

Landscape Analysis of Organizations and Communities of Practice Pursuing Similar Goals

[Access, Equity, and Inclusion Theme Team (version 2)]

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In public statements, Open Education has been identified as a means to larger social ends.

The 2007 Cape Town Declaration calls out goals around making education more accessible and more effective, and nourishing a participatory culture, in which everyone should have the freedom to use educational resources.

The recently approved [UNESCO OER Recommendation](#) explicitly identifies foundations of the document as SDG 4 (Quality Education), SDG 5 (Gender Equality), SDG 9 (Industry, Innovation, and Infrastructure), SDG 10 (Reduced inequalities within and across countries), SDG 16 (Peace, justice and strong institutions), and SDG 17 (Partnerships for the goals).

Cheryl Hodgkinson-Williams' recent keynote at OEGlobal19, [The Warp & Weft of Open Education & Social Justice](#) identified economic equity, cultural diversity, and political inclusion as explicit social justice intentions of Open Education. She further defines social justice as "a concept that requires the organisation of social arrangements that make it possible for everyone to participate equally in society."

In other words, Open Education is a tool to achieve larger goals. Is it in our interest and that of the communities we serve to pursue these goals in an ever-expanding Open Education community? Or can we more effectively pursue larger goals in concert with other organizations and communities of practice (COP) that have similar goals?

In order to advance the goals of expanding access, achieving equity, and practicing inclusion within our community and those that we serve, we propose that the Open Education community actively engage with other organizations and COPs that pursue similar goals for education, whether falling under the rubric of social justice, educational access, or others to be determined.

Engaging with other organizations and communities can serve at least two purposes. First, we will learn from others about their goals and practices, lessons that might infuse our existing efforts to advance Open Education. Second, others will learn about our goals and practices, so that Open Education could support their efforts.

Open questions:

1. Do we want to be a t-shirt or a hashtag? Do we want to infuse existing communities with the benefits of open education (#hashtag)? Or do we want to be the movement that these organizations would join and identify with (t-shirt)?
2. How do we define the terms access, equity, inclusion, and social justice (and other as needed) within the context of open education?
3. Who is our intended audience and what is the scope of our thinking? US or beyond? Higher education or all education sectors?
4. Who should we engage with before our February meeting?

As activities, we propose the following:

- *Short-term*: Create a list of organizations and communities of practice (COPs) that pursue social justice, equity, and inclusion. Examples of organizations and COPs include the National Center for College Students with Disabilities, American Indian Higher Education Consortium, and the Hope Center for College, Community, and Justice. Determine how we can best learn from these groups – attend their events, read their papers, engage with their members?
- *Medium-term*: Complete a landscape analysis of organizations and COPs that pursue social justice, educational access, or others to be determined.
- *Long-term*: Convene a summit at which mutual and respectful learning can occur, with the aim of building a coalition of higher education advocacy groups.
- *Aspirational*: TBD