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The Commonwealth of Learning (COL) is an intergovernmental organisation created by Commonwealth Heads of Government to promote the development and sharing of open learning and distance education knowledge, resources and technologies.

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Commonwealth of Learning

Advocacy, Sensitization and Development of Draft OER Policies
For the nine Provincial Education Ministries of Sri Lanka
(Ref: C16-251; C17-032)

10th March – 31st August 2016

Final Report

Prof. Shironica P. Karunanayaka, EdD
31.08.2016
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Abbreviations & Acronyms

OER - Open Educational Resources
MoE - Ministry of Education
PMoE - Provincial Ministry of Education
**Advocacy, Sensitization and Development of Draft OER Policies for the nine Provincial Education Ministries of Sri Lanka**

**1.0 Introduction**

A contract was undertaken by me with the Commonwealth of Learning (COL) to engage in a consultancy to conduct an advocacy program which will lead to the development of draft OER policies for the nine Provincial Ministries of Education (PMoE) in Sri Lanka.

The work involved preparing draft OER policy framework catering to Provincial requirements; build awareness among key stakeholders on the concept and impact of OER; advocate the necessity and benefits of a provincial OER policy for Education; initiate the process of drafting OER policies for each province up and working with champions towards a final draft policy.

Table 1 below, indicates the schedule of work expected to be conducted during March to June, 2016.

**Table 1 – Scheduled Work Plan**

<table>
<thead>
<tr>
<th>Task</th>
<th>Expected Time Frame</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.1.1 Prepare Provincial OER policy draft</td>
<td>10 March -01 April 2016</td>
</tr>
<tr>
<td>1.1.2 Travel to the nine PMoEs and do advocacy work on implementing an OER policy for the provinces</td>
<td>18 April – 31 May 2016</td>
</tr>
<tr>
<td>1.1.3 Coordinate, follow-up and provide online support (e-mail, skype, phone etc.) to champions at each PMoE to finalize the policy draft</td>
<td>01 May – 15 June 2016</td>
</tr>
<tr>
<td>1.1.4 Prepare a final report which states the objectives and expected outcomes; list of participants; description of the activities; key discussions; feedback from meetings; recommendations; and implementation strategies</td>
<td>15 June - 20 June 2016</td>
</tr>
<tr>
<td>1.1.5 Compile a list of draft policy documents created during the program</td>
<td>15 June - 20 June 2016</td>
</tr>
<tr>
<td>Submit final report</td>
<td>20 June 2016</td>
</tr>
</tbody>
</table>

Even though it was possible to commence the work as planned, due to certain unexpected and unavoidable issues in the Provinces, all activities could not be conducted according to the scheduled timeframe.

Hence, an Interim Report was submitted by the due date, describing the activities completed and challenges faced, while proposing a new action plan to complete the remaining tasks. Table 2 indicates this revised action plan accepted by COL.

This final report is submitted after completion of all tasks scheduled.
Table 2 – Revised Work Plan

<table>
<thead>
<tr>
<th>Task</th>
<th>Expected Time Frame</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.1.1 Prepare Provincial OER policy draft</td>
<td>10 March - 01 April 2016</td>
</tr>
<tr>
<td>1.1.2 Travel to the nine PMoEs and do advocacy work on implementing an OER policy for the provinces</td>
<td>18 April – 15 August 2016</td>
</tr>
<tr>
<td>1.1.3 Coordinate, follow-up and provide online support (e-mail, skype, phone etc.) to champions at each PMoE to finalize the policy draft</td>
<td>01 May – 25 August 2016</td>
</tr>
<tr>
<td>1.1.4 Prepare a final report which states the objectives and expected outcomes; list of participants; description of the activities; key discussions; feedback from meetings; recommendations; and implementation strategies</td>
<td>25 August – 31 August 2016</td>
</tr>
<tr>
<td>1.1.5 Compile a list of draft policy documents created during the program</td>
<td>25 August – 31 August 2016</td>
</tr>
<tr>
<td>Submit final report</td>
<td>31 August 2016</td>
</tr>
</tbody>
</table>

2.0 Background

In Sri Lanka, the Ministry of Education (MoE) is the Line Ministry (Appendix 9) and there are nine Provincial Ministries of Education (PMoEs) representing the nine Provinces of the country – Central, Eastern, Northern, North-Eastern, North-Western, Sabaragamuwa, Southern, Uwa, and Western. While MoE is responsible in preparing the national strategic plans of the education sector based on national education policy, the PMoEs can adopt policies to suit the needs of each province, based on national education policy and current reforms (MoE Website, 2013).

With the objective of providing direction in the use of Open Educational Resources (OER) to increase access to and support quality teaching and learning in the general school education system in Sri Lanka, an advocacy program was planned by COL, leading to the development of draft OER policies for the nine PMoEs in Sri Lanka, with the consent and support from the MoE in Sri Lanka.

3.0 Objectives and Expected Outcomes

The objective of the activity is to conduct an advocacy program which will lead to the development of draft OER policies for the nine Provincial Ministries of Education (PMoEs) in Sri Lanka, to provide direction in the use of OER to increase access to and support quality teaching and learning in the school education system in Sri Lanka.

The expected outcomes of the advocacy program are to:

- Prepare a draft OER policy framework which caters to the requirements of the nine PMoEs in Sri Lanka;
- build awareness among key stakeholders at PMoEs on the concept and impact of OER;
- advocate the necessity and benefits of a provincial OER policy for Education;
- initiate the process of drafting OER policies for each province;
• identify champions in each PMoE, who will draft the OER policies; and
• provide ongoing online support/follow-up to champions of each PMoE leading up to a final draft policy.

4.0 Preparatory Activities
The initial step of the process was to get approval from the Secretary, MoE to engage in this activity in the nine PMoEs. With a supporting letter from COL (Appendix 1), I had a meeting with the Additional Secretary, Planning & Performance Review at MoE, Mr. S.U. Wijeratne, who is also the COL’s focal point in Sri Lanka, and explained about the planned activity. With his kind support, I was able to obtain the approval of the Secretary to the MoE, Mr. W. M. Bandusena, and a letter was issued from MoE in this regard to Secretaries and Directors of Education in all nine Provinces (Appendix 3). These letters were sent to PMoEs, together with a supporting letter from COL (Appendix 2). Accordingly, a draft schedule of meetings and a programme was prepared (Appendix 4).

Having coordinated with relevant officials in the Provinces, by sending mails/faxes, talking over the telephone and requesting my colleagues of OUSL at various Provinces to personally visit the PMoEs and get appointments from them, I could schedule my visits to the Provinces.

5.0 Developing the Draft OER Policy Framework for PMoEs in Sri Lanka
Having reviewed the relevant literature and studying existing OER Policies, I prepared an initial draft OER Policy Framework, and with the feedback and input received from the OER Advisor at COL, the Draft OER Policy Framework was refined, finalized and submitted by the due date, 1st April, 2016 (Appendix 8).

6.0 Preparation of Resource Materials
Resource materials required for the advocacy meetings were prepared, in discussion with the OER Advisor at COL. These included a PowerPoint presentation prepared by me to explain the concept of OER and its significance, and to highlight the need for an OER Policy (Appendix 6a), and some short video clips (Appendix 6b) about the concept of OER and Creative Commons licenses.

7.0 Advocacy Work Conducted at PMoEs
I was able to successfully conduct the advocacy meetings at the Provincial Departments of Education (PDEs) under the PMoEs in all nine Provinces as indicated in Table 3.

During all these meetings, initially I introduced COL and the work it is doing in the field of Education, giving examples of support we have received in Sri Lanka for various projects, and explained the purpose of this activity to the participants. I also made an Introduction to the concepts of OER, Open Licensing and their significance in education, especially supporting and enhancing the quality of the teaching-learning process (using resource materials such as PPT, video clips, print material-books and handouts…etc).

