

OER Regional Consultation
3-4 April, 2017 | Sao Paulo, Brazil



OER for Inclusive and Equitable Quality Education: From Commitment to Action



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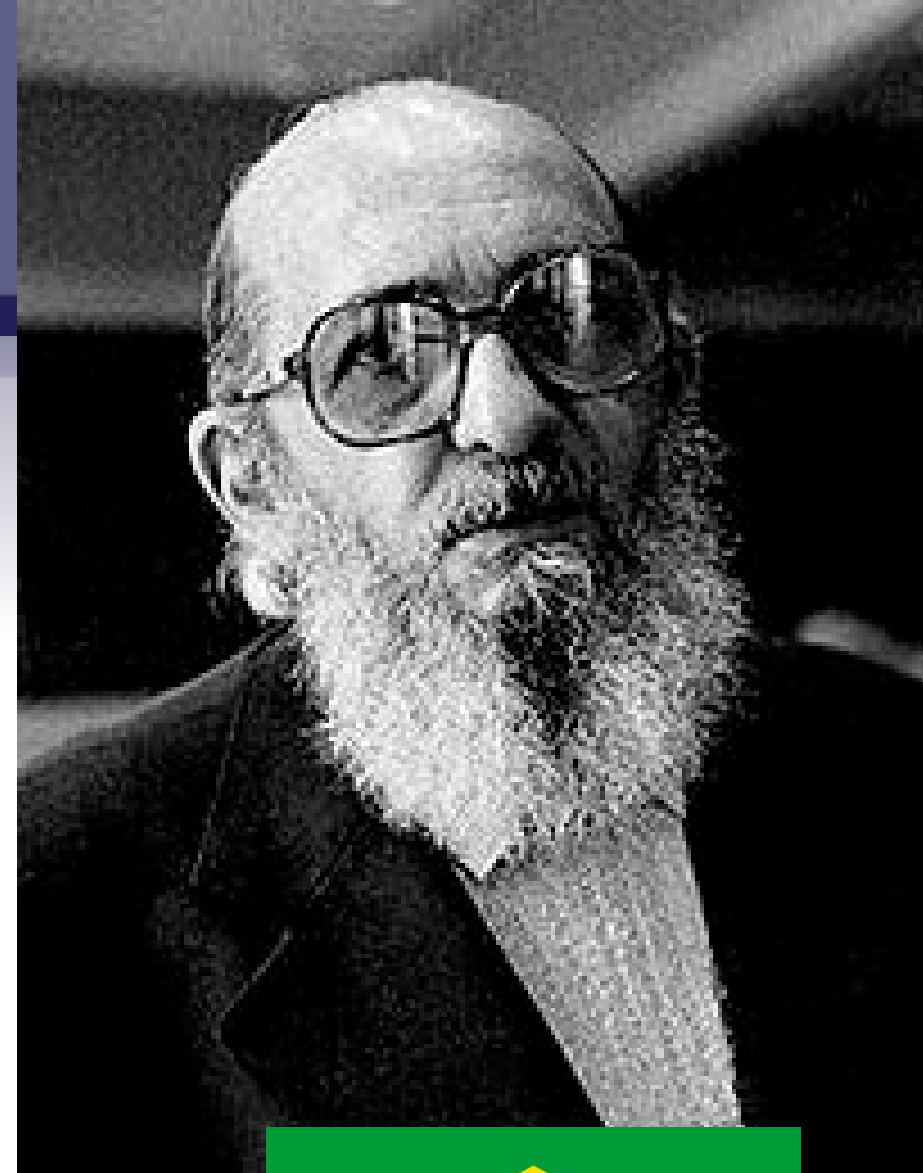


COMMONWEALTH of LEARNING

Remembering Paulo Freire

Knowledge emerges only through invention and re-invention, through the restless, impatient, continuing, hopeful inquiry human beings pursue in the world, with the world, and with each other.

- Paulo Freire



Plan

- Background
- Government & Stakeholder Surveys
- Regional Consultations:
 - Asia, Europe, Middle East and North Africa, and Africa
- Towards the 2nd World OER Congress & Beyond





United Nations
Educational, Scientific and
Cultural Organization



COMMONWEALTH of LEARNING

Survey on Governments' Open Educational Resources (OER) Policies



Prepared for the World OER Congress
— June 2012 —



World OER Congress – Paris 2012



Sir John Daniel, Former President of COL



The Congress at UNESCO HQ Paris

Paris OER Declaration 2012

- Foster awareness and use of OER
- Encourage the development and adaptation of OER in a variety of languages and cultural contexts
- Encourage the open licensing of educational materials produced with public funds

Photo: CC-BY Davide Storti



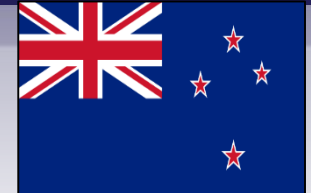
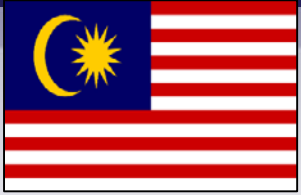
2nd World OER Congress



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Ljubljana, Slovenia – 18-20 September 2017

The Road to Ljubljana



ASIA

Asia eUniversity: 1-2 December, 2016

EUROPE

Malta Ministry for Education and Employment:
23-24 February, 2017

MIDDLE EAST & NORTH AFRICA

Qatar Foundation: 27-28 February, 2017

AFRICA

Ministry of Education, Mauritius:
2-3 March, 2017

LATIN AMERICA & CARIBBEAN

UNICAMP: 3-4 April, 2017

PACIFIC

Open Polytechnic of New Zealand:
29-30 May, 2017

Regional Consultations for the 2nd World OER Congress:

Background Paper

OER FOR INCLUSIVE AND EQUITABLE QUALITY EDUCATION: FROM COMMITMENT TO ACTION

In partnership with

UNESCO

Slovenian National Commission for UNESCO
UNESCO Chair in Open Technologies for OER and
Open Learning (Jožef Stefan Institute, Slovenia)

With the generous support of

The William and Flora Hewlett Foundation





Task Team



Steering Committee

Partners



United Nations
Educational, Scientific and
Cultural Organization



REPUBLIC OF SLOVENIA
**MINISTRY OF EDUCATION,
SCIENCE AND SPORT**

THE WILLIAM AND FLORA
HEWLETT
FOUNDATION

OER: Then and Now



Focus was on Governments
Policies
Commitment

Additional focus on stakeholders
Strategies
Concrete action

Objectives of RCOER

- Raise regional awareness about the importance of OER and its relationship to SDG4
- Identify strategies and solutions to overcome the challenges or barriers to mainstreaming OER
- Agree on actions for consideration at the 2nd World OER Congress



The Surveys

Two Surveys

- A government survey sent by COL to Member States
- UNESCO sent the survey in English & French to Member States
- A stakeholder survey, which COL posted online at <http://fluidsurveys.com/s/rcoer-stakeholdersurvey/> and publicized via social media.



