



Title of the chair: UNESCO Chair in Distance Education

Host institution: University of Brasilia

Established: 1994

Period of activity: April 2015-December 2020

Report by: Dr. Tel Amiel, Chairholder

This document highlights the major activities and outputs of the *UNESCO Chair in Distance Education* at the University of Brasilia (UnB), Brazil, during the period 2015-2020.

Executive summary

This report is written by the current Chairholder, appointed on the 12th of November, 2018 (Ref. ED/PLS/HED/18/277), who previously headed the UNESCO Chair in Open Education at the University of Campinas (2014-2018)¹. The previous approved Chair report dates from March 2015 (Ref: ED/PLS/HED/15/86), renewing the Chair until November of 2019. This report details the activities for the five year period of November 2015 up to the extended period of December 2020. This delay in delivering the report is due to the ongoing COVID-19 pandemic and its consequences for administrative activities at the university.

Activities for the Chair during the period of 2015-2016 were under the auspices of the late Directorate of Undergraduate Distance Education (DEGD). In early 2017, the Chair's archive (different media and formats) was transferred to the School of Education. Main activities during the period (2015-2018) were receiving these resources, triage and storage. Chair activity during the period was limited (we indicate publications and events below) and focused on restructuring.

During the first year of the current Chairholder's activities (late 2018 and 2019) one major event took place (MERCOSUR OER event). Time was dedicated to reorganizing the network of collaborators, coordination with the regional UNESCO office, and the continuity of projects from the previous Chair. Despite the immense challenges presented by the COVID-19 pandemic, 2019 and 2020 were years of substantial activities and renewal for the Chair. We have seen a continuation and expansion of our educational offerings, new research projects, and resource development, even though emergency activities have subdued other efforts (conferences, publications).

This new push can be demonstrated by some of the major activities during this period (2018-2020): the approval of national decrees and policies around Open Educational Resources (Ministry of Education, Congress); a global award for the Best Open Policy Initiative (for our Open Education Initiative); new courses and resources were created and offered (Open Education Leader, Introduction to Open Education and OER); the 1st MERCOSUL OER Meeting was co-organized by the Chair; and a drive for funding from varied sources has led us to many research and development initiatives focused on distance and open education in contemporary times. These are further detailed below.

The University, the School of Education and the Chairholder are committed to continue strengthening the Chair's work, to bringing new partners and collaborators and creating a stable flow of activities around research, development, teaching and outreach.

1 Previously, the Chair was formally headed by Prof. Nara Maria Pimentel (School of Education).

2. Activities

2.a. Education/Training/Research

i) Education (leading to certificate)

The Chair continued its support for the distance education Undergraduate Degree in Pedagogy (four year degree) which is part of the Open University of Brazil system². This is the fourth undergraduate cohort (2014-2020) of distance education student in Pedagogy. A new cohort (fifth), with an incoming class of approximately 150 students, began studies in 2020. As part of these activities, and *Introduction to Open Education and Open Educational Resources* course (20 hours) was prepared and offered by the Chair to the full cohort of distance education students at University of Brasilia (over 1000 students) as part of their initial activities at the university.

The Chair, in partnership with the Educadigital Institute³ and the support of the UNESCO office in Brazil, is offering a newly developed *Open Education Leadership* course for in-service and pre-service teachers. The 60 hour, mediated, distance education course, leads to certification from the University of Brasilia. This is the first of three offerings (two offerings will occur in 2021). The current offering has 75 participants, mainly teachers and educational administrators, and a few pre-service teachers.

Approval and financial support was granted to the Chair by CAPES (Coordination for the Improvement of Higher Education Personnel, Ministry of Education) to design a post-graduate (360 hours), national course with a focus on Open and Distance Education for in-service teachers to be offered under the Open University of Brazil system. The course will be designed by the Chair in partnership with the UNESCO Chair in Open Education⁴ (Uruguay) and the UNESCO Chair on Open Technologies for Open Educational Resources and Open Learning⁵ (Slovenia). The proposal for the course was approved by the School of Education and final approval of funding is ongoing at the University of Brasilia and CAPES.

ii) Training (short term)

Approval and financial support by CAPES was granted to the Chair to transform our existing (openly licensed) *Introduction to Open Education and Open Educational Resources* course (60 hours) into a self-instruction course. The course will be available online with an open license during the first semester of 2021 (2020-ongoing).

