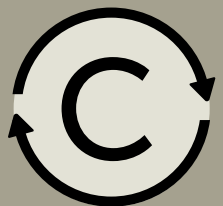
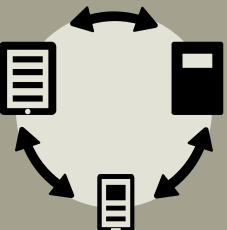


# CAPE TOWN OPEN EDUCATION DECLARATION 10<sup>th</sup> ANNIVERSARY

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Ten directions to move Open Education forward

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*We are on the cusp of a global revolution in teaching and learning. Educators worldwide are developing a vast pool of educational resources on the Internet, open and free for all to use. These educators are creating a world where each and every person on earth can access and contribute to the sum of all human knowledge. They are also planting the seeds of a new pedagogy where educators and learners create, shape and evolve knowledge together, deepening their skills and understanding as they go.*

*This emerging open education movement combines the established tradition of sharing good ideas with fellow educators and the collaborative, interactive culture of the Internet. It is built on the belief that everyone should have the freedom to use, customize, improve and redistribute educational resources without constraint. Educators, learners and others who share this belief are gathering together as part of a worldwide effort to make education both more accessible and more effective.*











– Cape Town Open Education Declaration

In celebration of the tenth anniversary of the Cape Town Open Education Declaration, a group of open education activists met in Cape Town in March 2017, to reflect on progress made by the community over the last ten years, celebrate our accomplishments, understand the challenges, and inspire and focus the movement for the next ten years. The energy and enthusiasm at the meeting inspired the participants and leaders of the community, to collaboratively produce a new set of recommendations which highlight ten directions to move open education forward.

The meeting in Cape Town and the collaborative development of the new recommendations were supported by the William and Flora Hewlett, Mozilla, Open Society, and Shuttleworth Foundations. The collaborative development process was coordinated by Centrum Cyfrowe, SPARC, the MIT Media Lab, the Open Education Consortium, and Creative Commons, working with a broad group of contributors who are leading open education in their communities.



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# Communicating Open

*Taking the message of open education to the mainstream*

## Why is this important?

Ten years ago, the Cape Town Declaration laid out a compelling vision for a world of open, flexible, and effective education that has inspired thousands of educators, learners, advocates, and policymakers across the globe. Yet, after a decade of passionate advocacy, the need for broader awareness of open education persists. The challenge is not in reaching enough people, but rather in articulating the meaning and value of open education in a way that resonates with mainstream audiences in the same way that the Cape Town Declaration resonates with us. For the open education movement to rise to the next level, we need to take our message to the mainstream and explain why open should matter to them. In short, we need to become better communicators.

## What is the opportunity?

While communications vary widely across contexts, cultures, and languages, there are some common needs across the open education community.

Globally, we need to work together to ensure a common understanding for the term “open” in the context of education, and communicate how it differs from related concepts such as free, digital, or online. Open means unlocking all that is possible with education in this increasingly digital, internet-connected world by empowering everyone to freely use, edit, and share—anytime, anywhere, in any format.

Locally, advocates need to develop messages that communicate the meaning and value of open to their community. Open is more than just a set of attributes

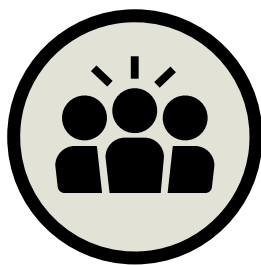
to apply to content, it is a set of practices and values that achieve important, real-world benefits for teachers and learners. Different messages will appeal to different audiences. American students may care about open education as a means to save money, a German school as a means to catalyze collaboration and innovation, or Indonesian policymakers as a means to expand locally relevant educational opportunities to remote populations. Open is not the goal, it is the means to achieving more important goals.

