Fostering Governmental Support for OER Internationally

Regional Policy Forum for Asia-Pacific
Bangkok
23-24 April, 2012

Open Educational Resources in Asia-Pacific

Sir John Daniel & Ms. Stamenka Uvalić-Trumbić
Commonwealth of Learning
Regional Policy Forum for Asia-Pacific
Bangkok, 23-24 April 2012
Fostering Governmental Support for Open Educational Resources Internationally
PLAN

1. The Project: Three Elements

2. Responses to Survey on OER Policy – Asia-Pacific

3. The World OER Congress & the Paris Declaration
Fostering **Governmental** Support for Open Educational Resources Internationally
Mega-universities:
Open Universities with over 100,000 students
The World Conference on Higher Education
Paris - July 2009: New Dynamics of HE
WCHE session on OERs

*Imperative to ensure that all – developed and developing countries - are enabled to contribute to OERs…*
Kwame Nkrumah University of Science and Technology

The University of Science and Technology succeeded the Kumasi College of Technology which was established by a Government Ordinance on 6th October, 1961. Following the report of a University Commission which came out early 1961, Government decided to establish two independent Universities in Kumasi at Legon near Accra. The Kumasi College of Technology was thus transformed into a full-fledged University Kwame Nkrumah University of Science Technology by an Act of Parliament on 22nd August, 1961. By another act of Parliament, Act 559 of 1998, the University has been renamed Kwame Nkrumah University of Science and Technology, Kumasi.
OER Malawi

LIPHEA
The Leadership Initiative for Public Health in East Africa

- HEALTH Alliance Home
- LIPHEA Project Home

LIPHEA ARCHIVE
- Home
- Community Area

Strengthening public health leadership
Regional Policy Forum for Asia-Pacific
Bangkok, 23-24 April 2012
In 2001 MIT put some 100 of its courses online for free and defined them as “. . . publicly available materials that are either a part of or a complete course usually from a higher-education institution such as a university or college.”
UNESCO HQ Paris

2002 Forum on Impact of OCW
OPEN EDUCATIONAL RESOURCES (OER)

educational materials that may be freely accessed, reused, modified and shared.
2002 FORUM on the Impact of OCW for Higher Education in Developing Countries

Declaration:

Participants expressed:

“their satisfaction and their wish to develop together a universal educational resource for the whole of humanity, to be referred to henceforth as Open Educational Resources”
UNESCO-IIEP

Internet Discussion Forum:

The OER community
WSIS Platform OER Community

- Largest online social network bringing together the wider OER community worldwide
- Launch 2010: To date 1600 Members and growing
- Based on the World Summit on the Information Society (WSIS) Platform
- Built on a Free and Open Source Software (FOSS) ELGG system
BUT...

Awareness of OER is still very limited among educational decision-makers.
The World Conference on Higher Education
Paris - July 2009: New Dynamics of HE
Taking OERS beyond the OER Community: Policy & Capacity for Developing Countries

Zeynep Varoglu

Trudi van Wyk
Workshops

South Africa
Namibia
Malaysia
Mali
India
Tanzania
Mozambique

Plus three online forums
A Basic Guide to Open Educational Resources (OER)
Fostering Governmental Support for Open Educational Resources Internationally
Larry Lessig

not just culture
“We have a long way to go before the politicians will listen to these ideas and implement these reforms. But that also means we have time to build awareness around the changes that we need.”

Free Culture Larry Lessig (2004)
Survey of Governments

“an inventory of current practices and policies with respect to open access to educational material”
19 countries reported on their OER policies/intentions

- Australia
- Brunei
- China
- Fiji
- Indonesia
- Iran
- Kazakhstan
- Korea
- Malaysia
- Mongolia
- New Zealand
- Pakistan
- Philippines
- Samoa
- Sri Lanka
- Thailand
- Uzbekistan
- Vanuatu
- Vietnam

[Map showing the locations of the 19 countries mentioned]
PLAN

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- Vanuatu
- Vietnam
Government policies in place
‘open licensing of materials’

Australia  China  Korea

Indonesia  Thailand
AusGOAL
Australian Governments Open Access and Licensing Framework

Overview  Open Access  Using AusGOAL  data.x.gov.au  Research  Inn...

