OER for Development (OER4D)
Asha Kanwar
Commonwealth of Learning
22 April, 2015, Banff, Canada
The Commonwealth

THE COMMONWEALTH COMPRISSES 54 DEVELOPED AND DEVELOPING NATIONS AROUND THE WORLD

Map Published by the Communications and Public Affairs Division, Commonwealth Secretariat, 2010.
Sustainable Development Goals
GOAL 4

ENSURE INCLUSIVE AND EQUITABLE QUALITY EDUCATION AND PROMOTE LIFELONG LEARNING OPPORTUNITIES FOR ALL

SUSTAINABLE DEVELOPMENT GOALS
More at sustainabledevelopment.un.org/sdgsproposal
Goal 4: Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all

- Quality education leading to effective learning outcomes
- Skills for employment and entrepreneurship
- Knowledge and skills for peace and global citizenship
- Qualified teachers
Framework for Education

Access: every child completes 9 years of basic education & has access to secondary education

Quality: post-basic education for livelihoods and employment

Equity: class, gender, special needs, location, age
Why OER?

• Reduces costs
• Enhance access
• Improve quality
‘The declaration provides an anchor and a direction for COL, UNESCO...and other advocates. It is an important reference for OER work’.

Hewlett Evaluation, 2015
Trends in OER
Key Trends

- More developing countries join the OER movement
- From policy to practice
- Open Textbooks
- Multi-lingual OER available
- OER in MOOCs
The Virtual University for Small States of the Commonwealth

Disaster management
Sustainable agriculture
Business & Entrepreneurship
Directory of Open Educational Resources (DOER)

- Open Educational Resources directory service
- Shows significant outputs coming from developing countries
OER Policies in the Commonwealth

**South Africa: Draft Policy Framework for the Provision of Distance Education in South African Universities**
(Page 28, MHET will establish a Task Team that will play an awareness-raising and advocacy role around the use of OER)

**Mauritius: Education and Human Resources Strategy Plan 2008-2020**
(page 119, 1.3 promote e-learning and Open Educational Resources)

**India: Open Licensing Policy Guidelines for NMEICT, 2014**
OER - Antigua and Barbuda

COL assisted development of ICT in Education policy with **OER integrated** into it at Antigua and Barbuda in 2013.

- Government will provide the necessary hosting infrastructure for an OER repository.
- Government is committed to opening access to educational materials produced in the country.
- Open Textbook project

*Source: [ICT in Education Policy for Antigua and Barbuda](#)*
Open Textbooks

http://www.caribbeanoer.org
Multi-lingual OER

- Khan Academy
- Jinpinke
- European Commission supporting multi-lingual platforms
Learning in one’s own language
OER for MOOCs

- Mobiles for Development
- Audio MOOC for Gardeners
- MOOC on MOOCs
HOW CAN OER SUPPORT DEVELOPMENT?
What does COL do?

- Advocacy
- Policy development
- Capacity building
- Research and Resources
UNESCO-COL Chairs in OER

Rory McGreal

Wayne Macintosh
The COL Approach

- Encourages participation and wider stakeholder engagement
- Promotes collaboration
- Uses a range of appropriate technologies
- Takes a holistic approach
OER cannot be viewed only from the economic and technology perspective.

What of Social Dimensions?
Do OER Expand Educational Inequalities?

[Diagram: Comparison of learning outcomes for affluent and low-income students across two scenarios involving EdTech innovation.]

Justin Reich in https://edutechdebate.org/oer-and-digital-divide/open-educational-resources-expand-educational-inequalities/
Open Educational Resources Expand Educational Inequalities

- ... teachers working in schools serving low income students simply can't make as much use of.... the technology ..... because they lack the planning time, broadband access, etc. In this model, schools with greater fiscal and human resources have more capacity to take advantage of even free and open resources.

Justin Reich in https://edutechdebate.org/oer-and-digital-divide/open-educational-resources-expand-educational-inequalities/
Teacher as a stakeholder
Teachers who come to rural schools, hungry

- Zambia: 57%
- Sierra Leone: 100%
- Ghana: 36%
- Lesotho: 59%
- India: 12%

Source: Bennell and Akyeampong (2007)
DFID
Percentage of households with Internet access, by level of development, 2005-2014

http://www.itu.int/en/newsroom/Pages/WTIS14-mis-images.aspx
the network society is a major source of the structuration of power relationships.

Manuel Castells
Enlarging the circle

- Involves different stakeholders to participate, collaborate, create and share: teachers & learners
- Encourages consumers to become the producers of knowledge;
- Complements rather than duplicates effort
Re-defining OER4D

- as an empowerment process, facilitated by technology in which various types of stakeholders are able to interact, collaborate, create and use materials and pedagogic practices, that are freely available, for enhancing access, reducing costs and improving the quality of education and learning at all levels.
THANK YOU

www.col.org