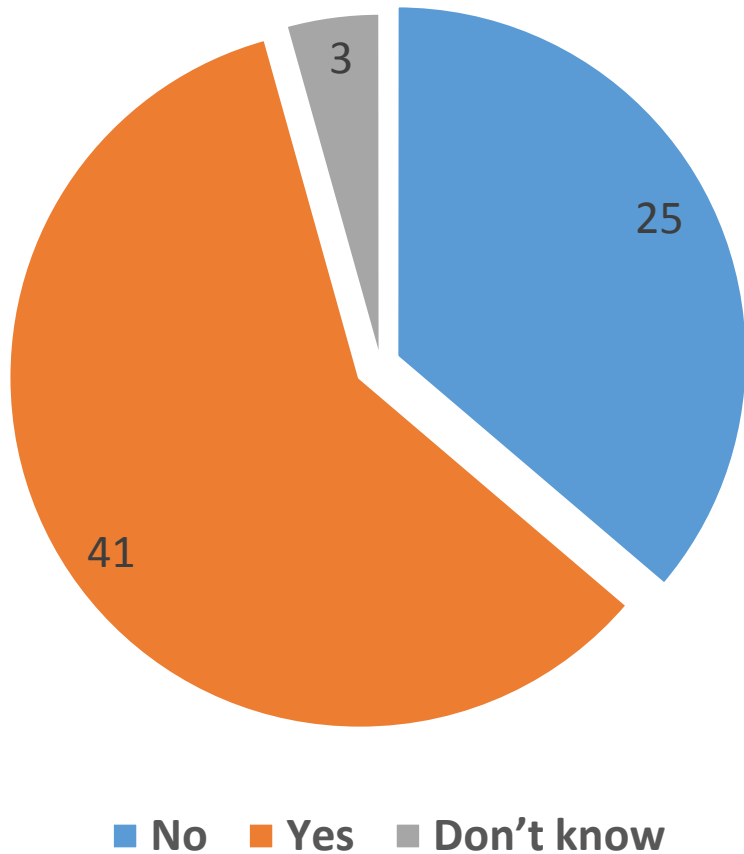
Government Responses: 70 countries

Region	Government
Africa	30
Middle East and North Africa	7
Asia and Pacific	14
Europe and North America	14
Latin America and Caribbean	5