With support from CAPES, the Chair participated in offering a short course to professors and administrators involved with the National Program for Professional Development in Public Administration (PNAP; *Programa Nacional de Formação em*

2 The Open University of Brazil is a consortium of over 120 public higher education institutions that offer courses, with a focus on undergraduate and post-graduate degrees for teachers in public school systems, since its inauguration in 2007. More information at: www.gov.br/capes/pt-br/aceso-a-informacao/aco-es-e-programas/educacao-a-distancia/uab

3 educadigital.org.br

4 www.nucleorea.ei.udelar.edu.uy/catedra-unesco-de-educacion-abierta

5 unesco.ijs.si

Administração Pública) to discuss copyright law and open licensing in digital educational resources (2020).

iii) Research

The Chair is involved in a research project focused on mapping open education and OER in Latin America and South Africa (2020-ongoing) with support from HBZ⁶. The project involves professors and students in four institutions: UNESCO Chair in Open Education (UDELAR/Uruguay), Fundación Universitaria Tecnológico Comfenalco (Colômbia), and Universidad Nacional de Patagonia Austral (UNPA, Argentina), as well as the UNESCO Chair in Multimodal Learning and OER⁷ (NWU, South Africa). The project was organized as a mentorship opportunity for undergraduate students, who learned about OER and licensing and did research to identify project, services, policies and other initiatives in the region. As a result, the data for Latin American countries in the OER World Map⁸ is thorough and up to date; a network of undergraduate student has been established; and an article is being produced with the students to detail the experience. Pending ongoing negotiations, the project will expand to include other countries (beyond Latin America) to expand the successful mentorship model.

As part of its work in the Open Education Initiative, the Chair is researching the increasing encroachment of large internet businesses in the educational, in partnership with the researchers at the Federal University of Pará (2018-present). The project, named Education Under Vigilance⁹ received seed funding from Derechos Digitales (Argentina) which resulted in the mapping of data for Brazil. The expansion of data collection to all countries in South America is underway with support from LAVITS,¹⁰ in partnership with assistants from Uruguay, Colombia and Bolivia. The data will be published first semester of 2021.

The Chair led a proposal by the University of Brasilia for a national Center in Resources for Teaching and Support for Educational Practice¹¹, under the auspices of the National Fund for the Development of Education (FNDE/Ministry of Education). The centers, which are undergoing final approval for funding, will create a network of institutions that will conduct research on educational resources, providing guidance to the Ministry of Education.

6 With formal support by the Hewlett Foundation: hbz-nrw.de

7 education.nwu.ac.za/UNESCO-chair-news-events

8 oerworldmap.org

9 educacaovigiada.org.br

10 Latin American Network of Surveillance, Technology and Society Studies, lavits.org

11 Centros Colaboradores em Materiais Didáticos e de Apoio à Prática Educativa (Cepli), see: www.fnde.gov.br/index.php/programas/programas-do-livro/centros-colaboradores/convocacao-cepli

b) Conferences/Meetings

i) Key conferences and workshops hosted by the Chair

UNESCO Brazil sponsored the 1st OER in MERCOSUL Meeting¹², which was organized by the UNESCO Brazil office, the Chair, CAPES, and the Ministry of Education (2018). On the last day of the event, under the leadership of Dr. Maja Makovec Brenčič – Ex-Minister of Education, Science and Sport of Slovenia, participants from Argentina, Brazil, Chile, Ecuador, Paraguay and Uruguay, and other specialists took part in a workshop and collaborative writing activity to create the Open Educational Resources MERCOSUL Recommendations and Action Plan available in Portuguese, English and Spanish, which is now used as a strategy document for the Chair’s activities around OER.

No other major conferences or workshops were hosted by the Chair. Projects had limited provisions for funding and travel during this period¹³.

ii) Other conferences/organizational activities undertaken by the Chairholder

A conference to celebrate the 20 years of the UNESCO Chair in Distance Education (2016) was held at the School of Education (UnB)¹⁴.

In 2020, the Chair received Prof. Virginia Rodés, now UNESCO Chair in Open Education for a lecture as part of A3M¹⁵ (Learning for the 3rd Millennium program at UnB). Beyond the event, an interview was recorded with UnB-TV¹⁶ and a meeting with CAPES¹⁷ was organized to identify avenues for collaboration between Brazil and Uruguay.

iii) A selection of conference presentations by the Chairholder and other colleagues

The Chairholder has given numerous talks and presentations in live events during the pandemic, given the heightened interest in open and distance education. These are not listed. A selection of formal talks is listed below.