## How can you get involved?

- Add—and use—compelling human stories about the impact of open education through the OER World Map<sup>1</sup>. Showcase these stories in your blog posts, articles, reports, and other media.
- Make an effort to step outside the siloed conversations within the open education community, and bring the message of open education to mainstream audiences. Consider presenting at conferences focused on general education and technology issues, writing for the newsletters of industry associations, reaching out to scholarly societies, and working with organizations that support underserved populations.
- Educate news outlets that write about education in your country about open education and what it means. Encourage them to highlight open education success stories as examples of mainstream concepts that the news often covers, such as distance learning, technology in the classroom, and making education more accessible and affordable.
- Review how your organization talks about open education to ensure it clearly articulates the meaning of open, and more importantly, what the value proposition is for audiences you care about. The messages that resonate with you may not be the same messages that resonate with them.

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1 [oerworldmap.org](http://oerworldmap.org)



# Empowering the Next Generation

*The open education movement must put the next generation at its core*

## Why is this important?

Students are integral to open education, but their importance is not only about the present, it is about the future. Those sitting in classrooms ten years ago are leading classrooms today and will be the tenured professors, senior teachers, and education policymakers of tomorrow. Shifting the culture of our educational institutions toward openness needs to start with the next generation, those who are still learning the practices and habits that will inform the rest of their careers. How we engage with and support today's students and young educators will help shape the movement—and our educational systems at large—for decades to come.

## What is the opportunity?

The next generation has a central role to play in the success of the open education movement—both in the short term as creators and powerful advocates for change, and in the long term as the leaders who will shape the educational systems of the future. Established leaders must commit to actively bring students and early career educators into the movement as users, advocates, and creators of OER motivated to build a culture of openness for years to come.

We have already seen students drive local change, such as student advocates in North America, who have pushed their institutions to establish OER pilot programs. Students have also contributed as creators through the practice of open pedagogy—tens of thousands of students have helped improve Wikipedia as part of their coursework. If the next generation enters their careers



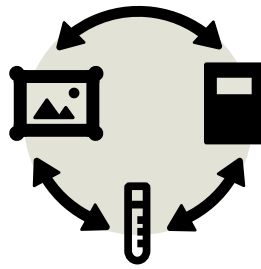
committed to the values of openness, the possibilities for education are limitless.

## How can you get involved?

- Join OpenCon<sup>1</sup>, the conference and community empowering students and early career academic professionals to advance openness in research and education.
- Add a student or early career position to your organization's board, advisory body, or leadership team. Provide them with the support and resources necessary to be a successful contributor to your efforts.
- Consider providing scholarships to ensure students and young professionals can attend open education conferences, events or trainings, as they are less likely to have access to funding of their own.
- Look for other ways to support students and young professionals interested in open education with opportunities to learn, lead, and have their voices heard. Be sure to recognize and celebrate their accomplishments.

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1 [opencon2017.org](http://opencon2017.org)



# Connecting with Other Open Movements

*Open education can grow stronger through collaboration with allied movements*

## Why is this important?

Open education is one of many movements that seek to advance openness and access to knowledge. The broader Access to Knowledge (A2K) movement embraces many strategies including open access to research, open data, and copyright reform, alongside open education. Even broader alliances can be seen with movements seeking openness in other ways, including free and open source software, open government, and open culture. The open education community can also see itself as part of a larger movement to support sharing and the commons in the digital era. As the open education movement moves into the next decade, we should consider how we explore and leverage these connections toward shared goals.

## What is the opportunity?

By joining forces with the broader A2K community, the open education movement can gain allies and increase its impact. In particular, the open access movement has a strong base of support among research libraries around the world, which have been successfully advocating for policies to advance public access to publicly-funded research. By aligning strategies and collaborating, our movements have the potential to strengthen the call for public access to publicly-funded educational materials and research outputs together.

Likewise, national open education coalitions can expand their mandates to advocate for broader access to knowledge issues. This was done by the national Open Education Coalition in Kyrgyzstan, which successfully advocated for the adoption of

the Marrakesh Treaty for the Visually Impaired, which allows copyright exceptions to facilitate the creation of accessible versions of educational materials and other works.

Interesting areas of convergence are appearing elsewhere too. Ties between open education and open government movements have been successfully built within the scope of the Open Government Partnership<sup>1</sup>, and efforts like OpenCon<sup>2</sup> highlight how the next generation approaches openness in research and education more holistically. More deliberate effort to coordinate messages and actions will help build a stronger and broader open movement that benefits us all.