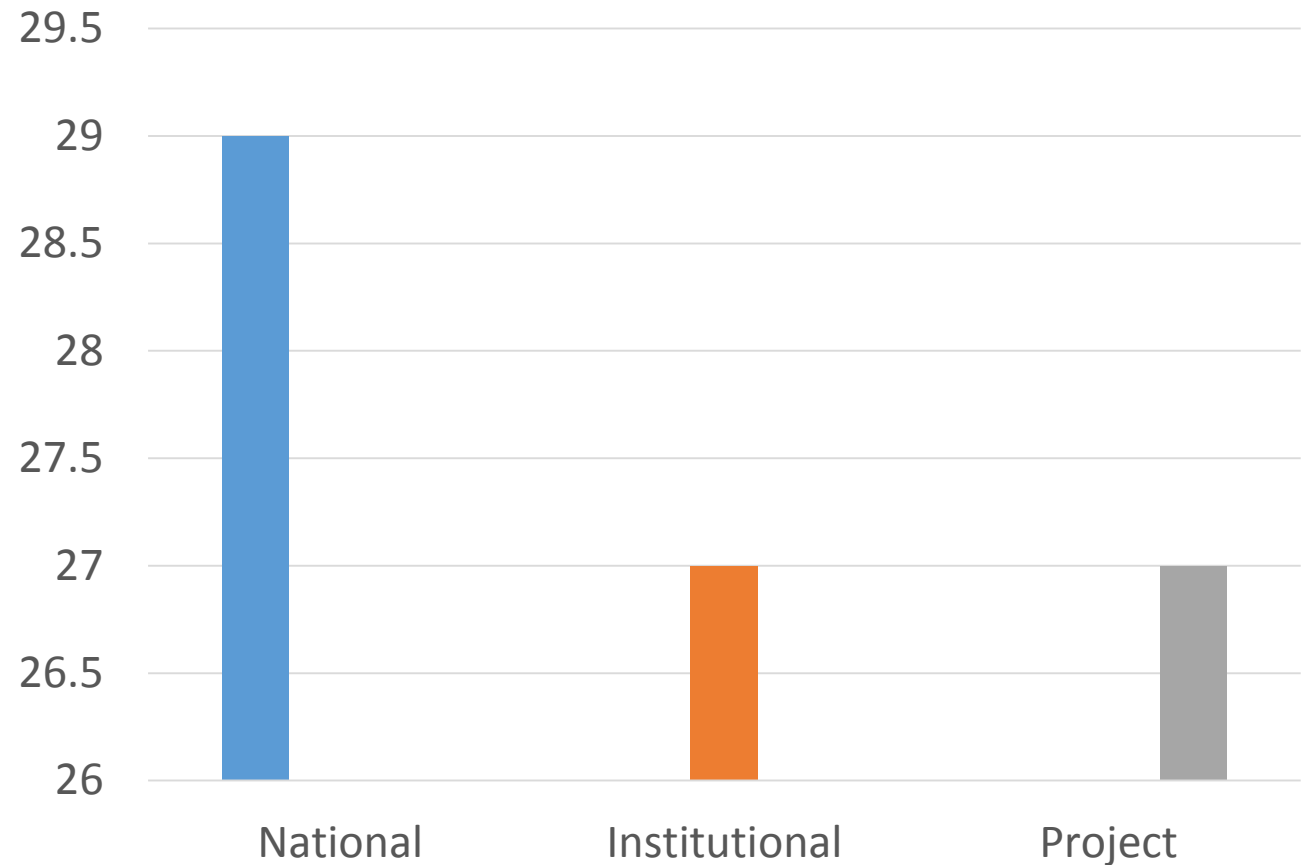


Key Findings from Government Survey

Policies supporting OER

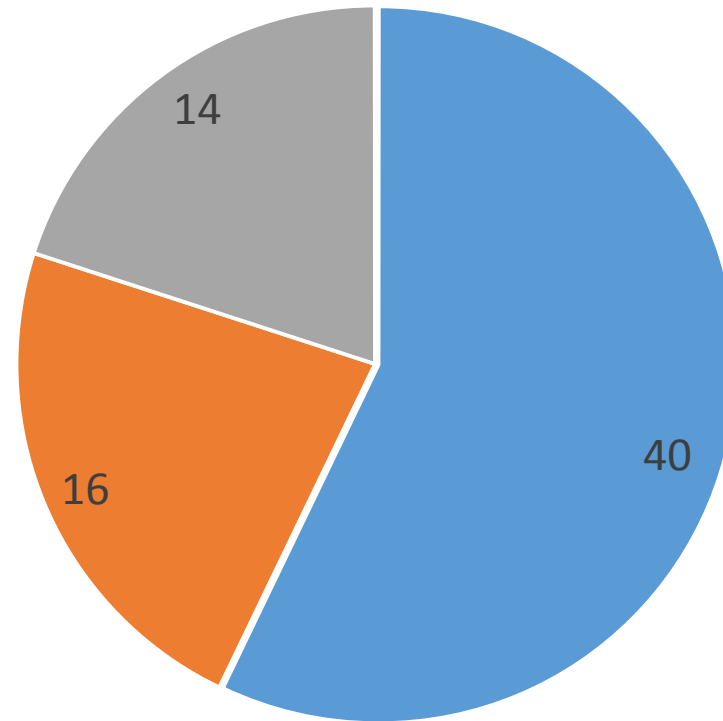


Types of OER Policies



Key Findings from Government Survey

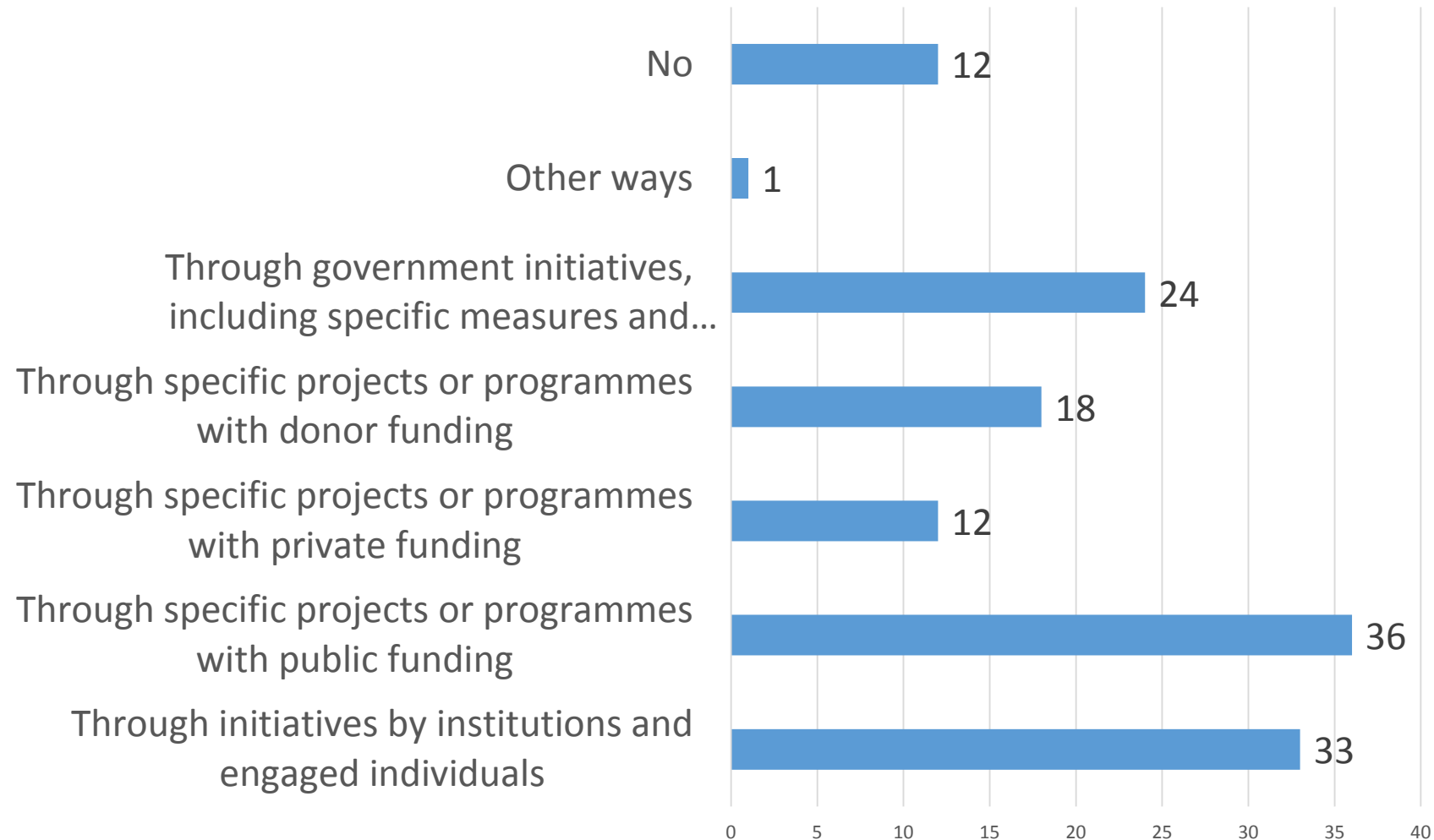
Considering National OER Policy Development