- Amiel, Tel, et. Al and others (2020). Transformation and Empowerment: Open Education Professional Development¹⁸. *OEGlobal. Keynote panel. Invited.*
- Amiel, Tel and others (2020). Education under vigilance: Co-opting education

12 Presentations and details available at: educacaoaberta.org/en/mercosul-recommendation-and-action-plan

13 Follow-up events were planned to the MERCOSUL meeting, and a meeting of Portuguese-Speaking Countries to discuss OER was planned. Still, during this period, there was a general perspective in the federal government that less funds should be expended in travel in order to reduce cost, prioritizing online activities. We therefore limited our focus on organizing events and face-to-face meetings during this period.

14 youtu.be/5lBdfFRCdHY

15 youtu.be/XiqBH5GvlXo

16 www.youtube.com/watch?v=uV-W2PwdfSU

17 www.gov.br/capes/pt-br/assuntos/noticias/capes-troca-experiencias-sobre-recursos-educacionais-abertos

18 connect.oeglobal.org/t/keynote-panel-transformation-and-empowerment-open-education-professional-development/484

- futures during the pandemic¹⁹. Internet Governance Forum (IGF). *Panel, invited*.
- Amiel, Tel. (2020). Direitos autorais e Educação Aberta²⁰. Congresso de Direito de Autor de Interesse Público. *Panel, invited*.
 - Amiel, Tel. Objetos de aprendizagem e recursos educacionais abertos na EaD²¹. XVII Congresso Brasileiro de Ensino Superior a Distância e VI Congresso Internacional de Educação Superior a Distância. Teresina, Brasil. *Invited*.
 - Amiel, Tel (2020). Educação aberta: Ethics, privacy, and autonomy in times of crisis²². DAAD Treffpunkt! *Invited*
 - Amiel, Tel (2019). OER, what they are, an origin story and recent developments and challenges²³. *North-West University* (3 campi). *Invited*.
 - Amiel, Tel (2019). Cómo la educación abierta está contribuyendo a la apropiación privada de los bienes comunes²⁴. *Conferencia Internacional de Ambientes Virtuales de Aprendizaje Adaptativos y Accesibles*. Cartagena, Colômbia. *Keynote, invited*.
 - Amiel, Tel (2019). Recursos Educacionais Abertos²⁵. *XVI Congresso Brasileiro de Ensino Superior a Distância e V Congresso Internacional de Educação Superior a Distância*. Teresina, Brasil. *Invited*.
 - Amiel, Tel (2019). Educação e Tecnologias Livres²⁶. *TecnoX*. Porto Alegre, Brasil. *Invited*.
 - Amiel, Tel (2019). Design para um público desconhecido: Criação colaborativa em tempos de abertura²⁷. *Maratona UNICEF-Samsung*. *Invited*.
 - Amiel, Tel (2019). Open and business: Two models and an example. *Open Education for a Better World Eduscope*²⁸. Vipava, Slovenia. *Invited*.
 - Moraes, Raquel de A. (2018). As tecnologias de informação e comunicação e a produção do conhecimento pela universidade. In: *XI Congresso Internacional de Educación Superior, 2018, Havana. Memórias: La Universidad y la Agenda 2030 para el desarrollo sostenible en el centenario de la reforma de Córdoba*. Havana, Cuba, 2018. v. 1. p. 1-10.
 - Moraes, Raquel de A. (2017). GT Políticas Globais e Agenda Mundial de Educação. Educação a Distância no Brasil, Rússia e China: Rumo à Inovação ou à Massificação? *2º Congresso Ibero-americano de Educação Comparada - CIEC*, 2017, João Pessoa. Campinas: Unicamp, 2017. v. 1. p. 1-20.

c) Interuniversity Exchanges/Partnerships

Nationally, the Chair has managed to aggregate a number of collaborators in an effort to create a network of academics and researchers that closely collaborate, in order to

19 www.intgovforum.org/multilingual/content/igf-2020-ws-107-educational-opportunities-challenges-in-times-of-crisis-0