Further, the need for a policy on OER was discussed and the draft policy framework prepared was distributed and they were briefed about it. Its significance was discussed, emphasizing the need to work towards a National Workshop on OER Policy to be organized by COL with MoE for all PMoEs/PDEs, in the near future (tentatively planned for November, 2016), where all key stakeholders will finalize the policy
for adoption and implementation. The Provincial Directors of Education were also presented with copies of the resource books on OER and handouts of presentations and the draft policy framework.

All discussions were very fruitful and very positive responses were received from the participants. A follow-up action plan was agreed on. Coordinators/“Champions” were identified at each PDE. The Provincial Directors/Education were kindly requested to study the draft policy framework, have further discussions with their staff and send feedback on it via the contact persons.

Table 3: Details of the Advocacy Meetings Conducted at the Nine Provinces

<table>
<thead>
<tr>
<th>Province</th>
<th>Date &amp; Time</th>
<th>Venue</th>
<th>Participants</th>
<th>Coordinator/’Champion’</th>
</tr>
</thead>
<tbody>
<tr>
<td>Northern</td>
<td>20.04.16 2.00-4.00 p.m.</td>
<td>Provincial Department of Education-NP, Jaffna.</td>
<td>Provincial Director of Education (PDE); 02 Addl. PDEs; 02 ADEs; 03 DDEs Total=08</td>
<td>Mrs. P. Selvin (Addl. PDE-Dev)</td>
</tr>
<tr>
<td>North-Central</td>
<td>22.04.16 10.00 am-12.00 noon</td>
<td>Chief Ministry-NCP, Anuradhapura</td>
<td>Asst. Secretary/Edu; Asst.DE (Dev) Total=02</td>
<td>Mrs. T.S.C. Perera (Asst. Secretary/Edu)</td>
</tr>
<tr>
<td>Central</td>
<td>18.05.16 11.00 am – 1.00 pm</td>
<td>Provincial Department of Education CP, Kandy</td>
<td>Addl. PDE; DDE; 04 ADEs Total=06</td>
<td>Mr. Nihal Alahakoon (ADE)</td>
</tr>
<tr>
<td>North-Western (Wayamba)</td>
<td>18.05.16 2.30 pm – 4.30 pm</td>
<td>Provincial Department of Education -NWP, Kurunegala</td>
<td>PDE; Addl. PDE; DDE (Planning); 02 DDE; 09 ADE Total= 13</td>
<td>Ms. Y.B.M.H.G. Jayasinghe (ADE/English)</td>
</tr>
<tr>
<td>Sabaragamuwa</td>
<td>24.05.16 12.00 noon – 2.00 pm</td>
<td>Provincial Department of Education -SaP, Ratnapura</td>
<td>PDE; ADE; 04 Zonal Directors Total= 06</td>
<td>Ms. H.T.C.P.D. Siriwardena (ADE)</td>
</tr>
<tr>
<td>Southern</td>
<td>29.06.2016 2.00 – 4.00 pm</td>
<td>Provincial Department of Education -SP, Galle</td>
<td>PDE; 02 Addl. PDE; 04 DDE; 07 ADE Total= 14</td>
<td>Mr. S. Parakramawansa (ADE)</td>
</tr>
<tr>
<td>Uva</td>
<td>04.07.16 2.00 – 4.00 pm</td>
<td>Provincial Department of Education -UP, Badulla</td>
<td>PDE; Addl. PDE; ADE (Planning) Total= 03</td>
<td>Mr. A.H.R. Amaradasa (ADE/Planning)</td>
</tr>
<tr>
<td>Western</td>
<td>04.08.2016 7.30 – 9.30 am</td>
<td>Provincial Department of Education -WP, Greenpath, Colombo 7.</td>
<td>PDE Addl. PDE ADE (Planning) Total= 03</td>
<td>Mr. Prabhath Vithanage (ADE/Planning)</td>
</tr>
<tr>
<td>Eastern</td>
<td>08.08.16 1.00 – 3.00 pm</td>
<td>Provincial Department of Education -EP, Trincomalee</td>
<td>Addl. PDE (Admin) Addl. PDE (Planning) PDE (Met later) Total= 03</td>
<td>Mr. A. Wijayananthamoththy (APDE/Planning)</td>
</tr>
</tbody>
</table>
In order to facilitate receiving feedback and suggestions on the draft policy framework from PDEs, I prepared and sent a form to be filled in (Appendix 9) to all Coordinators, copied to the Provincial Directors of Education too. Further, continuous communication via e-mail and telephone calls were maintained with them to follow up.

8.0 Challenges Faced

While all the officials in Provincial Departments of Education (PDE) were very supportive during coordinating and organizing these meetings, actual scheduling of the meetings with the participation of all relevant officials has been very challenging, due to their busy involvement in various activities. I was able to conduct only 5 meetings during the originally scheduled time period due to various unanticipated issues.

For instance a natural disaster situation that occurred in Sri Lanka during May, due to extreme weather condition with heavy rains, flooding, tree-felling and landslides etc., with many deaths and displacement in most of the areas in the country hindered scheduling the remaining meetings at the Provinces. While traveling to these areas became very difficult and risky, the PMoEs, PDEs and their officials were also busy engaged with disaster relief activities. Further, another disaster event occurred in the Western Province – a major blast in a military complex, severely affecting a vast number of people, homes and schools etc., affected a delay in getting an appointment with WPMoE officials. In addition, due to numerous official meetings, functions, overseas travels of the respective officers, it was very difficult for me to get appointments with them for a two hour meeting.

Due to these unanticipated situations, I was not able to complete all the meetings by 31st May as scheduled, and coordination, follow-up and providing online support (e-mail, skype, phone etc.) to champions at each Province to finalize the policy draft was not successful as expected. Also, this postponement resulted in clashing this activity with a series of pre-scheduled workshops of a research project I am leading at OUSL.

Despite these challenges, the new action plan prepared to re-schedule and complete the advocacy meetings was implemented successfully. I was able to follow-up with coordinators through email and telephone calls to get their feedback on the draft policy framework with great effort, amid their very busy schedules of work.
9.0 Findings, Conclusions and Suggestions

Findings:
Ideas generated during the focus group discussions held with the officials that followed after the advocacy meetings at the nine Provinces, are summarized and presented in Table 4.

Table 4: Ideas generated at the Advocacy Meetings conducted in the nine Provinces

<table>
<thead>
<tr>
<th>Aspect</th>
<th>Ideas</th>
</tr>
</thead>
</table>
| Concept of OER and its significance | • OER, Creative Commons - Open Licensing, 5Rs are novel concepts.  
• Having access to free and open resources as OER is very beneficial to the school education system in Sri Lanka.  
• Even without knowing the term, use of such learning resources as well as creation and sharing of resources is happening in schools.  
• It is important to raise awareness about these concepts, and motivate teachers to engage in OER creation and sharing. |
| Need for an OER Policy              | • The need for an OER policy is accepted, and its significance is realized.  
• Proper guidelines from MoE is needed for organization and implementation.                                                                                                                                 |
| Challenges                          | • Technical infrastructure and facilities in schools need to be upgraded  
• A more conducive ‘school climate’, teaching-learning environment is required.  
• Increasing teacher motivation to engage in innovative teaching-learning processes and material development is crucial.  
• Time constraint is a severe challenge faced by all – teachers, ISAs and other officers at Departments of Education.                                                                 |
| Suggestions                         | • Existing ICT initiatives, facilities and resources to be used to promote OER creation, sharing and use by teachers. (Eg. SchoolNet, E-Thaksalawa, Nenasala, EKSP Project)  
• Raising awareness and skill development of teachers is required  
• Encouraging teachers to create OER in their native languages (Sinhala/Tamil) is very important.  
• Providing guidance, support, and motivation of teachers is needed.  
• Collections of already developed materials should be first organized.  
• Creating “Interest Groups” of school teachers and others at Provincial level / Zonal level would be useful.  
• OER integration can be linked with existing initiatives at school/zonal/provincial levels (Eg: LMS, e-Studios, “Open School”; “Connecting Schools Programme”  
• A proper monitoring and evaluation system need to be in place. |
As evident by data presented in Table 4, it was very encouraging to observe the similarities in the positive thinking among the officials in all PDEs. Also it was quite interesting to see how they quickly grasped the novel concept of OER and its significance in school education, and came up with very promising suggestions, linking with the existing facilities and with their own initiatives at various levels.