■ Yes ■ No ■ No response

Key Findings from Government Survey

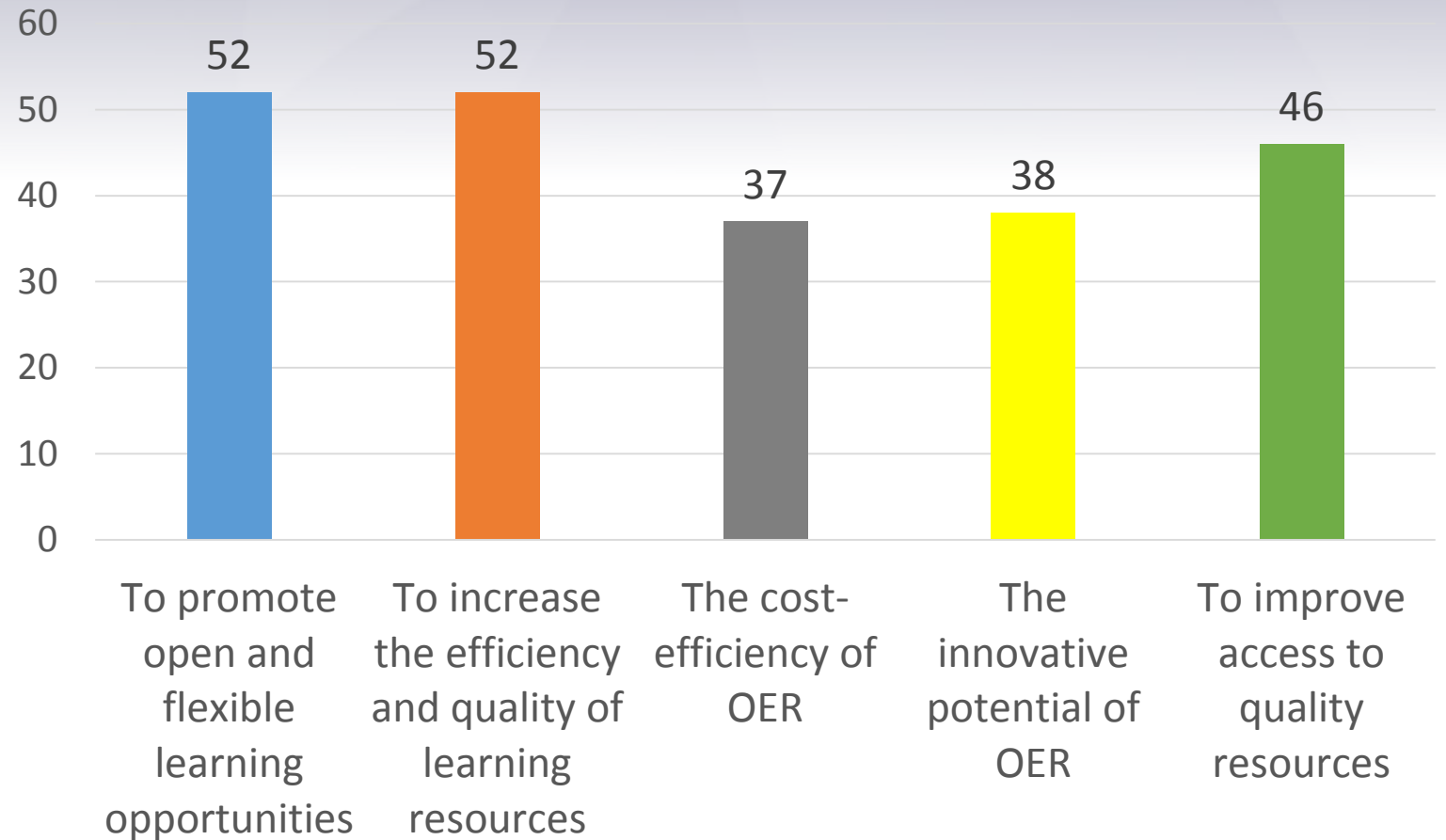
How are they engaged in OER Activities?



Key Findings from Government Survey

Benefits

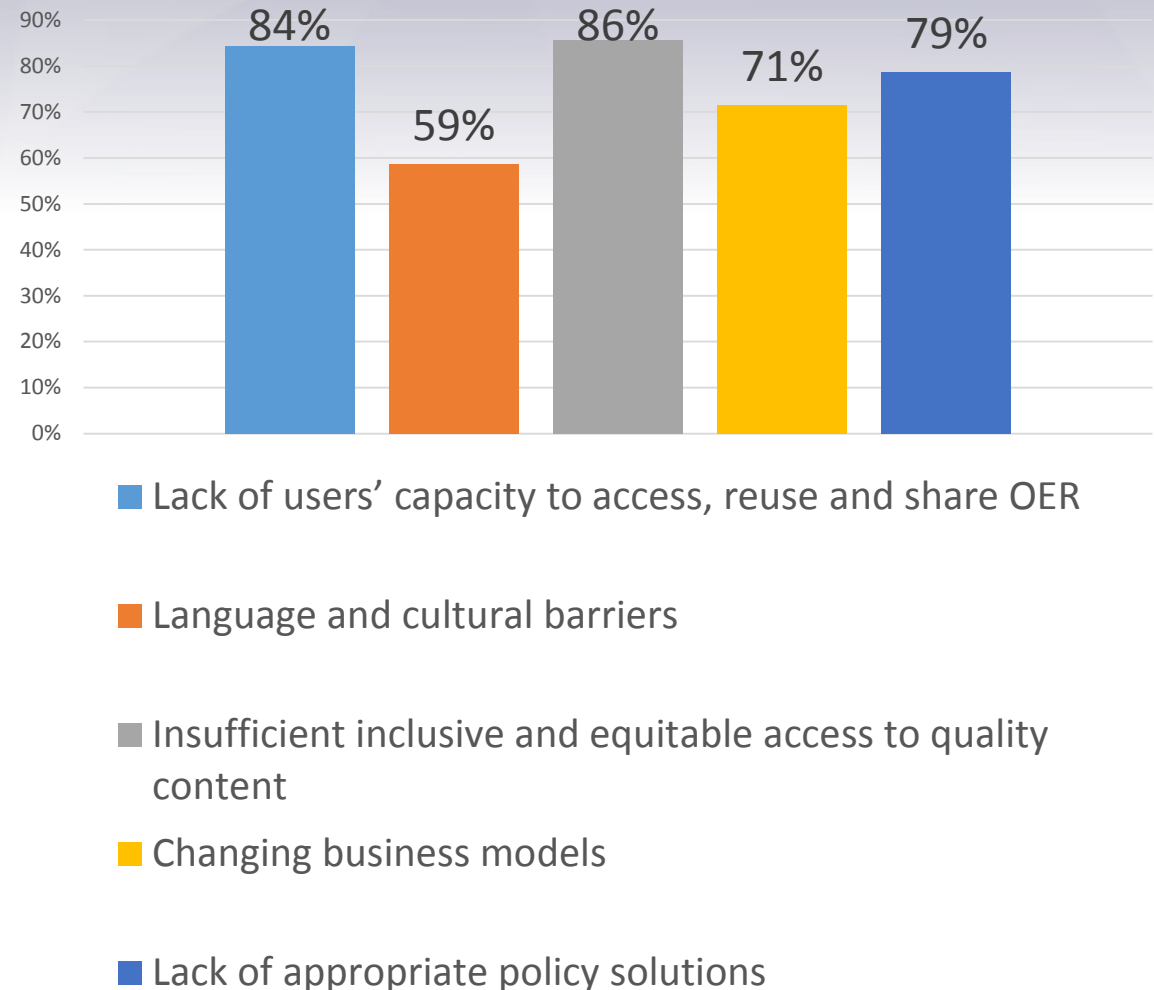
- Promote flexible learning
- Increase efficiency and quality of resources
- Improve access to resources



