Accessible OER
Where to Start?

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Muscat, Sultanate of Oman
December 20, 2017
OER for Inclusive and Equitable Quality Education
From Commitment to Action
The Road to Ljubljana

ASIA
Asia eUniversity: December 2016

EUROPE
Malta Ministry for Education and Employment: February 2017

MIDDLE EAST & NORTH AFRICA
Qatar Foundation: February 2017

AFRICA
Ministry of Education, Mauritius: March 2017

LATIN AMERICA & CARIBBEAN
University of Campinas: April 2017

PACIFIC
Open Polytechnic of New Zealand: May 2017
Government Responses: 102 countries

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<th>Region</th>
<th>Government</th>
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<tr>
<td>Africa</td>
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<td>Middle East and North Africa</td>
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<td>Asia and Pacific</td>
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<td>Europe and North America</td>
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<td>Latin America and Caribbean</td>
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One-third of respondents indicated that their country had ensured that OER are accessible for persons with disabilities.
Country initiatives

- **Special Considerations** for persons with disabilities: Australia, Chile, Seychelles and Trinidad & Tobago
- **Sign Language & Braille**: Madagascar, Malawi, Morocco, Nepal, Poland, Swaziland and Turkey
- **Web Accessibility Guidelines**: Netherlands and Spain have adopted the use of web accessibility guidelines.
Survey of 12 Arab Countries

• ICT accessible courses available in major universities in the country: 1.66/5

• E-books: 1.25/5
Principles of Accessibility

• Perceivable
• Operable
• Understandable
• Robust

Source: WCAG 2.0, https://www.w3.org/TR/UNDERSTANDING-WCAG20/intro.html#introduction-fourprincs-head
How Accessible are OER?

Textbook: Writing Spaces

Accessibility review by: Virtual Ability, Inc.

Source: http://www.collegeopentextbooks.org/textbook-listings/accessibility-reviews
Web Content Accessibility Guidelines (WCAG)

- Makes content accessible to a wider range of people with disabilities, including blindness and low vision, deafness and hearing loss, learning disabilities, cognitive limitations, limited movement, speech disabilities, photosensitivity, and combinations of these.

- Address accessibility of web content on desktops, laptops, tablets, and mobile devices.

Source: https://www.w3.org/TR/WCAG21/
• Provide OER in accessible formats that support its effective use by all, including persons with disabilities, by using existing international guidelines for accessibility.
LJUBLJANA OER ACTION PLAN 2017

• Ensure that OER accessed through different media, including mobile devices, are available and accessible in formats which allow for its use, adaptation, combination and sharing
Some Basic Accessibility Questions

• Will the software used to view the OER disable the accessibility features of the computer’s operating system (Windows, Mac OSX, Linux)?
• Is the software used to view the OER compatible with most assistive devices?
• Is there text identification of non-text elements?
• Is all text in the OER recognizable to a computer as text?
• Is the OER accessible by the colorblind?

Source: https://www.affordablelearninggeorgia.org/open_resources/accessibility
OER Accessibility Toolkit - UBC

- Design resources and activities that can be accessed by learners in a variety of ways.
- Provide multiple ways for learners to engage with information and demonstrate their knowledge.
- Identify activities that require specific sensory or physical capability and for which it might be difficult or impossible to accommodate the accessibility needs of learners.

Source: https://open.ubc.ca/teach/oer-accessibility-toolkit/
Flexible Learning for Open Education (FLOE Project)

- Global, public infrastructure to deliver a learning experience that matches each learner’s individual needs.
- Uses interoperability standard for describing learner needs and labelling resources that meet those needs.
- Transform, augment, and select alternative educational resources to fit individual needs for an inclusive learning experience.

Source: https://floeproject.org/
What Can Be Done?

• Advocacy: ‘Born Digital’ should be ‘Born Accessible’

• Capacity building: Training on Accessibility issues and Accessibility guidelines

• Technology: Convergence of ICTs and Assistive Technologies; use of OER Accessible Toolkit
What Can Be Done?

• Promote **policy development** at both regional/national and institutional levels.
• Innovations on **bridging the digital divide** required
• Mechanisms to **monitor the progress of accessible OER** needed
Thank you