Specific feedback received on the draft OER Policy from the key stakeholders of the Provinces, via the feedback form sent after conducting the advocacy meetings at the nine PDEs, are summarized and presented in Table 5.

Table 5: Summary Feedback on Draft OER Policy from the key stakeholders at the Nine Provinces. Draft policy available at [http://oasis.col.org/handle/11599/2360](http://oasis.col.org/handle/11599/2360)

<table>
<thead>
<tr>
<th>Section</th>
<th>Comments/Suggestions for inclusions and revisions</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.0 <strong>OVERALL POLICY</strong></td>
<td><strong>OBJECTIVE</strong></td>
</tr>
<tr>
<td></td>
<td>Agreed. Create awareness among teachers and learners on access to OER. Monitor quality of OER created through a mechanism to get feedback and update. Create a culture of knowledge-sharing. Inclusion of OER in the professional training programmes of teachers.</td>
</tr>
<tr>
<td>2.0 <strong>INTRODUCTION</strong></td>
<td><strong>INTRODUCTION</strong></td>
</tr>
<tr>
<td></td>
<td>Agreed.</td>
</tr>
</tbody>
</table>
| 3.0 **POLICY STATEMENTS**       | 3.1. Agreed. Add Provincial Departments of Education (PDE) too. Schools in uncongenial areas to be given equal facilities to get wider access to education.  
3.2. Agreed.  
3.3. Agreed. Educational materials should be created in English as well.  
3.4. Agreed. Legal Framework should be made aware of; Doubtful if copyrights would become an obstacle in the process.  
3.5. Agreed. OER should be user friendly; User comments may be very valuable for creation of OER.  
3.6. Agreed. Need to have a good feasibility study. |
| 4.0 **SPECIFIC POLICY OBJECTIVES** | 4.1. Agreed. Indicators should be clearly outlined.  
4.2. Agreed.  
4.3. Agreed. But preparing guidelines and manuals should be done in consideration of the social, geographical and economic backgrounds. Need to develop appropriate OER tools for inclusion and use in non-formal education. Need to design a proper feedback mechanism.  
4.4. Agreed. OER repositories should be established under the direct supervision of ADEs and ISAs.  
4.5. Agreed. Policy-wise sounds good, but concerns are raised about practical difficulties in implementation. Facilities such as Wi fi zones should be established.  
4.6. Agreed. |
| 5.0 **STRATEGIC OUTPUTS**       | 5.1. Supplementary educational materials should be in English as well. It is very important to have a proper monitoring mechanism to ensure the use of OER.  
5.2. Agreed. A proper master plan and a well-established mechanism to ensure the implementation of OER island-wide is essential.  
5.3. Agreed. An assessment of available resources is a prior need.  
5.4. Agreed. The recipients of the training to be given proper recognition and incentives in a well-structured way. |
While all PDEs were in agreement with all aspects in the content of the draft policy document, there were some useful interesting and suggestions made, as evident in Table 5.

Only three PDEs (North-Western, Sabaragamuwa and Western) sent additional feedback and specific suggestions to be incorporated in the draft policy (Appendix 9). The other six PDEs agreed with the content as it is, and after phone discussions I received their consent that they agree with the draft policy as it is.
Conclusions

This initiative of developing an OER Policy for general school education in Sri Lanka was very positively accepted by the key stakeholders in all nine Provinces of the country. The significance of development of a government policy on OER in school education in Sri Lanka, to help making teachers, learners and the greater community more sensitized about and encouraged to make productive use of openly licensed educational materials was realized and accepted in a very positive manner.

Especially, promoting educators to create supplementary educational materials as OER in the two national languages (Sinhala and Tamil) matching with the national school curriculum requirements was emphasized. Despite various challenges, the significance of utilizing the already established enabling environments for ICT, as well as emerging technologies to facilitate access to and redistribution of OER was realized.

Further, specific activities such as raising awareness, building capacity, developing positive attitudes, preparing guidelines for OER adoption at school level, and establishing an OER repository containing materials created by teachers and learners were identified as crucial.

Suggestions:

A joint meeting / workshop with relevant stakeholders in PMoEs in all nine provinces, and the MoE would be desirable to discuss the next steps in implementing the policies and moving towards a National Policy on OER in School Education in Sri Lanka.

The existing ICT-related facilities and resources under various initiatives by the Government of Sri Lanka (GOSL), should be used to promote OER creation, sharing and use by teachers, as given below:

- E-Thaksalawa – The e-Learning Portal of the MoE, developed and maintained by the ICT Branch of MoE
- Nenasala – An initiative by GOSL/ICTA under which tele centres/ knowledge centres were established with the intention to spread ICT services to the rural and semi-urban populations in Sri Lanka
- EKSP Project - [http://www.cardno.com/en-au/Projects/Pages/Projects-Sri_Lanka_Education_for_Knowledge_Society_Project.aspx](http://www.cardno.com/en-au/Projects/Pages/Projects-Sri_Lanka_Education_for_Knowledge_Society_Project.aspx) - ADB-funded Project of MoE
- SchoolNet - [http://www.schoolnet.lk/](http://www.schoolnet.lk/) - A network connecting all secondary schools in Sri Lanka, with the objective of optimal use of ICT for teaching learning process, coordinated by the ICT Branch, MoE.
- Provincial level school websites hosted in the SchoolNet
- Interactive learning materials developed by the National Institute of Education, and distributed to schools in DVDs
- Interactive learning materials developed by school teachers in local languages/English

It is envisaged through development of Provincial OER Policies leading to a National OER Policy for School Education in Sri Lanka would effectively address the needs of the Sri Lankan education system to meet new challenges in moving towards a knowledge society.
10.0 Acknowledgements

COL’s support in this project, especially COL Advisor/OER, Dr. Ishan Abeywardena’s continuous support and guidance, and the support received from Programme Assistant/COL Ms. Patricia Schilicht is extremely appreciated.

The support received from the Secretary to the MoE, Mr. W. M. Bandusena, and Additional Secretary, Planning & Performance Review at MoE, Mr. S.U. Wijeratne, together with their staff at MoE, Isurupaya, is sincerely valued.

The support of the Secretaries and Asst. Secretaries of PMoEs, and especially Provincial Directors of Education (PDEs), Addl. PDEs, DDEs, ADEs and their staff in the Provincial Departments of Education in conducting the meetings, and the engagement of the Coordinators (‘Champions’) in all nine Provinces in coordinating and providing feedback is highly appreciated.

The support received from my colleagues of OUSL at Provinces, in making appointments with Secretaries/Directors of Education at PMoEs is kindly acknowledged.

BIBLIOGRAPHY

Creative Commons. (2016). *About the licenses*. Retrieved from https://creativecommons.org/licenses/


ATTRIBUTIONS


Appendix 1 – Letter issued by COL to MoE

March 31, 2016

Mr. W.M. Bandusena
Secretary to the Ministry of Education
Ministry of Education
Isurupaya, Pelawatta, Battaramulla
SRI LANKA

Via Facsimile: secretary.education@moe.gov.lk

Dear Mr. Bandusena,

Re: Advocacy, Sensitization and Development of Draft Open Educational Resources (OER) Policies for the nine Provincial Education Ministries of Sri Lanka

The Commonwealth of Learning (COL) is an intergovernmental organisation created by Commonwealth Heads of Government in 1987 to encourage the development and sharing of open learning and distance education knowledge, resources and technologies. COL focuses on promoting learning for sustainable development and assists governments and institutions/organisations to expand the scale, efficiency and quality of learning. The core strategies to leverage COL’s impact are partnerships, building capacity, developing materials and models that can be scaled up and developing appropriate and enabling policies.