## How can you get involved?

- See if there is a national open coalition in your country, and get involved.
- Check out the Global Open Policy Report<sup>3</sup> which presents a global overview of open policies in four connected areas: education, science, data, and heritage.
- If you are in North America or Europe, reach out to SPARC<sup>4</sup> or SPARC Europe<sup>5</sup>. If you are from a developing or transition country, see if there is an EIFL Open Access coordinator<sup>6</sup> in your country.
- To learn more about copyright reform, check out COMMUNIA<sup>7</sup>.

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1 [opengovpartnership.org](http://opengovpartnership.org)

2 [opencon2017.org](http://opencon2017.org)

3 [oerpolicy.eu/knowledge-base/global-open-policy-report-2016](http://oerpolicy.eu/knowledge-base/global-open-policy-report-2016)

4 [sparcopen.org](http://sparcopen.org)

5 [sparceurope.org](http://sparceurope.org)

6 [eifl.net/coordinators](http://eifl.net/coordinators)

7 [communia-association.org](http://communia-association.org)



# Open Education for Development

*Unlocking new opportunities for education in support of development*

## Why is this important?

The United Nations Sustainable Development Goal 4 calls on the global community to ensure inclusive and quality education for all and promote lifelong learning. This same vision is at the core of the Cape Town Declaration and is a shared value of what open education hopes to achieve. As a movement, we need to center the role of open education in advancing development around the world.

The challenges to expanding educational opportunities related to development are manifold. Too often, a barrier is supplying quality, locally-relevant educational materials, especially in underserved languages and regions that traditional market mechanisms do not prioritize. Other challenges may be infrastructural, including the connectivity, power, or transportation systems needed for materials to reach students, especially in rural areas. Where access to technology is expanding, teacher training and digital literacy skills may not have caught up. While the specifics vary widely across countries and contexts, a common thread is that traditional approaches are not working and new approaches are needed.

## What is the opportunity?

Open education creates opportunities for new approaches to learning resource development, including strategies and methods for reusing, translating, and adapting openly licensed content. Storyweaver by Pratham books is a great example of a project taking a new approach, allowing anyone to contribute by translating books into their own local language, or even create new stories based on pictures and illustrations shared by others. Books are openly licensed, and can be downloaded

and printed locally.

Opportunities for localizing and distributing OER at scale are also expanding, including through the use of mobile devices. In Senegal, which has one of the fastest growing markets for self-paced online education, the project SeeSD is translating and adapting STEM OER to fit local needs. African Virtual University created an OER repository for African educators to share OER they create with each other and the world.

Access to educational materials is important, but not enough. There must be an equal emphasis on ensuring that teachers and schools are equipped with the training and support needed to discover, adapt, and effectively make use of OER with students, including basic digital literacy. Open education can provide new approaches here too, for example TESS-India is a professional development program to support the adoption of learner-centred, effective pedagogy with OER to benefit students.

## How can you get involved?

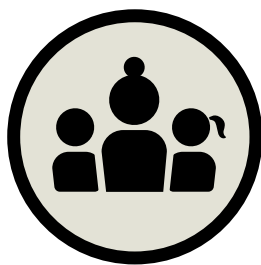
- Get involved as a translator or content creator in projects like Storyweaver<sup>1</sup> or African Storybook<sup>2</sup> that support the production of locally relevant educational resources.
- OER creators should follow best practices in making editable source files available, which makes it easier for others to translate materials. Where possible, avoid proprietary formats that require the purchase of software to make changes.
- Talk about open education as a pathway to address Sustainable Development Goal 4. The SDGs have high visibility in international circles, and this can help raise awareness of open education, and vice versa.
- Review the study results from the Research on Open Educational Resources for Development (ROER4D)<sup>3</sup> to understand more about OER in developing contexts.

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1 [storyweaver.org.in](http://storyweaver.org.in)

2 [africanstorybook.org](http://africanstorybook.org)

3 [roer4d.org](http://roer4d.org)



# Open Pedagogy

*Harnessing the power of open in teaching and learning practices*

## Why is this important?

Over the last decade, much of the focus of the open education movement has been around the creation and adoption of open educational resources. Some of the most exciting frontiers in open education are in open pedagogy, widely understood to consist of teaching and learning practices enabled by the ability to retain, reuse, revise, remix and redistribute educational materials.

