anyone who is a potential learner is a stakeholder. The commons is available to anyone with the knowledge and access. Anyone who creates or consumes learning materials across formal and informal learning contexts is a stakeholder. Advocates and policymakers are important. But fundamentally it is those who create or consume knowledge that are the essential stakeholders.	UK
Dozenten, Hochschule, Kompetenzzentrum OER (i.d.R an der Bibliothek), Rektorat, Studenten EN: Lecturers, university, competence centre OER (usually at the library), rectorate, students	CH
Could you please specify the role(s) of each stakeholder involved in Open Education that you have identified in the previous question? For example, if you have mentioned "teacher" as a function, specify here what this function entails in terms of role(s) (e.g. modelling good practices by teaching with an Open scholarship perspective).	
Learners are co-creators of knowledge with Educators. Educators provide subject matter expertise and engage with Learners using open scholarship and open pedagogy practices to co-create knowledge and teaching and learning resources. Administrators plan, manage and support open education across the full spectrum of education activities from recruitment, to academic programming, to student engagement and success. Government establishes policy, infrastructure, funding, and metrics that encourage and reward the provision of education in ways that align with the principles of open education and the outcomes enabled by its use.	Canada
Je comprends mieux la question précédente à travers celle-ci ? En premier lieu, l'OE devrait faire partie de la formation des enseignants et des enseignantes, à tous les niveaux, y compris universitaires et formation continue, de façon à ce que ça soit un concept transversal qui puisse infuser à tous les niveaux. Pour cela, il est nécessaire qu'il y ait des politiques éducatives ouvertes à ces dimensions. A partir de là, chaque acteur ou actrice concernée peut intégrer la philosophie EO dans sa pratique professionnelle. EN : I understand the previous question better through this one? First of all, EO should be part of teacher training at all levels, including university and in-service training, so that it is a transversal concept that can infuse all levels. For this, it is necessary that there are educational policies that are open to these dimensions. From there, each actor concerned can integrate the EO philosophy into his or her professional practice.	CH

Learners are building knowledge and should take an active part in the open development of anything connected to the learning process, from "student information systems" and "learning management systems" to OERs. The primary role of learning pros (teachers, pedagogues, instructional designers, etc.) is to support the learning process. Ensuring openness in that work is consequential for OE. Communities provide a context for learning experiences and should support the wellbeing of its members, including learners. Their role in OE includes decision-making as well as material support. The overall role of educational institutions has been shifting, over the years. OE is both a challenge and opportunity for them. The primary concern is to make sure that institutions aren't an obstacle to OE. In some cases, they can provide incentives, material support, and even meaning to OE activities. Nonprofits (from my employer to international organizations) often share OE's values. Their primary role is to provide a context for OE work. Governments' OE role is similar to that of institutions: provide material and policy support when useful, serve as a context for OE activities, and mostly lift obstacles.	Canada
?	CH
groups of learners - maintaining a balance between knowledge integrated and shared	CH
This is an impossibly complex question. I somehow feel that everything is urgent. We need to train the actors, to ensure the right infrastructure choices are made. We also need to profoundly work on what is a teacher: it has to be "logical" to become an open educator (this is not the case today).	France
Public bodies, philanthropy: Sponsors and promotors of open education. Clear policy should be put in place to promote open education, as well as distanciation of GAFAM Public educational institutions: Providers and consumers of open education, including platforms and resources. Funding for the creation and the access to open educational resources has to be provided (the same way books and libraries are currently supported) Teachers, tutors, learners, parents: Providers and consumers of open education, mainly resources. Recognition of contribution to the creation of open educational resources by teachers, as well as incentive mechanisms have to be put in place.	CH
I don't know.	CH
The most important roles from this perspective are the advocates - awareness of open education is still very low! But the value proposition is sound for those who hear of it. This is still the key route to sustainability since it has effects as different levels. Learners seek out open offers. Faculty can move towards using and producing OER. Policymakers can set directions for travel. But none of this can happen without greater awareness.	UK
1. Dozenten (müssen bereit sein, OER zu erstellen und zu teilen/müssen an der Kultur des Teilens partizipieren) 2. Rektorat (müssen die nötige Bekenntnis zu OER bekunden, müssen die nötige Infrastruktur bereitstellen) 3. Kompetenzzentrum OER (müssen kompetent die OER-Ersteller unterstützen und für das Thema "werben") 4. Studenten (können ebenfalls in den OER Produktionsprozess miteinbezogen werden bzw. OER nachnutzen) EN: 1. lecturers (must be willing to create and share OER/must participate in the culture of sharing). 2. rectorate (must express the necessary commitment to OER, must provide the necessary infrastructure) 3. competence centre OER (must competently support OER creators and "promote" the topic) 4. students (can also be involved in the OER production process or re-use OER)	CH