In the lead-up to the 2014 Regional Focal Points Meeting, COL’s Focal Point for Sri Lanka had identified eight top priorities for the country where COL can further support the national agenda in the next six years. As a follow-up, COL is currently looking to focus on the areas of (i) improving the content and quality of textbooks; and (ii) upgrading of primary and secondary curriculum in Sri Lanka through the use of Open Educational Resources (OER).

With a view of promoting OER in the Sri Lankan General School Education System (primary, secondary and collegiate), COL has initiated a project, to develop OER policy frameworks for the nine Provincial Ministries of Education (MoE). The expected outcomes of the project are to (i) prepare draft OER policy frameworks which caters to the requirements of the Provincial MoE in Sri Lanka; (ii) build awareness among key stakeholders at Provincial MoE on the concept and impact of OER; (iii) advocate the necessity and benefits of a Provincial OER policy for Education; (iv) initiate the process of drafting OER policies for each Province; (v) identify champions in each Provincial MoE, who will draft the OER policies; and (vi) provide ongoing online support/follow-up to champions of each Provincial MoE leading up to a final draft policy. This project will lead to a National workshop on OER policy, tentatively planned for November 2016, where all key stakeholders will finalize the respective policies for adoption and implementation.

4710 Kingsway, Suite 2500, Burnaby, BC V5H 4M2, Canada
TELEPHONE: +1 604 775 8200  FAX: +1 604 775 8210  EMAIL: info@ool.org  WEB: www.ool.org
Mr. W.M. Bandusena  
31 March 2016  
Page 2

In this regard, I’m writing to seek your kind cooperation to ensure that the expected outcomes of the project are successfully met for the betterment of the Sri Lankan Education system. The COL consultant executing this project, Professor Shironica P. Karunanayaka of the Open University of Sri Lanka, will liaise with the MoE to provide further information. Please also do not hesitate to contact me should you require any further information or clarifications by either email at iasbewarana@col.org, by telephone at +1 604 775 8263 directly or by fax at +1 604 775 8210. Thank you.

Sincerely yours,

Dr. Ishan Abeywardena  
Adviser: Open Educational Resources

cc:  Mr Mr. S.U. Wijerathne, Additional Secretary, Planning & Performance Review, Ministry of Education and COL Focal Point for Sri Lanka.

Professor Shironica P. Karunanayaka, Professor in Educational Technology, Faculty of Education, The Open University of Sri Lanka and COL Consultant for the Project.
Appendix 2 – Letter issued by COL to PMoEs

April 15, 2016

Permanent Secretary, Western Province
Provincial Ministry of Education
Ranmagapaya
SRI LANKA

Email: cmsec@wpc.gov.lk

Dear Sir,

RE: Advocacy, Sensitization and Development of Draft OER Policies for the nine Provincial Education Ministries of Sri Lanka

The Commonwealth of Learning (COL) is an intergovernmental organization created by Commonwealth Heads of Government in 1987 to encourage the development and sharing of open learning and distance education knowledge, resources and technologies. COL focuses on promoting learning for sustainable development and assists governments and institutions / organizations to expand the scale, efficiency and quality of learning. The core strategies to leverage COL’s impact are partnerships, building capacity, developing materials and models that can be scaled up and developing appropriate and enabling policies.

In the lead-up to the 2014 Regional Focal Points Meeting, COL’s Focal Point for Sri Lanka Mr. S.U. Wijerathne, Additional Secretary, Planning & Performance Review, Ministry of Education had identified eight (8) top priorities for the country, where COL can further support the national agenda in the next six (6) years. As a follow up, COL is currently looking to focus on the areas of (i) improving the content and quality of textbooks; and (ii) upgrading of primary and secondary curriculum in Sri Lanka through the use of Open Educational Resources (OER). In this regard, COL has already communicated its plans for interventions to Mr W.M. Bandusena, Secretary to the Ministry of Education on March 31, 2016.

With a view of promoting Open Educational Resources (OER) in the Sri Lankan General School Education System (primary, secondary and collegiate), COL has initiated a project to develop OER policy frameworks for the nine (9) Provincial Ministries of Education (MoE). The expected outcomes of the project are to (i) prepare draft OER policy frameworks, which cater to the requirements of the Provincial MoE in Sri Lanka; (ii) build awareness among key stakeholders at Provincial MoE on the concept and impact of OER; (iii) advocate the necessity and benefits of a Provincial OER policy for Education; (iv) initiate the process of drafting OER policies for each Province; (v) identify champions in each Provincial MoE who will draft the OER policies; and (vi) provide ongoing online support/follow-up to champions of each Provincial MoE leading up to a final draft policy. This project will lead to a National workshop on OER policy, tentatively planned for November 2016, where all key stakeholders will finalize the respective policies for adoption and implementation.

_/2

4710 Kingsway, Suite 2500, Burnaby, BC V5H 4M2, Canada
TELEPHONE: +1 604 775 8200  FAX: +1 604 775 8210  EMAIL: info@col.org  WEB: www.col.org
In this regard, I am writing to seek your kind cooperation to ensure that the expected outcomes of the project are successfully met for the betterment of the Sri Lankan Education system. The COL consultant executing the project, Professor Shironica P. Karunanyaka of the Open University of Sri Lanka, will liaise with you directly, to provide further information.

Please do not hesitate to contact me should you require any further information or need clarification by either email at 

\[ \text{iaheywardena@col.org} \]

by telephone at +1 604 775 8263 directly or by fax at +1 604 775 8210.

Thank you.

Sincerely Yours,

Dr. Ishan Abeywardena
Advisor: Open Educational Resources

cc: Provincial Director of Education
Professor Shironica P. Karunanyaka, Professor in Educational Technology, Faculty of Education, The Open University of Sri Lanka and COL Consultant for the Project.
Appendix 3 – Letter issued by MoE to PMoEs

Ministry of Education

Development of Draft Open Educational Resources (OER) Policies for the nine Provincial Education Ministries of Sri Lanka

Commonwealth of Learning (COL) organization focuses on promoting the development and sharing of open learning and distance education knowledge, resources and technologies and assists member countries to improve the quality of learning through the various strategies like partnerships, building capacity, developing materials and models and developing appropriative policies.

Sri Lanka, as a member country requested COL’s support for promoting the use of Open Educational Resources (OER) in order to improve the learning of primary and secondary curriculum. As a result, COL has initiated a project to develop OER policy framework for nine Provincial Ministries of Education with the approval of Ministry of Education. The COL Consultant who is responsible in executing this Project in Sri Lanka is Professor Shironica P Karunanayaka of the Open University of Sri Lanka. Professor Karunanayaka wants to meet and discuss with you and your officials in this regard.

I therefore kindly request your fullest cooperation to Professor Karunanayaka and the team to ensure that the expected outcomes of the project are successfully met for the betterment of our education system.