The open environment empowers educators to step away from the confines of static textbooks and traditional assignments, and opens the door to imaginative, collaborative, engaging educational experiences that can help transform teaching and learning for the better.

## What is the opportunity?

Both individual faculty members and entire organizations are leading the way on open pedagogy, often by taking advantage of Wikipedia—the world’s largest OER repository. For example, a group of science professors have started assigning editing Wikipedia as part of their course requirements, giving tens of thousands of students a chance to engage in authentic learning experiences by creating—not just consuming—knowledge.

Other frontiers in open pedagogy include reimagining primary and secondary education so that students learn core subjects in the context of solving holistic, real-world problems such as the Global Grand Challenges or the Sustainable Development Goals. What if we could harness the collective hours students spend

writing papers or doing assignments to crowdsource solutions to these problems? This kind of open pedagogy not only engages students by demonstrating the immediate applicability of their education, but also sparks a yearning among the next generation to produce real solutions. These examples only begin to demonstrate the possibilities when OER is coupled with open pedagogy.

## How can you get involved?

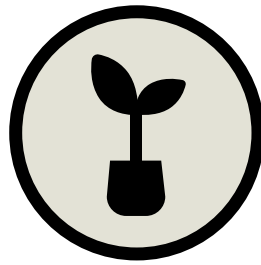
- Educators can explore incorporating open pedagogy in their classes. This can be as small as one assignment for students to edit Wikipedia, or as large as redesigning curriculum to focus on the Global Grand Challenges. Learners also can seek out these kinds of learning opportunities.
- Governments can encourage and provide funding for more effective use of OER in the classroom, at all levels of education.
- Educators can join the growing number of their colleagues already engaged in teaching with Wikipedia. Wiki Education<sup>1</sup> (in North America) and Wikimedia Foundation's Wikipedia Education Program<sup>2</sup> (globally) provide support to professors interested in this approach.
- Review the Year of Open Open Perspective<sup>3</sup> contributions to explore various views of open pedagogy.

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1 [wikiedu.org/teach-with-wikipedia](http://wikiedu.org/teach-with-wikipedia)

2 [wikimediafoundation.org/wiki/Wikipedia\\_Education\\_Program](http://wikimediafoundation.org/wiki/Wikipedia_Education_Program)

3 [www.yearofopen.org](http://www.yearofopen.org)



# Thinking Outside the Institution

*Enabling everyone, everywhere, to learn anything*

## Why is this important?

Open education pioneers set out to design new formats for learning and new institutions, taking inspiration from the way open source communities work, rather than replicating traditional schools and universities. However, while open education has made tremendous progress within formal education, the biggest changes in how people learn seem less connected to the open education movement today.

YouTube is the largest site of informal learning online. StackOverflow is where software developers hone their skills and LinkedIn reputations are starting to complement formal credentials. Then there is a range of other communities that share our ethos of sharing and learning (e.g., the Maker Movement) but remain disconnected from open education.

## What is the opportunity?

The time is right for new experiments with the way we organize and recognize learning. Ten years ago, some of these ideas may have seemed radical, but a new generation of learners and educators is now more connected and more comfortable using technology to teach and learn. At the same time, the non-open commercial products are not standing idle. Maybe we were too early in 2007, but now we have to make sure we don't come too late.

How can we better connect open education with this new wave of innovation? For one, reframing open as a set of practices and values, rather than considering it a set of attributes we apply to content, will make it easier to start building bridges.



As we are surrounded by new projects it is crucial that we are clear about our core values, but we also need to find new ways to talk about open in order to inspire other people, and we need to be open to let them inspire us.

We need to support more open learning innovators within our community, and we need to find new allies beyond formal educational institutions. Libraries have emerged as important spaces for learning and education, as they share an interest in providing access to opportunity and are trusted institutions. Other similar institutions could become important partners.

New accreditation and recognition trends include unbundled degrees, digital blockchain-based credentials, and data-driven reputation scores. Each comes with both exciting opportunities and significant challenges.