Key Findings from Government Survey

Barriers

- Insufficient access to quality content (86%)
- Lack of users' capacity (84%)
- Lack of appropriate policies (79%)
- Changing business models (71%)
- Language and cultural barriers (59%)



Stakeholder Responses: 600

STAKEHOLDER SURVEY: % MALE/FEMALE

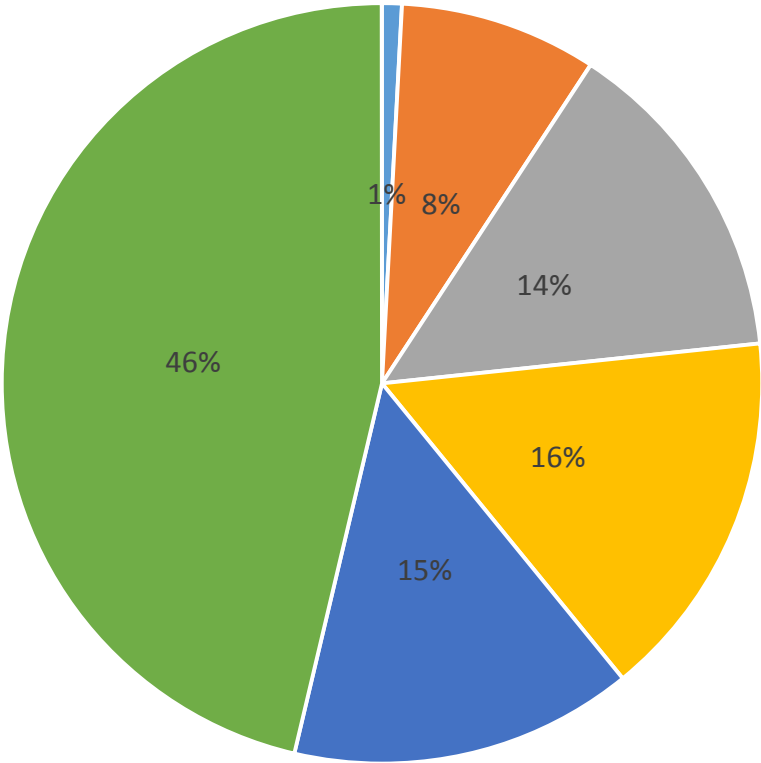
57 
Male

42 
Female

Region	Stakeholder
Africa	126
Middle East and North Africa	26
Asia and Pacific	267
Europe and North America	147
Latin America and Caribbean	34