What do you know in terms of recommended everyday practices for each of these stakeholders and associated reasons? For example, the "teacher" is encouraged to use Open source software for easier customised developments and catering of specific pedagogical needs, for data protection reasons and for an overall independence reason.	
Learners - find, use, revise, create, open educational materials. Engage in open education based social peer learning activities. Generate open public goods through assignments. Educators - find, use, revise, create open educational materials collaboratively with learners and other educator peers. Share open resources. Use and design open pedagogy learning activities for learners. Collaboratively steward open educational materials with peers. Administrators - plan, budget, implement and budget open education across all administrative, support and teaching roles. Measure impact. Provide rewards for successful open education in performance review. Government - develop open policy, budget, and allocate public funds for education based on KPI's (key performance indicator). Define academic requirements using open education strategies and principles. Reward sharing and collaboration.	Canada
Favoriser le travail collaboratif entre élèves (et entre enseignantes/enseignants); utiliser des logiciel libres et sensibiliser les élèves à cet usage; thématiser en classe les inégalités d'accès à la connaissance, les enjeux sociaux des technologies numériques (par le exemple le travail des enfants dans les mines) etc.; réaliser des échanges avec des classes d'autres pays. EN : Encourage collaborative work between pupils (and between teachers); use free software and make pupils aware of its use; discuss in class the inequalities of access to knowledge, the social issues of digital technologies (e.g. child labour in the mines) etc.; carry out exchanges with classes in other countries.	CH
Main recommendation for daily practice: focus on what you're trying to achieve. For students and other learners, it goes beyond learning objectives (yet involves them). Teachers and other learning pros may fall prey to solutionism, so focusing on goals proves useful. Communities and most other stakeholders would do well to focus on what learning means.	Canada
Limiter la notion de "Open Education" à seulement "enseigner" en utilisant des solutions "open sources", est une limitation absurde de "open education" EN : Limiting the notion of "Open Education" to only "teaching" using "open source" solutions is an absurd limitation of "open education".	CH
The learner cooperates with peers to improve knowledge integration and sharing	CH
pass	France
This question is a bit too specific for the current state of open education adoption. It is about finding a good balance between the current practices that have their intrinsic values, and more open practices. It is also important to get the adoption of all stakeholders to move progressively from institutional delivery / consomption of education to a more open framework. The MOOCs that have now stabilised in a niche is a good example of such a progressive scheme.	CH
Teachers and institutions - especially publicly funded ones - should publish their information under an open license so that students can use them in their learning process and - on their side as well - contribute to open education by developing and eventually publishing new learning materials. Like this the society and public can be much better informed, and learn in the lifelong learning process.	CH

I'm not sure I fully understand the question! But I don't think you can generalise too much. In terms of advocacy things seem to be progressing well with many more policies becoming formalised and the UESCRO declaration on OER. People seem to know what they are doing.	UK
Das durchzusetzen halte ich für sehr schwer Aber eine Form von gründlichem Training und Beratung halte ich für zentral EN: I think it is very difficult to enforce this, but I think some form of thorough training and counselling is essential.	CH

How do you consider Open Education at the policy level (e.g. what is needed, what works) ?	
There are three levels of open education policy: 1. Government open education policy 2. Institutional open education policy 3. Individual open education policy Ideally all three are in place and work together. Education entails teaching and learning, research and community public service. All of these endeavours have adopted "open". Teaching and Learning - Open Educational Resources, Open Practices, Open Pedagogies Research - Open Access, Open Data, Open Science Community Public Service - Open GLAM (Galleries, Libraries, Archives & Museums) Open Education policy can address all of these facets collectively or individually.	Canada
La dimension politique est indispensable pour que l'open education devienne une réalité. EN : The political dimension is essential for open education to become a reality.	CH
While policies are useful tools in support of OE, the OE movement may happen regardless of policy.	Canada
Any study ot training supports created from people paid using our "tax" (public) MUST be OPEN SOURCE, CC-NC.BY at minimum (all the same not allways "free")	CH
Most people do not understand the long-term benefits of open education.	CH
So far in Switzerland I do not see any measures concerning OER at a national policy level. A declaration and written OER policy document by swissuniversities and / or SNF would be important. This could work as a model for institutional OER policies in Swiss Higher Education Institutions. Furthermore a funding line - not only for OER professionals and their projects, but also for teachers in higher education can be regarded as essential. These funding lines would support the development of OER pilot projects in teaching and develop best practice models for sharing educational materials under an open license. Thirdly, at the moment teaching in higher education is not considered in accreditations or regarding the career paths of researchers and university teachers. Openly published learning materials should become part of university evaluations.	CH
Une prise de conscience des décideurs est un préalable pour formuler une stratégie de développement de l'éducation ouverte. Au delà de cette prise de conscience, il faudrait arriver à la conviction qu'ouvrir l'éducation aura des répercussions positives sur sa qualité et des retombées économiques importantes. Cette conviction devra être assez forte pour affronter les contraintes qui se poseront immanquablement. L'un des objectifs des chercheurs dans le domaine de l'éducation ouverte pourrait être de sensibiliser les décideurs au	Morocco