## How can you get involved?

- The goal of this card is to reach beyond the usual suspects. If you are someone who is doing interesting work on the fringes of the education system, let us know.
- For those interested in K-12 (primary and secondary) education, check out the Digital Media and Learning community<sup>1</sup> or attend their annual conference.
- Connect with the library innovators at NextLibrary<sup>2</sup>, the Public Library Association (PLA) conference, or through EIFL (Electronic Information for Libraries)<sup>3</sup>.
- For new forms of credentials, the Open Badges community<sup>4</sup> remains a good place to start. Or check out Blockcerts<sup>5</sup>, an open source project that connects badges and blockchains.

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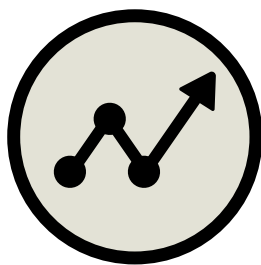
1 [dmlhub.net](http://dmlhub.net)

2 [nextlibrary.net](http://nextlibrary.net)

3 [eifl.net](http://eifl.net)

4 [openbadges.org](http://openbadges.org)

5 [blockcerts.org](http://blockcerts.org)



# Data and Analytics

*Exploring the intersection of open content, open data, and open learning*

## Why is this important?

As technology use increases in education, the basic acts of teaching and learning result in the creation of ever-larger amounts of data. These data describe the behaviors of people, from what students did read or did not watch to how long it took an instructor to grade a piece of student work. At the same time, there has been an explosion of learning analytics tools intended to help students and teachers make sense of this deluge of data through machine learning, statistics, and other algorithms. These tools recommend actions that impact students, such as which assignment to complete next, or who should receive extra help.

On one hand, these developments should be embraced for their tremendous potential to provide valuable guidance in support of teaching and learning. On the other hand, these changes also raise serious questions regarding how data and algorithms are designed and managed that can profoundly affect the open education space.

## What is the opportunity?

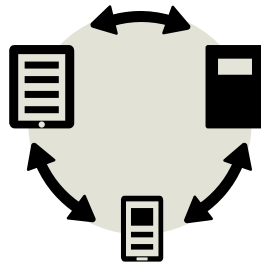
The open education movement must begin to consider the interrelationships between open content, open data, open learning analytics tools, and pedagogy—both the opportunities and the challenges. For example, how can we leverage the power of open in the context of data while still respecting student privacy? We also need to take a strong stance on data ownership—data created by students belongs to students, period. Whether open or proprietary, it is unacceptable for software

vendors to claim ownership over data generated by student users. Finally, as we entrust analytics tools with increasingly important decisions related to teaching and learning, their algorithms need to be transparent, accountable, and peer reviewable. How can we leverage the power of open source software methodologies in the context of learning analytics tools? The open education movement needs to grapple with these and related issues.

Working through these questions will help us more fully understand the potential improvements to pedagogy (and, consequently, learning) that can result from creatively combining open content, open data, and open learning analytics tools.

## How can you get involved?

- Creators and purchasers of technology should follow best practices for data and analytics. Students should own the data they create, and be able to access it. Analytics, algorithms and implementations should be transparent and peer reviewable.
- Be conscious about how your institution handles student data, particularly in the context of the learning management system (LMS). Ask students, IT staff, and administrators if students at your institution have access to their data. Important questions to ask surround students being able to download a copy, and whether they are free to openly license a work if they choose.
- Be conscious of learning analytics software that uses “black box” algorithms that make decisions according to secret rules that are not peer reviewable or verifiable. Acknowledge the problems inherent in introducing these to the teaching and learning process.
- Talk to students about the potential benefits of opening their learning data and the potential privacy pitfalls that opening their learning data might entail. What creative solutions can you find together?



# Beyond the Textbook

*Building the open learning materials of the future*

## Why is this important?

The idea of moving beyond the textbook has been at the core of the open education movement from the start. Yet experience over the last decade has driven some OER efforts in the opposite direction. Promoting open textbooks that look, feel, and act like traditional books has proved to be a highly successful adoption strategy in certain contexts. These efforts have made essential progress toward expanding the use and adoption of OER. However, the open education movement should remain conscious that the strategy of equating OER with textbooks constrains the imaginations of teachers and learners with regard to what modern, technology-enhanced open learning materials can be.