S. U. Wijeratne
Additional Secretary
Policy Planning and Performance Review

Sgd: W. M. Bandusena
Secretary (Ministry of Education)
## Appendix 4 – Schedule of Meetings & Programme

<table>
<thead>
<tr>
<th>Province</th>
<th>Date &amp; Time</th>
<th>Venue</th>
<th>Programme</th>
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</table>
| Northern                  | 20.04.16 2.00-4.00 p.m.    | Provincial Department of Education-NP, Jaffna.                         | - Welcome; Self-Introductions  
- Purpose of the Meeting  
- Introduction to COL, its work globally and specific projects in Sri Lanka (examples)  
- Introduction to the concepts of OER, Open Licensing and their significance in education, especially supporting and enhancing (using resource materials such as PowerPoint Presentations, video clips, print material-books and handouts...etc).  
- Introduction to the Draft OER Policy for School Education and its significance (the draft policy framework was distributed and briefed about each aspect in it)  
- Open Discussion – General feedback obtained from participants  
- Emphasize the need to work towards a National Workshop on OER Policy to be organized by COL with MoE for all PMoEs, in the near future (tentatively planned for November, 2016), where all key stakeholders will finalize the policy for adoption and implementation.  
- The Directors were also presented with copies of the resource books on OER and handouts of presentations and the draft policy framework.  
- Champions/Coordinators identified for future communication/collaboration  
- Final Remarks and Conclusion |
| North-Central             | 22.04.16 10.00 am - 12.00 noon | Chief Ministry-NCP, Anuradhapura                                      |                                                                                                                                                                                                         |
| Central                   | 18.05.16 11.00 am – 1.00 pm | Provincial Department of Education - CP, Kandy                        |                                                                                                                                                                                                         |
| North-Western             | 18.05.16 2.30 pm – 4.30 pm | Provincial Department of Education - NWP, Kurunegala                  |                                                                                                                                                                                                         |
| Sabaragamuwa              | 24.05.16 12.00 noon – 2.00 pm | Provincial Department of Education - SaP, Ratnapura                   |                                                                                                                                                                                                         |
| Southern                  | 29.06.2016 2.00 – 4.00 pm   | Provincial Department of Education - SP, Galle                         |                                                                                                                                                                                                         |
| Uva                       | 04.07.16 2.00 – 4.00 pm     | Provincial Department of Education - UP, Badulla                      |                                                                                                                                                                                                         |
| Western                   | 04.08.2016 7.30 – 9.30 am   | Provincial Department of Education - WP, Greenpath, Colombo 7.         |                                                                                                                                                                                                         |
| Eastern                   | 08.08.16 1.00 – 3.00 pm     | Provincial Department of Education - EP, Trincomale                  |                                                                                                                                                                                                         |
## Appendix 5 – Lists of participants & champions identified at PMoEs/PDEs

<table>
<thead>
<tr>
<th>Province</th>
<th>Participants</th>
<th>Coordinator/’Champion’</th>
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<tbody>
<tr>
<td><strong>Northern</strong></td>
<td>1. S. Uthayakumar (PDE)</td>
<td>Ms. P. Selvin (Addl. PDE-Dev)</td>
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<td>2. P. Selvyn (AddlPDE-Dev)</td>
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<td>3. P. Ravichandran (DDE-Adm)</td>
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<td>4. K. Warnakularajah (ADE-Eng)</td>
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<td>5. A. C. Valentine (ADE-Maths)</td>
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<td>6. U. Manima... (DDE)</td>
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<td>7. A.S. Sathkunarajah (DDE – Pri)</td>
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<td>8. Jegu (Addl PDE-Admin)</td>
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<td></td>
<td>2. M.M. Hettiarachchi (ADE-Dev)</td>
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<tr>
<td><strong>Central</strong></td>
<td>1. C.T.G. Mayadunne (Ad/PDE)</td>
<td>Mr. Nihal Alahakoon (ADE)</td>
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<td></td>
<td>2. T.G. Jayasekara (DDE)</td>
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<td>3. N. Alahakoon (ADE)</td>
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<td>4. D.M.M.P. Dissanayake (ADE)</td>
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<td>5. A.M.D.N.K. Abeyesinghe (ADE)</td>
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<td>6. W.K. Munasinghe (ADE)</td>
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<td><strong>North-Western</strong></td>
<td>1. J.G.N. Tilakaratne (PDE)</td>
<td>Ms. Y.B.M.H.G. Jayasinghe (ADE/English)</td>
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<td></td>
<td>2. J.H.M. Yasawimala (DDE-Planning)</td>
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<td>3. R.M.C.K. Rajaguru (ADE-ICT)</td>
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<td>4. R.M.C.B. Rathnayake (ADE-Maths)</td>
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<td>5. H.D.A. de Silva (ADE-Science)</td>
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<td>6. Y.B.M.H.E. Jayasinghe (ADE-English)</td>
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<td>7. F.R. Farookodaya (ADE-Tamil)</td>
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<td>8. H.K.M. Rajatileke (ADE-PE)</td>
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<td>9. Saman Gunawardhana (ADE-Music)</td>
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<td>10. K.N. Somapala (DDE-Lang)</td>
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<td>11. R.D. Munasinghe (ADE-Scholl works)</td>
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<td>12. W.M.T. Seneviratne (Ad/PDE-Admin)</td>
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<td>13. D.M.R. Thennakoon (ADE)</td>
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<tr>
<td><strong>Sabaragamuwa</strong></td>
<td>1. S. Kuruppuarachchi (PDE)</td>
<td>Ms. H.T.C.P.D. Siriwardena (ADE)</td>
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<td>2. H.T.C.D. Siriwardhana (ADE)</td>
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<td>5. W.N.K. Dhanawardena (ZDE)</td>
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<td>6. E.S.G. Rajadasa (ZDE)</td>
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<td>R.M. Thilakarane (APDE)</td>
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<td>A.H.R. Amaradasa (ADE-Planning)</td>
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<td>Southern</td>
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<td>J.K. Rajapakse (DDE-Admin)</td>
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<td>W. Siriwardhane (DDE-Productivity)</td>
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<td>K.A.D. Karunaratne (ADE)</td>
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<td>S. Parakramawansa (ADE)</td>
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<td>K.A.J.K. Kodituwakku (ADE)</td>
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<td>R. Pandikorala (ADE)</td>
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<td>S. S. Karunathilake (Addl. PDE/Admin)</td>
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Appendix 6 - Presentation slides and video clips used at the advocacy meetings
Appendix 7 – Photographs of advocacy meetings held at the nine provinces

7.1- Northern Province - 20.04.16
7.3 Central Province – 18.05.16
7.4 North-Western Province – 18.05.16
7.6 Southern Province – 29.06.16
Appendix 8 - Draft OER Policy Framework for PMoEs/PDEs in Sri Lanka
Available at http://oasis.col.org/handle/11599/2360

OER POLICY FOR PROVINCIAL EDUCATION MINISTRIES IN SRI LANKA
- DRAFT -

1.0 OVERALL POLICY OBJECTIVE

The purpose of this policy is to provide direction in the use of Open Educational Resources (hereinafter referred to as OER) to increase access to and support quality teaching and learning in the school education system in Sri Lanka. In doing so, the policy seeks to strengthen commitment to OER by all concerned stakeholders.

2.0 INTRODUCTION

Increased availability of quality teaching-learning materials online, has paved the way for teachers and learners to gain access to a wide variety of educational resources in diverse formats, and allowed dynamic knowledge creation. Emergence of the concept of OER plays a major role in expanding equal opportunities to access quality education by all.

OER are defined as,

"teaching, learning and research materials in any medium, digital or otherwise, that reside in the public domain or have been released under an open license that permits no-cost access, use, adaptation and redistribution by others with no or limited restrictions" (UNESCO, 2012).

Further, it is stated that

“Open educational Resources should be freely shared through open licenses 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.” (Cape Town Open Education Declaration, 2007).

Accordingly, with the concept of OER, educational content are increasingly made freely and openly accessible for anyone to use through initiatives such as Wikipedia¹, Khan Academy², NPTEL³ of India, WikiEducator⁴, OpenLearn⁵ of UK, DOER⁶ of the Commonwealth of Learning and many others throughout the globe. These resources may be in different forms, and made available electronically, as well as non-electronically (e.g. print) to meet diverse needs of teachers and learners.