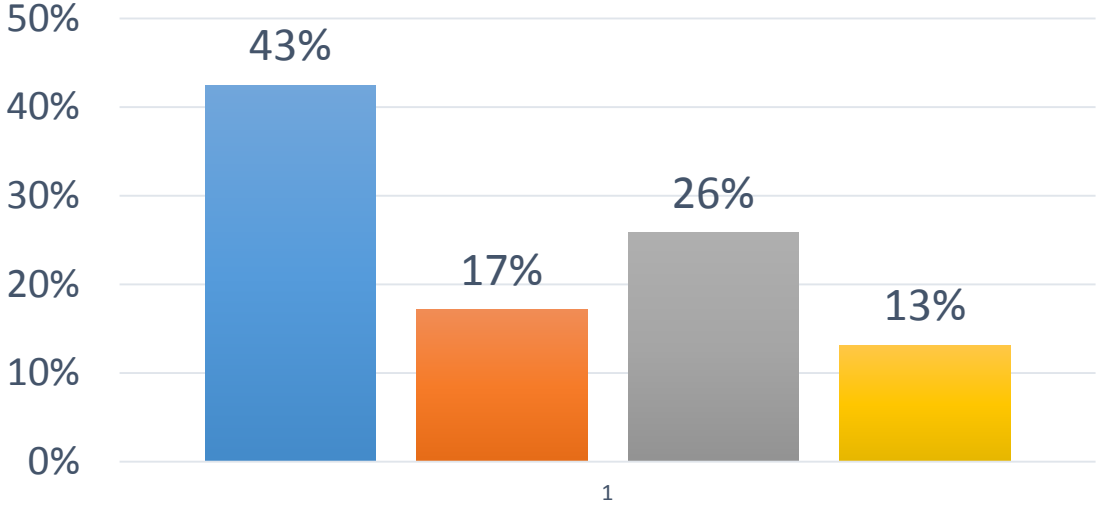
Stakeholder Responses

Respondents: Experiences



■ No work experience ■ 1-5 yrs ■ 6-10 yrs ■ 11-15 yrs ■ 16-20 yrs ■ Over 20 yrs

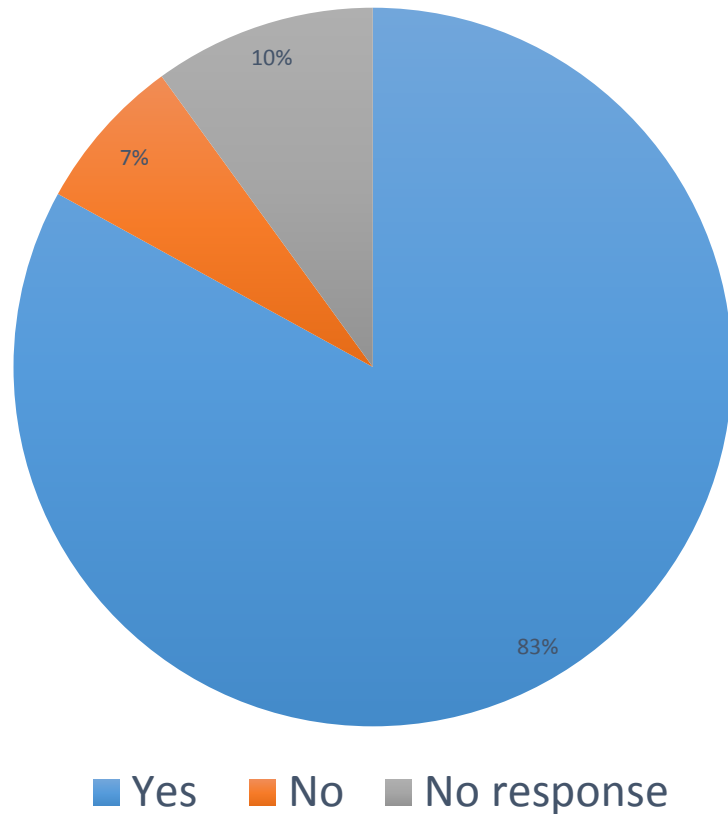
Main Area of Experience



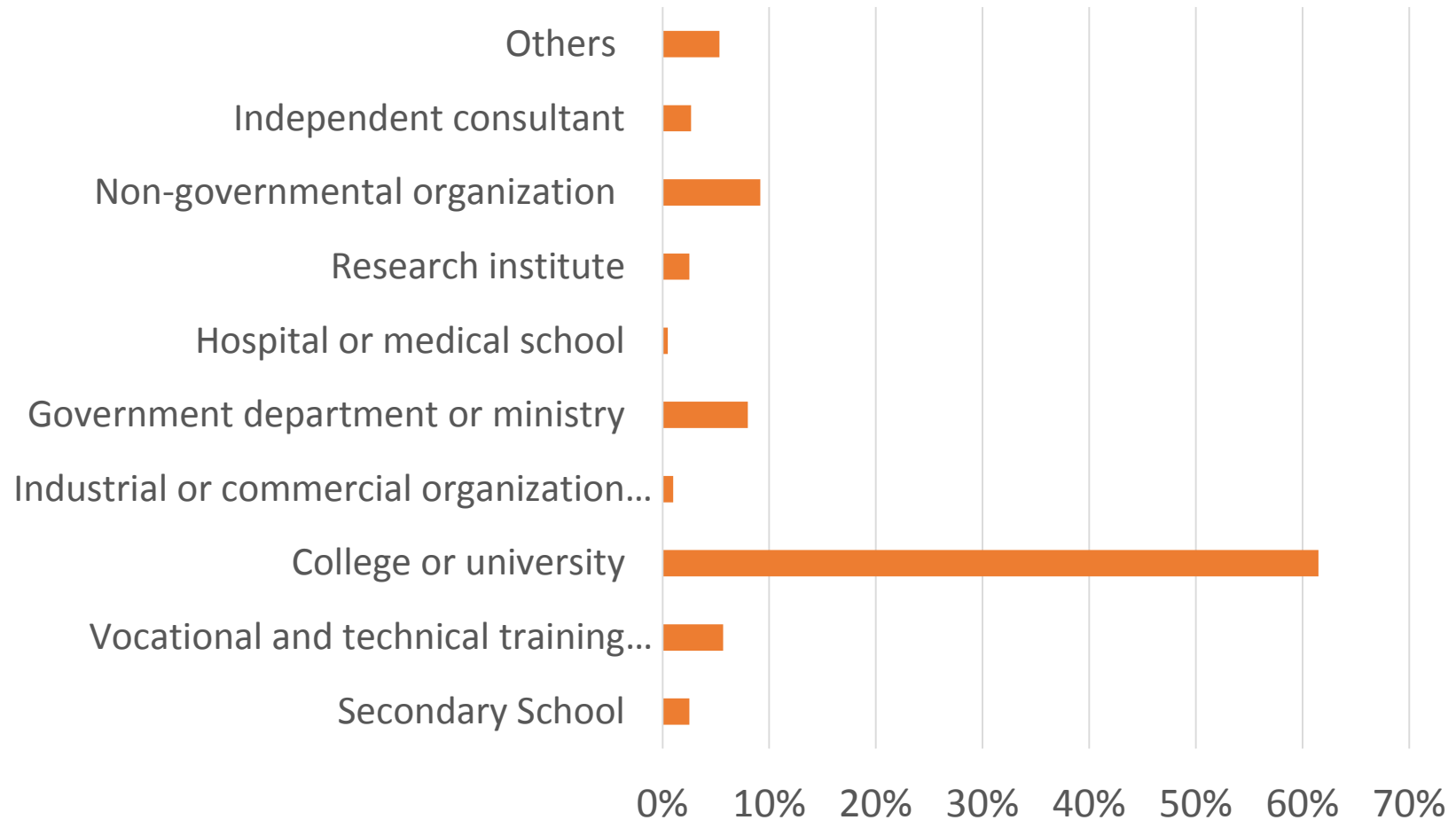
■ Teaching
■ Research
■ Administration and management
■ Others