## What is the opportunity?

We have the opportunity to reimagine how a range of media and interactive technologies can enliven and improve learning beyond the static text and images typically associated with textbooks. Moving beyond the textbook means adopting a new way of thinking about learning materials, where they integrate the best of openly licensed text, images, multimedia, and interactive elements that enable practice and immediate feedback. It also means thinking beyond content as a way to deliver information, but also as an educational tool that can promote new forms of pedagogy that involve students as participants.

Moving beyond the textbook will happen at different speeds in different places—and in some contexts is already well underway. For example, in some parts of Europe

teachers in schools are already engaging in practices where textbooks are seen as supplementary to rich multimedia resources, rather than the other way around. On the other hand, a self-contained printed textbook may remain the most useful form of learning material in other contexts, such as those with less access to technology. Part of the power of OER is that it can be used in all of these ways.

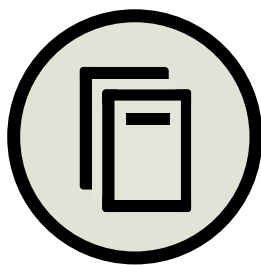
As the open education movement continues to evolve beyond the textbook in practice, it is important that we collectively communicate at every stage the full vision of what open education can be.

## How can you get involved?

- Develop multimedia or interactive learning materials and publish them under open licenses. Consider ways to make them easy for others to integrate into larger collections.
- Talk to educators, students, and others about multimedia and interactive learning materials. Help them understand that these can be integrated into core learning materials, not just bolted on as a supplement.
- Move beyond the language of textbooks, and use a term like learning materials or educational resources instead. Look at ways to make this change in institutional policy and practices, which could help pave the way for adoption of OER.
- Highlight case studies of going beyond the textbook, where educators effectively use multimedia-rich learning resources to benefit students. The OER World Map<sup>1</sup> is a place to start.

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1 [oerworldmap.org](http://oerworldmap.org)



# Opening Up Publicly Funded Resources

*Publicly funded educational resources should be openly licensed by default*

## Why is this important?

Governments around the world spend billions of dollars every year on grants and contracts to develop educational resources including textbooks, curricula, teacher training, language learning materials, and more. These valuable resources are created with public funds in service of the public good, yet too rarely are they made available for public use beyond their original purpose.

Governments can expand the impact, efficiency, and socioeconomic benefit of their educational investments by adopting policies that ensure that publicly funded educational resources are openly licensed and shared with the public by default.

## What is the opportunity?

Making publicly funded educational resources open to the public by default is not only a just and fair practice, it also unlocks benefits for society. Open licensing policies provide clarity over use rights, informing educators, students, entrepreneurs, and innovators that they have permission to use, improve, and add value to publicly-funded works. It also ensures that both governments and citizens get the right to use what they pay for, resulting in more efficient use and better stewardship of public funds.

Open licensing policies can be implemented at all levels of government and can be as small as a single grant program, or as large as requiring open licensing for all textbooks procured.

For example, the U.S. Department of Labor established an open licensing policy for a U.S. \$2 billion grant program to improve workforce training programs at community colleges, which ensured the resulting resources could be repurposed. In Poland, the government's E-podreczniki.pl program created a full set of open, digital textbooks for the core curriculum of primary and lower secondary education, and in Chile, the Library of National Congress is creating an openly licensed set of resources to support Digital Citizenship education. All of these examples require a Creative Commons Attribution (CC BY) open license.

## How can you get involved?

- Read Foundations of OER Strategy<sup>1</sup>, a collaborative document that defines a shared understanding of OER policy advocates on how these policies should be implemented.
- Join the Creative Commons Open Education Platform<sup>2</sup>. Creative Commons (CC) is a global network working on Open Education, GLAM, Science, Access and Data Licensing Policies. CC has teams in over 85 countries.
- Join additional groups working on open education licensing policies, such as the International OER Advocacy mailing list<sup>3</sup>, the Open Policy Network or the Open Education and Open Government network.
- Review the OER Policy Registry<sup>4</sup> to see open education licensing policies from around the world, or remix existing government guidance on open licensing policies, such as AUSGOAL, NZGOAL, or the U.S. Federal Open Licensing Playbook.