20 www.youtube.com/watch?v=uyt6xEO5hOM

21 www.youtube.com/watch?v=eGsTSaF-oUU

22 www.daad.org.br/files/2020/04/onlineDAADTreffpunkt_29abr.pdf

23 ctl-nwu.libcal.com/event/5946527

24 cava-conference.info/cava/cava2019/

25 ufpi.br/ultimas-noticias-ufpi/34426-esud-mesas-de-debates-discutem-temas-sobre-educacao-a-distancia

26 www.youtube.com/watch?v=-KgzvBmZXcQ

27 www.unicef.org/brazil/comunicados-de-imprensa/unicef-e-samsung-lancam-segunda-edicao-de-maratona-voltada-a-criacao-de-apps

28 oe4bw.org

promote distance and open education in Brazil and beyond. Collaborators are those who are effectively engaged in some form of research or development project led by the Chair. Since demand for workshops, talks and support is substantial, the network has allowed the Chair to create capacity and network colleagues who are actively engaged in the topic, and can support these different demands around the country. This include members from diversely located institutions (UEL, UFF, UFABC, UFMG, UFTPR, USP, and others²⁹).

Regionally, ongoing and stable collaborations in research projects have been established with the UNESCO Chair in Open Education (UDELAR/Uruguai), Fundación Universitaria Tecnológico Comfenalco (Colômbia), and Universidad Nacional de Patagonia Austral (UNPA, Argentina).

After an invitation to visit and lecture at NWU campi (2019) by the UNESCO Chair in Multimodal Learning and OER (NWU, South Africa), a research project was established (see above) and a collaborative research article on the experiences of OER development in Brazil and South Africa is ongoing.

We have extensively participated and collaborated with the UNESCO Chair on Open Technologies for Open Educational Resources and Open Learning at Jožef Stefan Institute in grant writing, and as part of the OE for a Better World Program³⁰, where the Chair is part of the Board, and acts as South American hub leader and mentor, along with a colleague from Chile.

Under the leadership of the Chair, the University of Brasilia has approved a Memorandum of Understanding (MoU) with the University of Nova Gorica (UNG, Slovenia) in order to promote exchange and collaborative activities between the pioneering Masters Program in Leadership in Open Education at UNG³¹, where the chair is Adjunct Professor, and the Professional Masters Program at the School of Education.

d) Publications/Multimedia Materials

Books	x	4 ³²
Books (edited)	x	1 ³³
Books (chapters)	x	6 ³⁴

29 educacaoaberta.org/pessoas

30 oe4bw.org

31 www.ung.si/en/study/school-of-engineering-and-management/study/2NVOI/

32 Gonsales, P., Sebriam, D. Markun, P. (2018). Como implementar uma política de educação aberta. guiaea.educadigital.org.br

Furtado, D., & Amiel, T. (2020). Guia de bolso da educação aberta. Iniciativa Educação Aberta/CEAD- UnB. educapes.capes.gov.br/handle/capes/564609

MORAES, Raquel de A. Informática educativa no Brasil: das origens à década de 1990. 1. ed.

Uberlândia: Navegando Publicações, 2016. v. 1. 145p .

33 PEREIRA, Maria de Fatima (Org.) ; MORAES, Raquel de A (Org.) ; TERUYA, T. K. (Org.) . Educação a distância (EaD): reflexões críticas e práticas.. 1. ed. Uberlandia: Editora Navegando, 2017. v. 1. 267p .

34 Amiel, T., ter Haar, E., Vieira, M. S., & Soares, T. C. (2020). Who Benefits from the Public Good? How OER Is Contributing to the Private Appropriation of the Educational Commons. In D. Burgos (Ed.), *Radical Solutions and Open Science: An Open Approach to Boost Higher Education* (pp. 69–89).

Monographs	<input type="checkbox"/>	
Research Reports	x	2 ³⁵
Journal Articles (refereed)	x	1 (listed below)
Conference Proceedings	x	4 (listed below)
Occasional Papers	x	1 ³⁶
Teaching/Learning Materials	<input type="checkbox"/>	
Multimedia Materials (CD-Rom)	<input type="checkbox"/>	
Multimedia Materials (Video)	x	Multiple ³⁷
Multimedia Materials (Other)	x	3 (major sites, detailed below)

Other major products/initiatives include:

- Escolha Livre – with support from UNESCO Brazil, a new *site/guide* aimed at educators presenting Free Software and Open Educational Resources with a particular focus on tools and ideas for remote/emergency teaching (escolhalivre.org.br). Includes a interviews, tutorials on tools, info graphics and animations created specifically for the project.
- Mapa de Serviços Abertos – with support from UNESCO Brazil, a new