Stakeholder Responses

Respondents: Awareness of OER

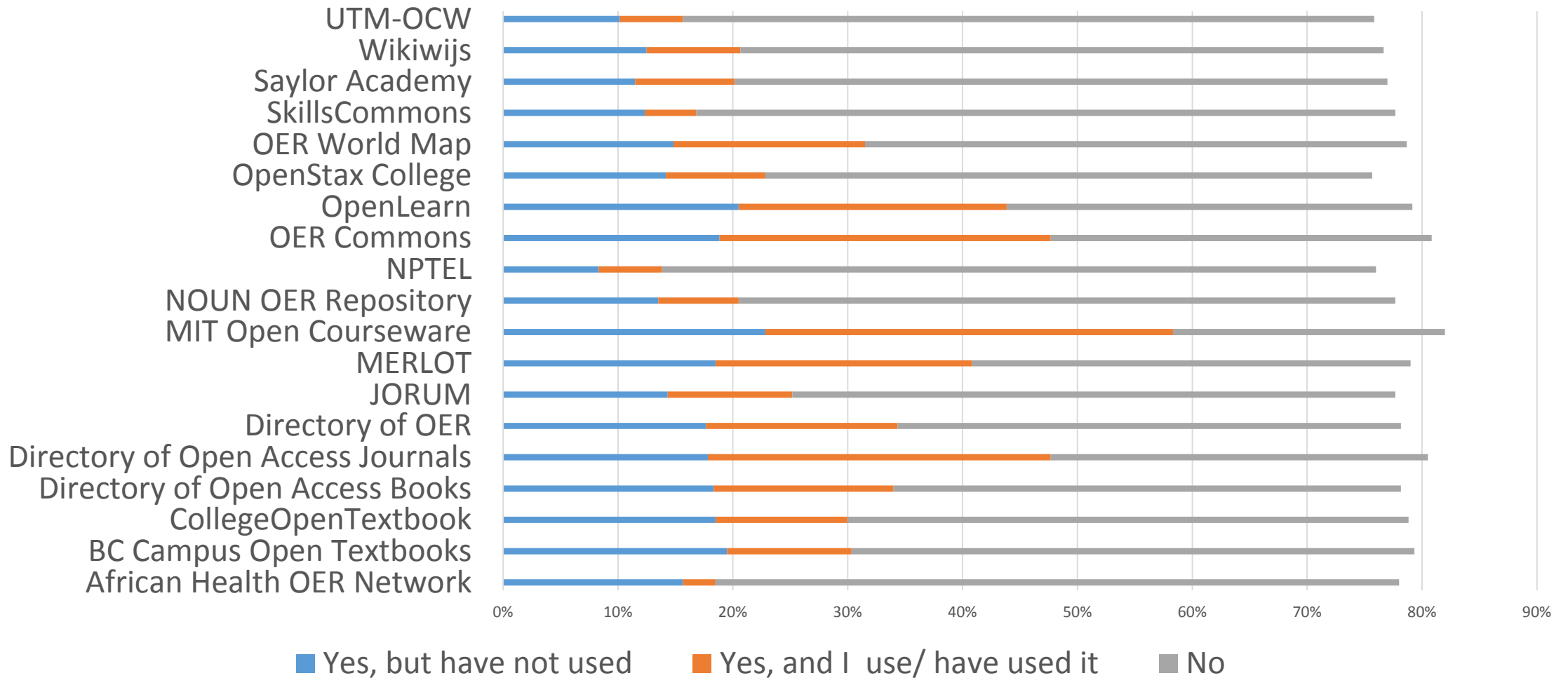


Respondents: Where they work



Stakeholder Responses

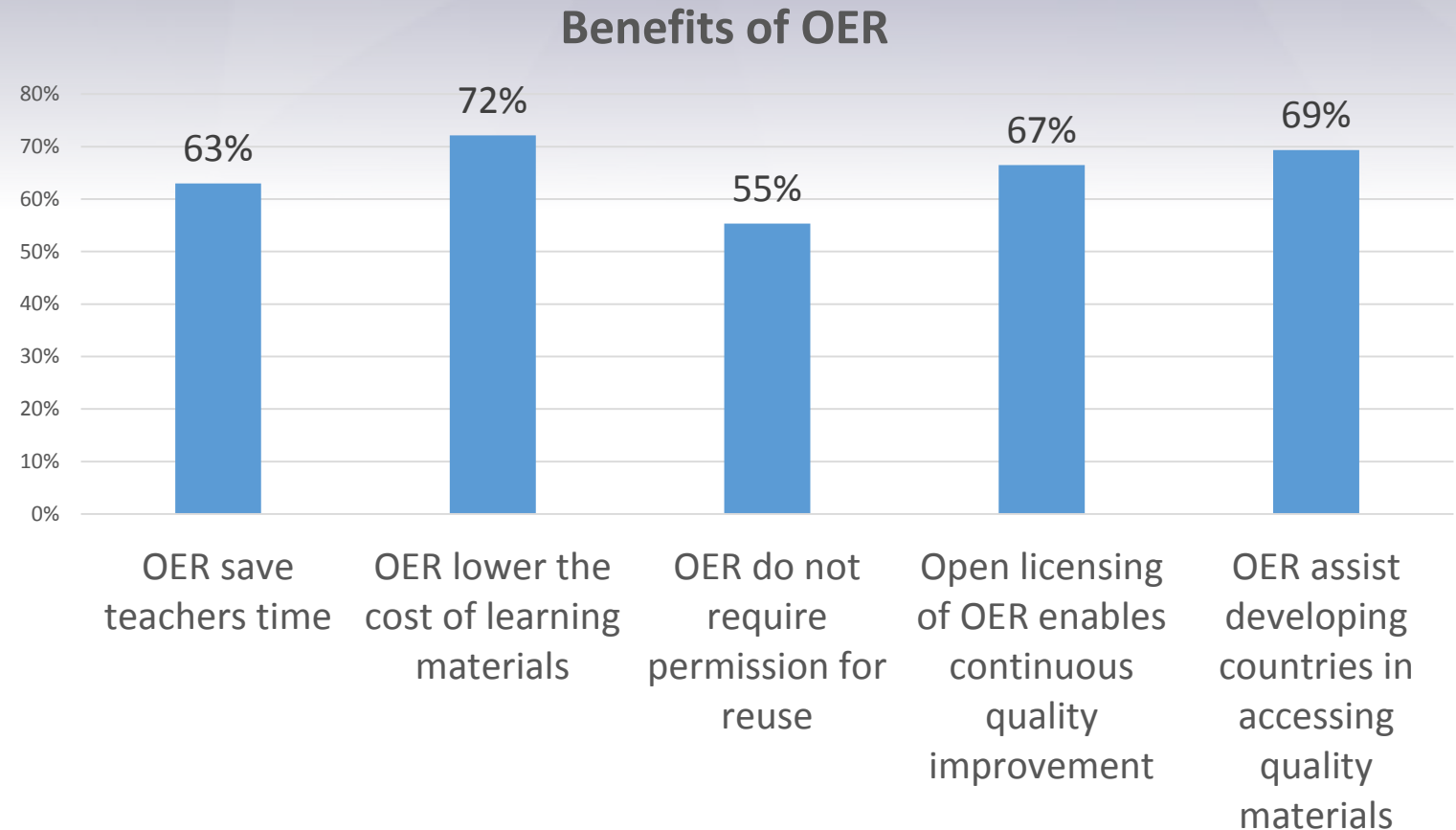
Awareness of OER repositories and platforms



Stakeholder Responses

Benefits

- Reduced costs of learning materials
- Provides access to quality materials
- Enables continuous quality enhancement
- Save teachers time