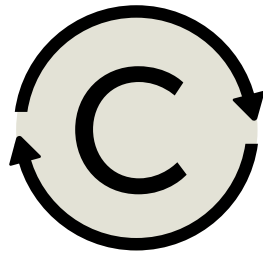
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1 [oerstrategy.org](https://oerstrategy.org)

2 [github.com/creativecommons/network-platforms](https://github.com/creativecommons/network-platforms)

3 [groups.google.com/forum/#!forum/internationaloeradvocacy](https://groups.google.com/forum/#!forum/internationaloeradvocacy)

4 [wiki.creativecommons.org/wiki/OER\\_Policy\\_Registry](https://wiki.creativecommons.org/wiki/OER_Policy_Registry)



# Copyright Reform for Education

*Copyright reform and open education advocacy are two sides of the same coin*

## Why is this important?

Strong educational exceptions to copyright are just as important as open licensing of resources, as complementary means to ensuring educational freedoms. While the availability of openly licensed educational resources continues to grow, a wide variety of cultural and informational resources that are critical for education remain locked up by restrictive copyright terms. Limitations and exceptions to copyright can give teachers and learners the necessary freedoms to use these resources for educational purposes, without having to ask for permission. Copyright reforms taking place around the world can strengthen these exceptions—or hurt education by weakening them.

The open education community needs to care about education-friendly copyright law that protects and expands rights to teach and learn. Open licensing and copyright reform are complementary of each other. The growth of openly licensed resources demonstrates the demand for freedom, openness, and collaboration in all kinds of educational materials. Working toward education-friendly changes to copyright law helps achieve universal access to education.

## What is the opportunity?

We need to mobilize the open education movement, and make use of its strength and global reach, to support copyright reform that will serve educational communities. Throughout the world, windows of opportunity open every few years to change how copyright regulates the use of content. We should seize upon these opportunities to promote expanded limitations and exceptions to copyright for education. At



the global level, advocacy efforts at the World Intellectual Property Organisation (WIPO) forum aim to introduce a standard educational exception in the coming years. National level copyright debates are taking place around the world, including Argentina, Australia, Canada, South Africa and the European Union. The results of these reviews could have major repercussions on teaching and learning.

It is also vital that we—both the open education movement and the education community at large—defend ourselves against legislative proposals that remove or limit exceptions for educational use. For example, a 2017 proposal in Europe would alter existing educational exceptions so that schools and educators would be required to obtain licences from commercial providers for all educational uses of protected content, no matter how minor the use. This would place European educators in a greatly disadvantaged position compared to other regions. Country-by-country, we need to advocate for strong and flexible exceptions that address the needs of modern education.

## How can you get involved?

- Join the activist network on copyright reform for education, built by Communia Association<sup>1</sup>. Communia currently focuses on Europe but builds ties globally.
- Contact Electronic Information for Libraries (EIFL)<sup>2</sup> and join a group of activists that are advocating at WIPO for a global educational exception.
- Find out whether copyright is being reformed in your region and get involved. Learn more through the Creative Commons Global Copyright Reform Platform<sup>3</sup>.
- Define a position on copyright reform for your organization, institution or association and include copyright reform as an issue when raising awareness about OER.

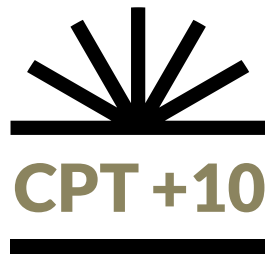
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1 [communia-association.org](http://communia-association.org)

2 [eifl.net](http://eifl.net)

3 [github.com/creativecommons/network-platforms](https://github.com/creativecommons/network-platforms)





# Cape Town Open Education Declaration

*Unlocking the promise of open educational resources*

We are on the cusp of a global revolution in teaching and learning. Educators worldwide are developing a vast pool of educational resources on the Internet, open and free for all to use. These educators are creating a world where each and every person on earth can access and contribute to the sum of all human knowledge. They are also planting the seeds of a new pedagogy where educators and learners create, shape and evolve knowledge together, deepening their skills and understanding as they go.