¹ https://en.wikipedia.org/wiki/Main_Page
² https://www.khanacademy.org/
³ http://nptel.ac.in/
⁴ https://wikieducator.org/Main_Page
⁵ http://www.open.edu/openlearn/
⁶ http://doer.col.org/
The primary mode of delivery of education in Sri Lanka is teacher driven supplemented by prescribed printed textbooks which are largely subsidized by the government. However, during recent years, several initiatives have made progress in Sri Lanka addressing the needs of the education system to meet the new challenges in moving towards a knowledge society. Integration of Information and Communication Technologies (ICT) in the general education system has been promoted and strengthened through various strategies such as establishment of ICT centers; provision of ICT infrastructure, facilities and resources to schools; introducing ICT as subjects in school curriculum; and teacher capacity building. In this regard, OER can act as an enabler which will allow schools to fully harness the potential provided by the new ICT initiatives. Furthermore, integration of OER to supplement the textbooks provided to all school children would result in enhancing the quality and equity of education while contributing to the reduction of certain associated costs of the teaching-learning process. Promoting educators to engage in the production of supplementary educational materials as OER, in the two national languages (Sinhala and Tamil), would allow adaption and adoption of existing quality materials to match with the national school curriculum requirements. As a result, duplication of efforts can be reduced while promoting creative and innovative use of resources.

Key advantages of integrating OER in to teaching and learning in Sri Lanka are:
- Reducing barriers to education, including access, cost, language and format;
- Enabling free access to knowledge which can be reused and repurposed in different forms;
- Transforming teaching and learning by enabling innovative pedagogical practices;
- Facilitating inclusive education for learners with varying abilities;
- Expanding outreach to disadvantaged and marginalized communities;
- Promoting a healthy academic culture of sharing knowledge;
- Enhancing educational opportunities to foster development and more productive societies.

Development of a government policy on OER in school education would help in making teachers, learners and the greater community more sensitized to the availability and free-usage of openly licensed educational materials in a productive manner. Therefore, the need for relevant policy frameworks and implementation strategies on OER need to be addressed to make educational resources freely available for reuse and repurposing through the use of open licenses (See 10.1).

3.0 POLICY STATEMENTS

3.1 In recognition of the potential of OER to widen access to education at all levels, the Ministry of Education (MoE) and the Provincial Ministries of Education (PMoE) shall promote and foster adoption of OER as a matter of priority, for achieving enhanced quality in school education in Sri Lanka.

3.2 These agencies shall be committed to the philosophy of OER in raising awareness, building capacity and developing positive attitudes in teachers and learners for effective creation integration and sharing of OER with a view of enhancing quality and equity education.

3.3 As educational resources that are freely and openly available, OER shall be used by teachers and learners in the production of supplementary educational materials, especially in the two national languages (Sinhala and Tamil) to match with the national school curriculum requirements.
3.4 Teachers and learners shall be encouraged to use and develop OER under the legal framework of open licensing of the Creative Commons which facilitates the reuse, revision, remixing, redistribution and retention (Five ‘R’s) of educational materials.

3.5 The PMoE shall be responsible for establishing and maintaining a Provincial OER repository; establishing quality assurance mechanisms such as peer review or user ratings; capacity building among teachers in OER development; and ensuring open licensing of educational materials that are developed.

3.6 The existing enabling environments for ICT including infrastructure, internet connectivity, and emerging technologies such as mobile technology shall be fully utilized to facilitate access to and redistribution of openly-licensed teaching and learning resources.

4.0 SPECIFIC POLICY OBJECTIVES

4.1 To formulate the necessary strategic inputs, outputs, tasks and performance indicators to achieve OER integration in supplementary educational material, written in the two national languages (Sinhala and Tamil), in coherence with the national school curriculum requirements.

4.2 To take measures for raising awareness, building capacities and developing positive attitudes towards the concepts and practices related to OER among all stakeholders.

4.3 To prepare guidelines and manuals for OER use, creation, integration and licensing at school level.

4.4 To establish an OER repository containing openly licensed materials created by teachers and learners.

4.5 To provide of an enabling environment including the required infrastructure, hardware, software, internet connectivity and new technologies for effective OER creation/integration at school level.

4.6 To ensure that the implemented policy is monitored by incorporating a feedback mechanism that will enable MoE and PMoE to take informed decisions regarding any revisions required according to changing requirements of the school education system and international developments in the field.

5.0 STRATEGIC OUTPUTS

5.1 The development of supplementary educational material, especially in the two national languages (Sinhala and Tamil), through the reuse and repurposing of available OER;

5.2 Commitment of the MoE and PMoE towards making available selected educational materials as OER through a dedicated web portal for the greater good of the community;

5.3 Provision of physical, human, financial and other relevant resources necessary for the implementation of the OER Policy;

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7 https://creativecommons.org/
5.4 Provision of training, recognition and potential incentives to teachers and learners who are actively demonstrating adoption of OER at school level;

5.5 Policy statements at the MoE and PMoE level on copyright aligned with their commitment to OER adaptation and implementation at school level.

6.0 SCOPE

This Policy shall apply to all public educational institutions of the general school education system – Primary, Secondary and Collegiate, under the PMoE and MoE in Sri Lanka.

7.0 RESPONSIBILITY

The PMoE shall ensure compliance of this policy under the guidance of the MoE, Sri Lanka.

8.0 PROCEDURES

The implementation of this policy within the public school sector shall be undertaken in the following ways:

8.1 All educational institutions of the general school education system – Primary, Secondary and Collegiate, under the PMoE and MoE in Sri Lanka shall comply with the respective OER policies, guidelines and procedures;

8.2 The PMoE, under the guidance of the MoE, shall facilitate the implementation of the OER Policy by working closely with individual institutions.

8.3 The MoE shall be the absolute owner of the copyright of any supplementary educational material/content created by individuals and will make them available as OER in accordance with the respective OER Policies of each PMoE.

8.4 The MoE and PMoE will adopt a Creative Commons Attribution-Share Alike 4.0 International (CC-BY-SA 4.0) license¹. *(note: the final license is to be decided by the policymakers during adoption)*

The license declaration on OER created by MoE and PMoE will be as follows:

© 20XX The Ministry of Education. Except where otherwise noted, this work is licensed under the terms of the Creative Commons Attribution-Share Alike 4.0 International (CC BY-SA 4.0). To view a copy of this license, visit http://creativecommons.org/licenses/by-sa/4.0/ or send a letter to Creative Commons, 444, Castro Street, Suite 900, Mountain View, California, 94041, USA

8.5 It is the responsibility of individual authors of the content to comply with 8.4 when revising or remixing existing OER to ensure that the MoE/PMoE Policies on OER are not violated.

9.0 EFFECTIVE DATE

To be decided.

¹ http://creativecommons.org/licenses/by-sa/4.0/
10. APPENDICES

10.1 Definitions

**MoE**: Refers to the Ministry of Education in Sri Lanka

**PMoE**: Refers to the Provincial Ministries of Education in Sri Lanka

**Open Educational Resources (OER)**: Based on the Paris OER Declaration (UNESCO, 2012, p.1), OER is interpreted as “teaching, learning and research materials in any medium, digital or otherwise, that reside in the public domain or have been released under an open license that permits no cost access, use, adaptation and redistribution by others with no or limited restrictions. Open licensing is built within the existing framework of intellectual property rights as defined by relevant international conventions and respects the authorship of the work”.

**OER Creation**: This refers to the development/production of digital open content and its publication online with an open license.

**OER Integration**: This is viewed as a logical and systematic approach to the “Five Rs” (Hilton, Wiley, Stein & Johnson, 2010) of reusing, revising, remixing, redistributing and retaining of OER.

10.2 Creative Commons Licenses

The Licenses

- **Attribution CC BY**
  
  This license lets others distribute, remix, tweak, and build upon your work even for commercial purposes, as long as they credit you for the original creation. This is the most accommodating of licenses offered.
  
  Recommended for maximum dissemination and use of licensed materials.