Intellectual Property Policy and Best Practice Guidelines

Geoscience Australia incorporates AusGOAL into IP Policy... more
China

Video Open Courseware Project

Open Digital Learning Resources for Continuing Education
Korea

Open Courseware Information
Strategy Plan

ISP for National OER Repository
Indonesia

**VIDEO TELECONFERENCE EVENTS**

2012-05-02 09:00-11:00 Universitas Kristen Indonesia, IMPLEMENTASI STRATEGI: STAFFING DAN DIRECTING

2012-12-29 09:00-00:00 Universitas Terbuka, "Indonesia and APEC: Challenges and Opportunities"

Klik [sini](#) untuk melihat cara mendaftar. Daftar event lengkap bisa dilihat di [sini](#).
Other countries have strategies/policies on the drawing board reflecting a variety of motivations for engaging with OER

Brunei
Iran
Malaysia
Mongolia
New Zealand
Philippines
Sri Lanka
Uzbekistan
Vietnam
E-Hirjah
digital curriculum resources
Malaysia

Ministerial working group to develop an OER strategy
Iran

Payame Noor University
OER in the context of an Open University
Sri Lanka

Provide free textbooks
The Open Educational Resource University

New Zealand

Open Education Resource Foundation

OER is a sustainable and renewable resource
Vietnam

Various OER projects: Active in the Open CourseWare Consortium
Uzbekistan

Education portal created by presidential decree. University portals to digital libraries.
Countries that see potential in OER but are not yet developing strategies

Kazakhstan
Pakistan
Fiji
Vanuatu
Samoa
Cook Islands
Kazakhstan

Innovative potential in OER but needs government action
Innovative potential in OER but needs government action

Pakistan

Benefits of allowing students to have learning materials and modify them
Small Island Developing States
Vanuatu

Need to expand education on scattered islands
Samoa

Fiji

The Virtual University for Small States of the Commonwealth

+ Transnational Qualifications Framework
Cook Islands
Obstacles

- Connectivity
- Sustainability
- Copyright
- Quality
- Resistance from publishers
Not active in some education operating units because of strong interest groups and weak political support
BUT

- The majority of countries invest significant amounts of money in producing textbooks for schools
- They are encouraging creation and dissemination of digital versions
- Think OER could made a positive difference.
17 African Nations reported on their Status of OER
Results of OER Survey Questionnaires (February 2012)

Botswana Cameroon Ghana Kenya Lesotho Madagascar Malawi Mauritius Mozambique Namibia Niger Rwanda Seychelles South Africa Swaziland Tanzania Zambia
10 Latin American Nations reported on their Status of OER

<table>
<thead>
<tr>
<th>Argentina</th>
<th>Brazil</th>
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<tr>
<td>Chile</td>
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<td>Peru</td>
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Asia – Pacific Regional Policy Forum
Bangkok – April 2012
ICT in Education Leadership Forum in the Caribbean & Caribbean OER Policy Forum

Barbados, January 2012
Africa Policy Forum
Pretoria (February 2012)
Regional Policy Forum for Latin America
March 2012
Regional Policy Forums

- Caribbean – January
- Africa – February
- Latin America – March
- Europe – April
- Asia & Pacific – April
- Arab States - May
Arab States Regional Policy Forum
Muscat, Oman – May 2012
World Congress on
Open Educational Resources
Paris – June 20-22 – 2012

Drafting a Declaration for the Congress
International Advisory and Liaison Group (IALG)

Members

• At least one government chosen by each of UNESCO’s electoral groups

• IGO & NGOs:
  (OECD, WIPO, OER Africa, Creative Commons…)

• Co-chaired by President, COL and ADG-CI
World Congress on Open Educational Resources
Paris – June 20-22 – 2012

Declaration – version 4
1. The Project: Three Elements

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World Conference on Open Educational Resources
Paris – June 20-22 – 2012
Target Audience

The Congress will bring together:

- Ministers of Education/Human Resource Development,
- Senior policy makers
- Expert practitioners, researchers and relevant stakeholders
Objectives

- Release a 2012 Paris OER Declaration calling on Governments to support the development and use of OERs

- Showcase the world’s best practices in OER policies, initiatives, and experts

- Celebrate the 10th anniversary of the 2002 UNESCO Forum that created the term OER
Open Exhibit Seminar

Parallel Event

Aim to:

- To showcase innovative and promising practices in OER policies and initiatives
Paris Declaration on OER
(Version 3 – post Latin America Regional Forum)

Continuation of the drafting process:

• Version 4 prepared after this Forum

• Presented to Asia-Pacific Regional Forum – Bangkok, April 23-24

• Version 5 prepared

• Presented to Arab States Regional Forum – Oman, May 7-8

• Version 6 prepared

• Presented to International Advisory and Liaison Group – Paris, May 11

• Version 7 prepared

• Presented to World OER Congress, June 20-22
The Paris Declaration on Open Educational Resources

World OER Congress
UNESCO, Paris
June 20-22, 2012
The Paris Declaration

See COL website at:
http://oercongress.weebly.com/paris-declaration.html

Or the UNESCO site at:
www.unesco.org/webworld/en/oer
www.unesco.org/oercongress
THE AIM

“to get governments to promote OER and the use of open licences.”
IMPACT
We believe that this joint UNESCO – COL project will support you in getting the concept of open availability of materials into the mainstream of education.
THANK YOU
THANK YOU

For text and slides:
www.col.org/speeches