This emerging open education movement combines the established tradition of sharing good ideas with fellow educators and the collaborative, interactive culture of the Internet. It is built on the belief that everyone should have the freedom to use, customize, improve and redistribute educational resources without constraint. Educators, learners and others who share this belief are gathering together as part of a worldwide effort to make education both more accessible and more effective.

The expanding global collection of open educational resources has created fertile ground for this effort. These resources include openly licensed course materials, lesson plans, textbooks, games, software and other materials that support teaching and learning. They contribute to making education more accessible, especially where money for learning materials is scarce. They also nourish the kind of participatory culture of learning, creating, sharing and cooperation that rapidly changing knowledge societies need.

However, open education is not limited to just open educational resources. It also draws upon open technologies that facilitate collaborative, flexible learning and the open sharing of teaching practices that empower educators to benefit from the best ideas of their colleagues. It may also grow to include new approaches to assessment, accreditation and collaborative learning. Understanding and embracing innovations like these is critical to the long term vision of this movement.

There are many barriers to realizing this vision. Most educators remain unaware of the growing pool of open educational resources. Many governments and educational institutions are either unaware or unconvinced of the benefits of open education. Differences among licensing schemes for open resources create confusion and incompatibility. And, of course, the majority of the world does not yet have access to the computers and networks that are integral to most current open education efforts.

These barriers can be overcome, but only by working together. We invite learners, educators, trainers, authors, schools, colleges, universities, publishers, unions, professional societies, policymakers, governments, foundations and others who share our vision to commit to the pursuit and promotion of open education and, in particular, to these three strategies to increase the reach and impact of open educational resources:

- 1. Educators and learners:** First, we encourage educators and learners to actively participate in the emerging open education movement. Participating includes: creating, using, adapting and improving open educational resources; embracing educational practices built around collaboration, discovery and the creation of knowledge; and inviting peers and colleagues to get involved. Creating and using open resources should be considered integral to education and should be supported and rewarded accordingly.
- 2. Open educational resources:** Second, we call on educators, authors, publishers and institutions to release their resources openly. These open educational resources should be freely shared through open licences which facilitate use, revision, translation, improvement and sharing by anyone. Resources should be published in formats that facilitate both use and editing, and that accommodate a diversity of technical platforms. Whenever possible, they should also be available in formats that are accessible to people with disabilities and people who do not yet have access to the Internet.
- 3. Open education policy:** Third, governments, school boards, colleges and universities should make open education a high priority. Ideally, taxpayer-funded educational resources should be open educational resources. Accreditation and adoption processes should give preference to open

educational resources. Educational resource repositories should actively include and highlight open educational resources within their collections.

These strategies represent more than just the right thing to do. They constitute a wise investment in teaching and learning for the 21st century. They will make it possible to redirect funds from expensive textbooks towards better learning. They will help teachers excel in their work and provide new opportunities for visibility and global impact. They will accelerate innovation in teaching. They will give more control over learning to the learners themselves. These are strategies that make sense for everyone.

Thousands of educators, learners, authors, administrators and policymakers are already involved in open education initiatives. We now have the opportunity to grow this movement to include millions of educators and institutions from all corners of the earth, richer and poorer. We have the chance to reach out to policymakers, working together to seize the opportunities ahead. We have the opportunity to engage entrepreneurs and publishers who are developing innovative open business models. We have a chance to nurture a new generation of learners who engage with open educational materials, are empowered by their learning and share their new knowledge and insights with others. Most importantly, we have an opportunity to dramatically improve the lives of hundreds of millions of people around the world through freely available, high-quality, locally relevant educational and learning opportunities.

We, the undersigned, invite all individuals and institutions to join us in signing the Cape Town Open Education Declaration, and, in doing so, to commit to pursuing the three strategies listed above. We also encourage those who sign to pursue additional strategies in open educational technology, open sharing of teaching practices and other approaches that promote the broader cause of open education. With each person or institution who makes this commitment -- and with each effort to further articulate our vision -- we move closer to a world of open, flexible and effective education for all.