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  This license lets others remix, tweak, and build upon your work even for commercial purposes, as long as they credit you and license their new creations under the identical terms. This license is often compared to "copyleft" free and open source software licenses. All new works based on yours will carry the same license, so any derivatives will also allow commercial use. This is the license used by Wikipedia, and is recommended for materials that would benefit from incorporating content from Wikipedia and similar licensed projects.

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  This license lets others remix, tweak, and build upon your work even for commercial purposes, as long as they credit you and license their new creations under the identical terms. This license is often compared to "copyleft" free and open source software licenses. All new works based on yours will carry the same license, so any derivatives will also allow commercial use. This is the license used by Wikipedia, and is recommended for materials that would benefit from incorporating content from Wikipedia and similar licensed projects.

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  This license lets others remix, tweak, and build upon your work even for commercial purposes, as long as they credit you and license their new creations under the identical terms.

9 Source: [https://creativecommons.org/licenses/](https://creativecommons.org/licenses/)
REFERENCES


Creative Commons. (2016). About the licenses. Retrieved from https://creativecommons.org/licenses/


ATTRIBUTIONS


Appendix 9 – Set of draft policy documents created during the program

1. Northern Province – Agreed with the original policy document, and no changes suggested. See Appendix 9.
2. North-Central Province - Agreed with the original policy document, and no changes suggested. See Appendix 9.
3. Central Province - Agreed with the original policy document, and no changes suggested. See Appendix 9.
4. Southern Province – Agreed with the original policy document, and no changes suggested. See Appendix 9.
5. Uva Province - Agreed with the original policy document, and no changes suggested. See Appendix 9.
6. Eastern Province – Agreed with the original policy document, and no changes suggested. See Appendix 9.
7. North-Western Province – Agreed with the original policy document, and some suggestions made. See Table below.

**OER POLICY FOR PROVINCIAL EDUCATION MINISTRIES IN SRI LANKA**

- **FEEDBACK on the DRAFT POLICY –**
  Provincial Ministry of Education - NORTH WESTERN Province

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<th>Section</th>
<th>Content</th>
<th>Comments/Suggestions</th>
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<tr>
<td><strong>5.0 OVERALL POLICY OBJECTIVE</strong></td>
<td>The purpose of this policy is to provide direction in the use of <em>Open Educational Resources</em> (hereinafter referred to as <em>OER</em>) to increase access to and support quality teaching and learning in the school education system in Sri Lanka. In doing so, the policy seeks to strengthen commitment to OER by all concerned stakeholders.</td>
<td>Suggestion: 1. To monitor the quality of the OER and also 2. To find a mechanism to get feedback and update the OER should be included. 3. To create a culture of knowledge sharing. 4. To include OER as a part of professional trainings (such as NCOE syllabi and PGDE syllabi).</td>
</tr>
<tr>
<td><strong>6.0 INTRODUCTION</strong></td>
<td>Increased availability of quality teaching-learning materials online, has paved the way for teachers and learners to gain access to a wide variety of educational resources in diverse formats, and allowed dynamic knowledge creation. Emergence of the concept of OER plays a major role in expanding equal opportunities to access quality education by all....</td>
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<td><strong>7.0 POLICY STATEMENTS</strong></td>
<td>7.1 In recognition of the potential of OER to widen access to education at all levels, the Ministry of Education (MoE) and the Provincial Ministries of Education (PMoE) shall promote and foster adoption of OER as a matter of priority, for achieving enhanced quality in school education in Sri Lanka. 7.2 These agencies shall be committed to the philosophy of OER in raising awareness, building capacity and developing positive attitudes in teachers and learners for effective creation integration and sharing of OER with a view of enhancing quality and equity education. 7.3 As educational resources that are freely and openly available, OER shall be used by teachers and learners in the production of supplementary educational materials, especially in the two national languages (Sinhala and Tamil) to match with the national school curriculum requirements.</td>
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7.4 Teachers and learners shall be encouraged to use and develop OER under the legal framework of open licensing of the Creative Commons which facilitates the reuse, revision, remixing, redistribution and retention (Five ‘R’s) of educational materials.

7.5 The PMoE shall be responsible for establishing and maintaining a Provincial OER repository; establishing quality assurance mechanisms such as peer review or user ratings; capacity building among teachers in OER development; and ensuring open licensing of educational materials that are developed.

7.6 The existing enabling environments for ICT including infrastructure, internet connectivity, and emerging technologies such as mobile technology shall be fully utilized to facilitate access to and redistribution of openly-licensed teaching and learning resources.

8.0 SPECIFIC POLICY OBJECTIVES

| 4.1 | To formulate the necessary strategic inputs, outputs, tasks and performance indicators to achieve OER integration in supplementary educational material, written in the two national languages (Sinhala and Tamil), in coherence with the national school curriculum requirements. |
| 4.2 | To take measures for raising awareness, building capacities and developing positive attitudes towards the concepts and practices related to OER among all stakeholders. |
| 4.3 | To prepare guidelines and manuals for OER use, creation, integration and licensing at school level. |
| 4.4 | To establish an OER repository containing openly licensed materials created by teachers and learners. |
| 4.5 | To provide of an enabling environment including the required infrastructure, hardware, software, internet connectivity and new technologies for effective OER creation/integration at school level. |
| 4.6 | To ensure that the implemented policy is monitored by incorporating a feedback mechanism. |

To develop appropriate OER tools for inclusion and non-formal Education.
To design a proper mechanism of getting feedback.
mechanism that will enable MoE and PMoE to take informed decisions regarding any revisions required according to changing requirements of the school education system and international developments in the field.

| 5.0 STRATEGIC OUTPUTS | 5.1 The development of supplementary educational material, especially in the two national languages (Sinhala and Tamil), through the reuse and repurposing of available OER;  
5.2 Commitment of the MoE and PMoE towards making available selected educational materials as OER through a dedicated web portal for the greater good of the community;  
5.3 Provision of physical, human, financial and other relevant resources necessary for the implementation of the OER Policy;  
5.4 Provision of training, recognition and potential incentives to teachers and learners who are actively demonstrating adoption of OER at school level;  
5.5 Policy statements at the MoE and PMoE level on copyright aligned with their commitment to OER adaptation and implementation at school level. |

| 9.0 SCOPE | This Policy shall apply to all public educational institutions of the general school education system – Primary, Secondary and Collegiate, under the PMoE and MoE in Sri Lanka. Can Private schools/International schools and semi government schools be included? |

| 10.0 RESPONSIBILITY | The PMoE shall ensure compliance of this policy under the guidance of the MoE, Sri Lanka. |

| 11.0 PROCEDURES | The implementation of this policy within the public school sector shall be undertaken in the following ways:  
11.1 All educational institutions of the general school education system – Primary, Secondary and Collegiate, under the PMoE and MoE in Sri Lanka shall comply with the respective OER policies, guidelines and procedures;  
11.2 The PMoE, under the guidance of the MoE, shall facilitate the implementation of the OER Policy by working closely with individual institutions.  
11.3 The MoE shall be the absolute owner of the copyright of any supplementary educational material/content created by individuals and will make them available as OER in  
1.first the PMoE authorities should clarify its position with regard to availability of resources and ability to communicate this among stakeholders. Also the key entry points to the policy should be identified.  
2. Should decide the priority subject areas (initially can select two/three subjects like Maths, science and ICT to prepare OER) And the number of schools with which this can be piloted. |
accordance with the respective OER Policies of each PMoE.

11.4 The MoE and PMoE will adopt a Creative Commons Attribution-Share Alike 4.0 International (CC-BY-SA 4.0) license. (note: the final license is to be decided by the policymakers during adoption)

The license declaration on OER created by MoE and PMoE will be as follows: © 20XX The Ministry of Education. Except where otherwise noted, this work is licensed under the terms of the Creative Commons Attribution-Share Alike 4.0 International (CC BY-SA 4.0). To view a copy of this license, visit http://creativecommons.org/licenses/by-sa/4.0/ or send a letter to Creative Commons, 444, Castro Street, Suite 900, Mountain View, California, 94041, USA

11.5 It is the responsibility of individual authors of the content to comply with 8.4 when revising or remixing existing OER to ensure that the MoE/PMoE Policies on OER are not violated.