Springer. doi.org/10.1007/978-981-15-4276-3_5

Amiel, T. (2020). Educational content, openness and surveillance in the digital ecology. In: Maha Bali; Catherine Cronin; Laura Czerniewicz; Robin DeRosa; Rajiv Jhangiani. (Org.). Open at the margins. 1ed. Montreal: Rebus Community, 2020, v. , p. 284-288.

press.rebus.community/openatthemargins/chapter/educational-content-openness-and-surveillance-in-the-digital-ecology

Amiel, T., & Soares, T. C. (2020). Advancing Open Education Policy in Brazilian Higher Education. In K. Zhang, C. J. Bonk, T. C. Reeves, & T. H. Reynolds (Eds.), MOOCs and Open Education in the Global South: Challenges, Successes, and Opportunities (pp. 229–235). Routledge.

www.routledge.com/MOOCs-and-Open-Education-in-the-Global-South-Challenges-Successes-and/Zhang-Bonk-Reeves-Reynolds/p/book/9780367025779#eresources

MORAES, Raquel de A; RESES, E. S. ; TELES, Lucio França ; REDE, C. T. E. A. E. . A Educação a Distância na Faculdade de Educação. In: BORGES, Livia Freitas Fonseca; VILLAR, José Luiz; WELLER, Wivian. (Org.). FE 50 anos: 1966-2016. 1ed.Brasília: Editora UnB, 2018, v. 1, p. 367-412.

MORAES, Raquel de A. Educação, trabalho e novas tecnologias: o debate teórico. In: Pereira, Maria de Fátima Rodrigues; Moraes, Raquel de Almeida; Teruya, Teresa Kazuko. (Orgs). (Org.). Educação a distância (EaD): reflexões críticas e práticas.. 1ed.Uberlândia: Editora Navegando, 2017, v. 1, p. 55-66.

SILVA, R.N.M. ; MORAES, Raquel de A . Os desafios da EaD na cidade de Tarauacá: a evasão em questão. In: Pereira, Maria de Fátima Rodrigues; Moraes, Raquel de Almeida; Teruya, Teresa Kazuko. (Orgs). (Org.). Educação a distância (EaD): reflexões críticas e práticas. 1ed.Uberlândia: Editora Navegando, 2017, v. 1, p. 223-244.

- 35 Rocha de Souza, A., & Amiel, T. (2020). Guia Direito Autoral e Educação Aberta e a Distância: Perguntas e Respostas. <https://doi.org/10.5281/zenodo.3964713>

Lima, S. (2020). Educação, Dados e Plataformas: Análise descritiva dos termos de uso dos serviços educacionais Google e Microsoft. https://zenodo.org/record/4012539#_X1QD25NKj4M

- 36 Gonsales, P., & Amiel, T. (2020). Education in Contemporary Times: Between Data and Rights. Panorama Setorial da Internet. Artificial intelligence, education and childhood(3), 1–7. <https://cetic.br/pt/publicacao/ano-xii-n-3-inteligencia-artificial-educacao-e-infancia/>

- 37 As part of the projects listed above, many tutorials, podcasts and video recordings were made (escolhalivre.org.br). Additionally, an educational animation on the difference between free and open was created (vimeo.com/357563895 with subtitles in multiple languages).

software/site was created as a catalog for service provider focused on free software and open educational resources for education. The software is complete and the site is live. Initial data has been made available and ongoing updates are being undertaken with new data, which will complete the map by the end of the first semester of 2021 (msa.aberta.org.br)

- Comunica! – with initial support from UNESCO Brazil, we created a server that hosts relevant open source services for use by educators during the pandemic (video conferencing, audio conferencing and collaborative editing), available at comunica.aberta.org.br.

Finally, improvements are being made in the communication channels:

- A new Open Education Initiative site (aberta.org.br) was created with internal funding.
- Renewal of the website for the Chair³⁸ which is now being prepared for migration to an institutional domain.

i) Theses

The Chair has, over the past years, had the undergraduate (distance) program as its focus, with large cohorts of students (150 per cohort). In order to expand this reach the Chairholder joined (2019) the post-graduate program in the Professional Masters program at the University of Brasilia in order to enhance post-graduate activity.

ii) Publications

A list of relevant, selected refereed publications during tenure as Chairholder and collaborators.

