Diversity, Equity and Inclusion in Latin America in the context of an Open Education initiative

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About this Presentation

- Rationale of the project
- DEI Phase 1 and 2
- Process and Methodology
- Preliminary Findings
- Recommendations
- What is already in place
Overview of the Project

• A GO-GN project (The Global OER Graduate Network) and supported by the Hewlett Foundation
  
  – Phase 2 of the DEI project.
  – For GO-GN – as an open research community- to be more diverse, equitable & inclusive.
  – To incorporate perspectives & experiences of underrepresented communities.
  – Develop DEI Guidelines for the GO-GN.
Process and Methodology

- Interviews: 12 key stakeholders (including GO-GN members) from Latin America.
- Categorisation (coding) and analysis of data undertaken using NVivo.
- 2 day-workshop with experts in OER (workshop informed by the interviews + further data gathering) – or alternative.
- Dissemination of results through presentations, blog post and publications.
## Defining DEI in Phase 1

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<th>Diversity:</th>
<th>Inclusion</th>
<th>Equity</th>
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| • consider but should not be limited to culture, race, ability, reproductive status, health, criminal record, class and appearance. | • Take into consideration other people’s views and opinions  
• What/who should be included (or excluded) and why  
• Involve the marginalised and unheard voices | • Remove barriers to access (language, research practices)  
• Equal opportunities  
• Acknowledge that there are different needs, and that equity must be a continuing process. |
Defining DEI in Phase 2

Diversity
- Multidisciplinary
- Varieties of experiences
- Language
- Representation

Inclusion
- Participation
- Integration
- Collaboration
- Feel valued

Equity
- Social justice
- Equal opportunities
- Capacity building and awareness raising
- Resources
Defining DEI in Phase 2

A diverse, equitable and inclusive community is one where the rights of each person are respected, opportunities for growth are equal for all but also adaptable to the needs and capabilities of the individual, that is the community understood that an essential part of society is aware that individuals have different characteristics and needs and opportunities for growth shall be accessible to all (D).
Preliminary Findings

- Not all participants were aware of GO-GN.

- Lack of language diversity can be a barrier to expand the Open Education movement in Latin America. Resources predominately in English.

- Additional funding, infrastructure and capacity building are required to foster a DEI community in Open Education in Latin America.

- Latin America needs more researchers in Open Education to expand the movement in the region and to give voice to the Global South.

- Stakeholders suggested strategies and recommendations to develop effective ways of communicating open research activities in Latin America.
Recommendations

Key recommendations from Central and Latin American participants are:

- To develop further partnerships with Latin American universities to enhance GO-GN visibility and reach.
- Establish a clear objective, communication and identity for the Latin American community.
- Development of conferences, workshop or seminars to build capacity in OE, including translation of content into Spanish and Portuguese.
- To provide small research grants to disadvantaged students from the Global South.
• Inform members, that diversity, equity and inclusion guidelines are in operation.
• To create an environment in which individual unique experiences and contributions are recognized and valued.
• To create an open research community that promotes dignity and respect for everyone irrespective of race, sex, disability, religion, nationality or gender.
• To make available open research capacity building and development opportunities to disadvantage students from Global South.
• To regularly review all GO-GN open practices and procedures so that fairness, diversity, equity and inclusion upheld at all cost.

GO-GN is already committed to
Questions?

Thanks!!

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