niveau de leurs universités et du gouvernement à travers un travail de recherche / action même s'il est mené à une petite échelle (classe, filière) et de montrer les avantages qu'il y aurait à changer d'échelle grâce à une volonté politique. EN : Awareness among decision-makers is a prerequisite for the formulation of a strategy for the development of open education. Beyond this awareness, there should be a conviction that opening up education will have positive repercussions on its quality and significant economic benefits. This conviction will have to be strong enough to face the constraints that will inevitably arise. One of the aims of researchers in the field of open education could be to raise awareness among decision-makers at university and government level through research/action work, even if it is conducted on a small scale (classroom, stream), and to show the benefits of scaling up through political will.	
The best example of an open education policy here in the UK is arguably the mandate for open access. This has had a big effect on academic practice, as has the requirement for archiving academic outputs in institutional repositories. So much so, perhaps, that for many the idea of being 'open' is reducible to this concept of open access. This is all driven from the top down. Awareness of open education and OER is still very low.	UK
Eine Policy liefert die Grundlage für die institutionsweite Erstellung von OER Ohne geht es nicht oder nur wenig EN: A policy provides the basis for the institution-wide creation of OER Without it, there is little or nothing possible	CH
Which institutions and official bodies are involved in Open Education? With which roles?	
Primary & secondary education schools Higher education - technical and vocational institutions, colleges, universities Lifelong and workplace learning Governments Civil Societies UNESCO World Bank Foundations For-profit education related providers - publishers, education technology companies, and education service providers Infrastructure - open infrastructure providers including search tools, authoring tools, licensing tools, repositories, etc. Non-profit organizations that act as open education advocates, stewards, and community builders such as Open Education Global	Canada
Cela dépend des pays, ceux que je connais: Open Education Global Francophone, l'Université de Louvain est très impliquée, avec un cahier de l'open education notamment, en Suisse il y a l'Open education day, à Genève le DIP (Département de l'Instruction Publique) est un peu impliqué, notamment en termes d'utilisation de logiciels libres comme Linux je crois; au niveau international, l'UNESCO (OER). Leurs rôles c'est de soutenir l'open education, d'offrir des ressources, de partager les expériences etc. EN : It depends on the country - from those I know: Open Education Global Francophone, the University of Louvain is very involved, with a booklet of open education in particular, in Switzerland there is the Open education day, in Geneva the DIP (Département de l'Instruction Publique) is somewhat involved, particularly in terms of the use of free software such as Linux I think; at the international level, UNESCO (OER). Their role is to support open education, to offer resources, to share experiences etc.	CH

UNESCO for official documents, non-profits/NGOs for action (Open Knowledge Foundation, OE Global, OE Consortium, OpenEd Conference, AUF (Agence Universitaire de la Francophonie)…), governments for policy and legal frameworks.	Canada
All public institutions, or people paid from public tax, all the same not in Education part. Must share any work/study! All private institutions or people using "public open knowledge" should force to share the knowledge improvements.	CH
I don't know enough the swiss [higher education] landscape.	CH
In higher education, third party funding agencies (swissuniversities, SNF, HorizonEurope) might have the largest influence on the culture of sharing of teaching materials. Furthermore bodies that deal with the accreditation of universities, or internal bodies of a university, like the Hochschulrat or presidency. Furthermore one could mention: Students and their bodies Unions of OER professionals that exchange on a good practice in promoting and supporting OER and drive the development of written policies and the culture of sharing.	CH
Équipes pédagogiques, conseil de filière, commission pédagogique d'une faculté, doyen, conseil d'université, président d'université, départements ministériels, ministre, gouvernement, bailleurs de fonds pour des projets internationaux, unions d'universités, UNESCO, OCDE, associations militant pour l'éducation ouverte. Le rôle d'institutions internationales peut avoir un rôle déterminant sur un établissement universitaire donné, une équipe d'enseignants chercheurs ou même un individu par les actions suivantes : - Financement de projets de développement des compétences ou de projets structurants - Formation continue d'un noyau dur qui va disséminer localement cette formation - Mise en ligne de ressources libres sur des portails de qualité reconnue avec la possibilité contribuer collaborativement à enrichir l'offre EN : Teaching teams, departmental councils, faculty teaching committees, deans, university councils, university presidents, ministerial departments, ministers, governments, international project funders, university unions, UNESCO, OECD, open education associations. The role of international institutions can have a determining role on a given academic institution, a team of research teachers or even an individual through the following actions: - Financing of projects to develop skills or structuring projects - Continuous training of a core group that will disseminate this training locally - Putting open resources online on portals of recognised quality with the possibility of collaboratively contributing to enriching the offer.	Morocco
Kompetenzzentrum OER, Rektorat, wenn möglich einzelne Departemente/Institute/ International: Kooperationspartner, aber auf Policy-level spielen die aus meiner eine untergeordnete Rolle. Rektorat/Departemente/Institute: Ermöglichen; OER-Kompetenzzentrum: Unterstützen; Dozenten: machen EN: OER competence centre, rectorate, if possible individual departments/institutes/international: cooperation partners, but at the policy level they play a subordinate role in my opinion. Rectorate/Departments/Institutes: Enable; OER Competence Centre: Support; Lecturers: do	CH