Amiel, T., Mesquita, R., Oddone, A., Alexandre, M. E., Miguel, G., & Figuerôa, M. de F. (2019). Recursos educacionais e abertura: Percepções e práticas docentes no ensino superior. *Anais do Workshop de Informática na Escola*, 25(1), 879. <https://doi.org/10.5753/cbie.wie.2019.879>. *Open educational resources: Teacher perceptions and practices in higher education (conference)*.

Cruz, L. R. da, Saraiva, F. de O., & Amiel, T. (2019). *Coletando dados sobre o Capitalismo de Vigilância nas instituições públicas do ensino superior do Brasil*. LAVITS, Salvador. <https://repositorio.unb.br/handle/10482/36912>

Moraes, Raquel de Almeida (2019). Educação a distância no Brasil, Rússia e China: Rumos para o desenvolvimento e a inovação. *Revista HISTEDBR On-line*, 19. periodicos.sbu.unicamp.br/ojs/index.php/histedbr/article/view/8654081

Parra, H., Cruz, L., Amiel, T., & Machado, J. (2018). Infraestruturas, economia e política informacional: O caso do Google Suite for education. *Mediações*, 23(1), 63–99. doi.org/10.5433/2176-6665.2018v23n1p63

38 See: <http://educacaoaberta.org>

Souza, R. A., & de Moraes, Raquel de Almeida (2018). A Educação a Distância como princípio educativo: possibilidades e/ou limites. *EmRede-Revista de Educação a Distância*, 5(3), 460-471. www.aunirede.org.br/revista/index.php/emrede/article/view/365

e) Cooperation with UNESCO Headquarters, Field Offices

The Chair maintains a very close collaboration with the UNESCO Brazil office, receiving orientation and support, particularly from the Education Sector, but also with a very good working relationship with the Communication and Information sector. Collaboration with HQ has always been present, and was intensified by collaborative work towards the approval of the UNESCO OER Recommendation (2019) and the resulting OER Dynamic Coalition, of which the Chair is an active member³⁹.

f) Other

Advocacy has been an important part of the Chair's work. As part of our partnership with Educadigital Institute, the *Open Education Initiative* was awarded the Best Open Policy initiative in the world in 2019⁴⁰.

Our work in open policy has advanced significantly⁴¹. In regards to higher education, in 2017 an ordinance was published that mandated that all education resources produced by those receiving Open Education of Brazil funds (over 120 higher education public institutions) had to be published with an open license, which was a first step in promoting openness in higher education in Brazil.

Our work has also led to supporting the Ministry of Education in publishing an ordinance, early 2018, that mandates that all commissioned and publicly funded educational resources for basic education now must be openly licensed and be made available in public repositories⁴², which also influenced the partial adoption of the an open license in our federal textbook program.

A federal bill created in 2011, which focuses on the open licensing of resources for education had been under review for a long period of time. In 2019, it was approved, through concerted effort, in two House Committees (Education and Culture) and is now under review by the committee on Constitution and Justice.

We are also strongly involved in drafting an open education policy with the State of São Paulo (2020-ongoing).

39 en.unesco.org/themes/building-knowledge-societies/oer/dynamic-coalition

40 www.oiconsortium.org/2019/09/2019-oe-awards-winners-resources-tools-practices

41 A thorough review of these activities is available in: Amiel, T., Gonsales, P., & Sebriam, D. (2018). Recursos Educacionais Abertos no Brasil: 10 anos de ativismo. *EmRede*, 5(2), 246–258. www.aunirede.org.br/revista/index.php/emrede/article/view/346/326

42 For details, in English, see: aberta.org.br/ministry-of-education-publishes-oer-ordinance

3. Future Plans and Development Prospects:

The goals for the short terms are (1) a stronger diversification of research areas that are aligned with distance and open education; and (2) expanded participation of UnB faculty and staff in Chair activities, creating a stronger and more resilient network of actors. Aligning with the central theme revolving around Distance, Open Education and ICTs, two areas of focus will be promoted: (1) Sustainability and education and (2) Migration, displacement and education.

Sustainability and education

The implementation of the 2030 Agenda in Brazil converges with the need for public policies aimed at the right of everyone to inclusive and quality education on an environmentally sustainable planet. In light of these goals, the Chair will work on implementing the 2030 Agenda with these initial activities, under the coordination of Dr. Rita Silvana Santana do Santos (School of Education, UnB).