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**ANY OTHER SUGGESTIONS**

The quality of the OER should be monitored. Can OER be prepared using brail? A mechanism for distributing OER to schools where there are no Internet and ICT facilities (Eg; OER libraries at divisional/Zonal offices) should be developed. School net can be used as a web portal.
8. Sabaragamuwa Province – Agreed with the original policy document, and some suggestions made. See Table below.

### OER POLICY FOR PROVINCIAL EDUCATION MINISTRIES IN SRI LANKA

**- FEEDBACK on the DRAFT POLICY –**

Provincial Ministry of Education – Sabaragamuwa Province

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<td>The purpose of this policy is to provide direction in the use of Open Educational Resources (hereinafter referred to as OER) to increase access to and support quality teaching and learning in the school education system in Sri Lanka. In doing so, the policy seeks to strengthen commitment to OER by all concerned stakeholders.</td>
<td>To create awareness among the teachers and learners as to how they get access to teaching and learning process through OER.</td>
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<td>10.0 INTRODUCTION</td>
<td>Increased availability of quality teaching-learning materials online, has paved the way for teachers and learners to gain access to a wide variety of educational resources in diverse formats, and allowed dynamic knowledge creation. Emergence of the concept of OER plays a major role in expanding equal opportunities to access quality education by all.</td>
<td>It is suggested that Podcast facilities be made available to all stakeholders there by giving the opportunities to get access to the internet so that self-learning can be strengthened.</td>
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| 11.0 POLICY STATEMENTS | 11.1 In recognition of the potential of OER to widen access to education at all levels, the Ministry of Education (MoE) and the Provincial Ministries of Education (PMoE) shall promote and foster adoption of OER as a matter of priority, for achieving enhanced quality in school education in Sri Lanka.  
11.2 These agencies shall be committed to the philosophy of OER in raising awareness, building capacity and developing positive attitudes in teachers and learners for effective creation integration and sharing of OER with a view of enhancing quality and equity education.  
11.3 As educational resources that are freely and openly available, OER shall be used by teachers and learners in the production of supplementary educational materials, especially in the two national languages (Sinhala and Tamil) to match with the national school curriculum requirements.  
11.4 Teachers and learners shall be encouraged to use and develop OER under the legal framework of open licensing of the Creative Commons which facilitates the reuse, revision, remixing, | 3.1. While agreeing to the content it is suggested that adoption of OER become more meaningful if the school in uncongenial areas are given equal facilities to get wide access to education.  
3.2. Yes. It should be done in a way that is suggested in the content.  
3.3. It is suggested that the educational materials should be in English as well.  
3.4. Legal Frame work should be made aware and doubt if copy right would become an obstacle in the process. |
redistribution and retention (Five ‘R’s) of educational materials.

11.5 The PMoE shall be responsible for establishing and maintaining a Provincial OER repository; establishing quality assurance mechanisms such as peer review or user ratings; capacity building among teachers in OER development; and ensuring open licensing of educational materials that are developed.

11.6 The existing enabling environments for ICT including infrastructure, internet connectivity, and emerging technologies such as mobile technology shall be fully utilized to facilitate access to and redistribution of openly-licensed teaching and learning resources.

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3.5. OER should be user friendly and user comments may be very valuable for developing OER.

3.6. Need to have a good feasibility study

| 4.1. Indicators should be clearly outlined. |
| 4.2. Accept, No comment |
| 4.3. Yes, But preparing guidelines and manuals should be done in consideration of social, geographical and economical background. |
| 4.4. OER repository should be established under the direct supervision of ADE and ISAs |
| 4.5. Policy wise sound good but implementation would not be practical considering the ground situation. Facilities such as Wi fi zones should be established in the island |
| 4.6. No comments |
### 5.0 STRATEGIC OUTPUTS

5.6 The development of supplementary educational material, especially in the two national languages (Sinhala and Tamil), through the reuse and repurposing of available OER;

5.7 Commitment of the MoE and PMoE towards making available selected educational materials as OER through a dedicated web portal for the greater good of the community;

5.8 Provision of physical, human, financial and other relevant resources necessary for the implementation of the OER Policy;

5.9 Provision of training, recognition and potential incentives to teachers and learners who are actively demonstrating adoption of OER at school level;

5.10 Policy statements at the MoE and PMoE level on copyright aligned with their commitment to OER adaptation and implementation at school level.

5.1. It is suggested that supplementary educational materials should be in English as well. And also it is very important to encourage and having a proper monitoring mechanism to ensure the use of OER.

5.2. agreed. There should be a proper master plan and well established mechanism that ensure the implementation of OER island wide.

5.3. Yes, we agreed with this. Calculation of the available resources is a prior need.

5.4. It is suggested the recipient of the training needs to be given proper recognition and incentives in a well-structured way.

5.5. Agreed but Copy right matter better be reconsidered

### 12.0 SCOPE

This Policy shall apply to all public educational institutions of the general school education system – Primary, Secondary and Collegiate, under the PMoE and MoE in Sri Lanka.

It should be applied to international school as well since there should be uniformity and also inter – exchange educational facilities can be encouraged

### 13.0 RESPONSIBILITY

The PMoE shall ensure compliance of this policy under the guidance of the MoE, Sri Lanka.

It is suggested should be shared by Ministry of Education in the provincial Council

### 14.0 PROCEDURES

The implementation of this policy within the public school sector shall be undertaken in the following ways:

14.1 All educational institutions of the general school education system – Primary, Secondary and Collegiate, under the PMoE and MoE in Sri Lanka shall comply with the respective OER policies, guidelines and procedures;

8.1. agreed

8.2. agreed
14.2 The PMoE, under the guidance of the MoE, shall facilitate the implementation of the OER Policy by working closely with individual institutions.

14.3 The MoE shall be the absolute owner of the copyright of any supplementary educational material/content created by individuals and will make them available as OER in accordance with the respective OER Policies of each PMoE.

14.4 The MoE and PMoE will adopt a Creative Commons Attribution-Share Alike 4.0 International (CC-BY-SA 4.0) license. (note: the final license is to be decided by the policymakers during adoption)

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<td>Concept of OER is appreciable but it needs a great deal of consideration and propagation if it is actually to be foundation in schools</td>
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9. Western Province – Agreed with the original policy document, and some suggestions made. See Table below.

**OER POLICY FOR PROVINCIAL EDUCATION MINISTRIES IN SRI LANKA**

- **FEEDBACK on the DRAFT POLICY –**

Provincial Ministry of Education - Western Province

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15.2 These agencies shall be committed to the philosophy of OER in raising awareness, building capacity and developing positive attitudes in teachers and learners for effective creation integration and sharing of OER with a view of enhancing quality and equity education.  

15.3 As educational resources that are freely and openly available, OER shall be used by teachers and learners in the production of supplementary educational materials, especially in the two national languages (Sinhala and Tamil) to match with the national school curriculum requirements.  

15.4 Teachers and learners shall be encouraged to use and develop OER under the legal framework of open licensing of the Creative Commons which facilitates the reuse, revision, remixing,  | 3.1-Add Provincial Department of Education -PDE (Because MoE directly working with PDEE to implement education policies in practice , as well as with PMoE) |
redistribution and retention (*Five ‘R’s*) of educational materials.

15.5 The PMoE shall be responsible for establishing and maintaining a Provincial OER repository; establishing quality assurance mechanisms such as peer review or user ratings; capacity building among teachers in OER development; and ensuring open licensing of educational materials that are developed.

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15.0 SCOPE
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