1. Promote outreach activities articulated with teaching and research in line with *UnB's 2030 Special Program: Sustainability and Inclusive Development*. This program, formally launched in 2018, has among its purposes to foster knowledge and develop activities aligned with the 2030 Agenda, in partnership with civil society, educational institutions and other national and international groups that can contribute to socio-environmental sustainability, especially in the Federal District and in the surrounding area.
2. Online course: *Education for Sustainable Development at School*, which will involve 100 teachers who work with first levels in basic education, in public schools in the five geographical regions of Brazil. This course will work with the pedagogical materials that make up the collection "Education for Sustainable Development in Schools" (of which Dr. do Santos was co-author), launched by UNESCO in December 2020. The goal is to promote the course in partnership with UNESCO's Education Sector in Brazil, articulated with public education networks and with University of Brasilia *Special Program UnB 2030: Sustainability and Inclusive Development*.

Migration, displacement and education

The phenomenon of migration has promoted significant changes in the social fabric of countries in Europe and the Americas. The slow entry of irregular migratory waves coming from the *Sahel*, Sub-Saharan Africa, South-Southeast Asia, the Caribbean, Central and South America reawakens the interest in the sociological debate on the phenomenon of Migration and brings to Migration Studies an important challenge, which is to think about the educational processes of these actors who have left behind a life to try to survive in a different cultural, political and educational context.

The initiative is articulated with the principles of the 2030 Agenda, addressing migrants, the internally displaced and refugees, who are mentioned (as well as others) as those who should have their needs reflected in the actions of the Agenda. The following actions will be coordinated by Professor Rodrigo Matos de Souza (School of Education, UnB):

1. Coordination of comparative research on the schooling process of the European-Latin American migrant population, in which an attempt will be made to understand the role that distance education and OER can play in the process of inclusion of migrants in the countries of these two continents.
2. Coordination of a joint publications among Brazilian, Colombian, Argentinean, Spanish and French research groups as to how inclusion of migrants in their educational systems has been taking place and the role that open education can play in the process of educational inclusion.

The pandemic has presented many organizational challenges. Still, the university provides reasonable means for work to be conducted at a distance and provides spaces for virtual communication and coordination. On top of this, we are actively seeking funding (in advanced stages of negotiation) to build and sustain infrastructures based on open source software to provide us with enhanced forms of online collaborative work, initiatives which we hope to see in place mid 2021.

1) Human Resources

The Chair is housed at the School of Education and has a dedicated office space. The Chairholder is the only officially assigned personnel. Recently, a part time staff member has secured to assist with Chair support. In alignment with the principles of open, a large network of associated researchers was formed.

2) Financial Resources

There is no continuous financial resources dedicated to the maintenance of the Chair by the institution. Support is offered in kind through Chairholder salary, equipment available for administrative use, and staff support. All funding to support research, development and outreach was gained through grants or in-kind. The most significant sources of grants are detailed below.

Host	<input type="checkbox"/>	
Partner institution	<input type="checkbox"/>	
Government body	x	Approx. US\$50.000
Other public institution	<input type="checkbox"/>	
UNESCO	x (Brazil Office)	Approx. US\$15.000
Other UN Agency	<input type="checkbox"/>	
IGO	<input type="checkbox"/>	
NGO	x	Approx. US\$35.000
Industry	<input type="checkbox"/>	
Other private	<input type="checkbox"/>	

CAPES (Ministry) grant for new post-graduate degree (R\$250.000) – awaiting approval.

CAPES (Ministry) scholarship for course development (R\$6000) – direct.
UNESCO Brazil grant for development projects (R\$65.000) – direct.
HBZ for OER World Map regional project (EUR16.500) – shared.
Derechos Digitals for Education Under Vigilance project (U\$6.000) – shared.
LAVITS for Education Under Vigilance project (U\$4.000) – shared.

Grants for projects the Chair is engaged in were submitted to Horizon2020 (not funded) Ford Foundation (not funded), LANIC/Frida (finalist, not funded), Derechos Digitales, second round funding (not funded), Peter Muryani Foundation (under review), Cepli (approved, awaiting funding), CAPES, specialization course (approved, funding under review), and Ministry of Women, Family and Human Rights (under review).

The Chair currently has an office space with a desk and computer, filing cabinets and meeting table. Due to the COVID-19 pandemic, chair activities are occurring at a distance.