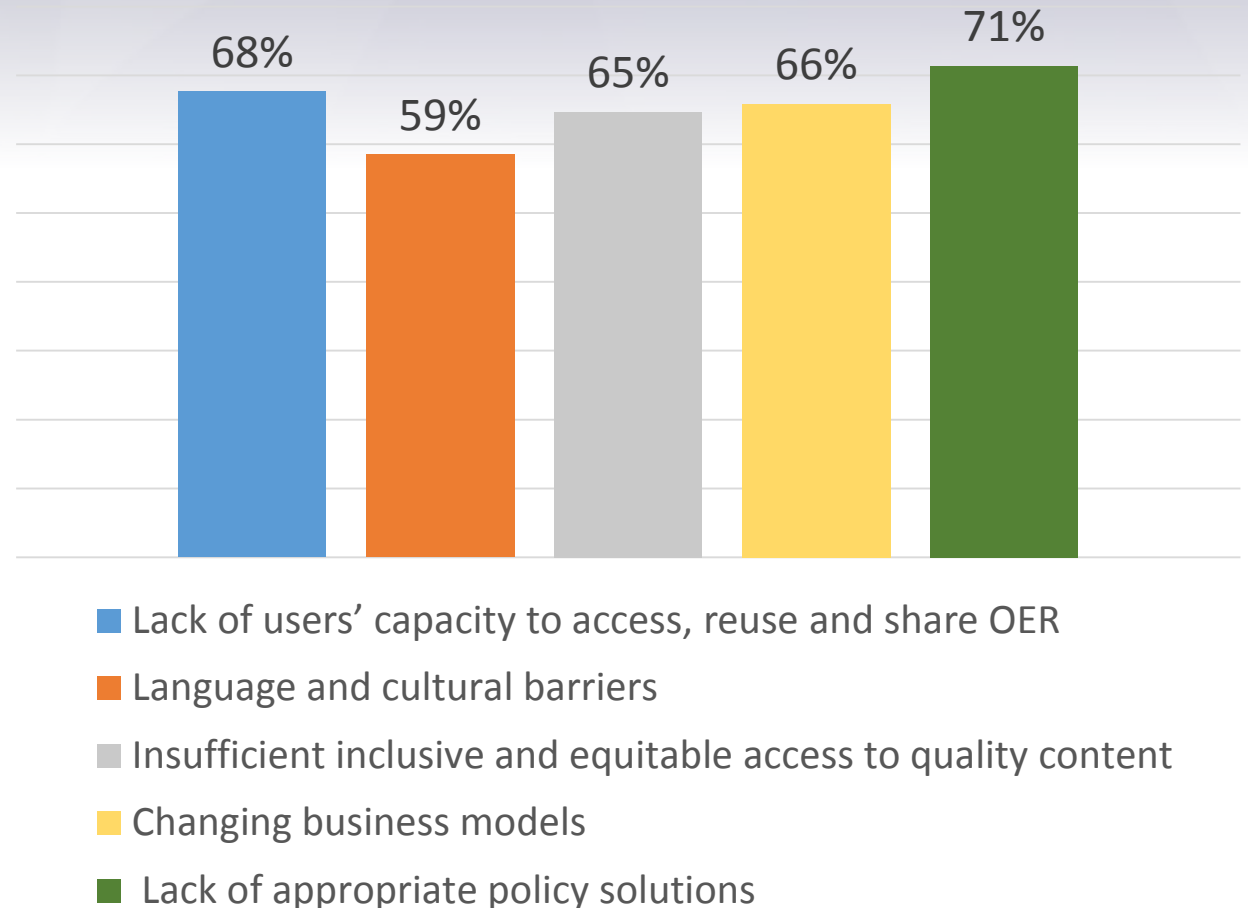


Stakeholder Responses

Barriers

- Lack of policy (71%)
- Lack of Capacity (68%)
- Changing business models (66%)

Barriers to mainstreaming OER



Governments and Stakeholders: Commonalities

- Provides access to quality materials
- Lack of appropriate policy solutions
- Poor awareness and capacity of users
- Changing business models



Different Focus?

Governments:

Language & Cultural Issues

Stakeholders:

Saves time for teachers

Enables continuous quality improvement



Regional Consultations



ASIA

Regional Consultation 1-2 December, 2016

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Key Practices - Asia

- Free supply of textbooks at school Level (Bangladesh)
- NME-ICT follows CC BY-SA licence (India)
- Commitment to OpenCourseWare in eLearning policy (Malaysia)
- OER repositories in India, Indonesia, Malaysia, Pakistan, Philippines, Vietnam.



Barriers to OER - Asia

- Low bandwidth and Internet access
- Low attention to content for people with disabilities
- Lack of awareness and capacity to use and contribute to OER
- Lack of availability of OER in local languages
- No national policy to guide OER





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RUSSIA

EUROPE

Regional Consultation
23-24 February, 2017

Rich & Diverse initiatives- Europe

- Mostly led by institutions/project mode
- Advanced technologies for multi-lingual searches possible
- OER as part of a wider Open ecosystem
- Many initiatives but fragmented



Actions- Europe

- Need for political will and national level policies
- Teachers critical in mainstreaming OER
- Need for business models
- Invite publishers to enter the world of 'open'
- Institutions must invest in QA and evidence



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MIDDLE EAST/N. AFRICA

Regional Consultation | 27-28 February, 2017



Key Practices – Middle East/N. Africa

- National OER Policies: Bahrain & Oman
- Institutional initiatives: Open University of Sudan
- Portals: Morocco, Jordan
- Emphasis on translating content into Arabic



Needs: Middle East/N. Africa

- More awareness
- Capacity-building
- Policies at national and institutional levels
- Regional cooperation



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AFRICA

Regional Consultation
2-3 March, 2017



Key Practices – Africa

- National OER Policies: South Africa, Seychelles &
- Institutional initiatives: Several institutional initiatives, National Open University of Nigeria, and Open University of Tanzania
- *Siyavula* courses (developed with philanthropic support) adopted by South Africa
- OER Africa supporting institutions to mainstream OER



Barriers to OER: Africa

- Access to Internet and electricity
- Poor awareness and capacity to use and contribute OER
- Lack of policies at national and institutional levels
- Lack of local language resources



Actions: Stakeholders Identified

- Governments
- Educational Institutions
- Teachers
- Learners
- QA Agencies
- Publishers
- Civil Society
- Associations



International
Cooperation



Towards 2nd World OER Congress & Beyond

2016 KL Declaration

Mainstream the use of OER by developing strategies and policies at governmental and institutional levels to enhance quality while potentially reducing the cost of education

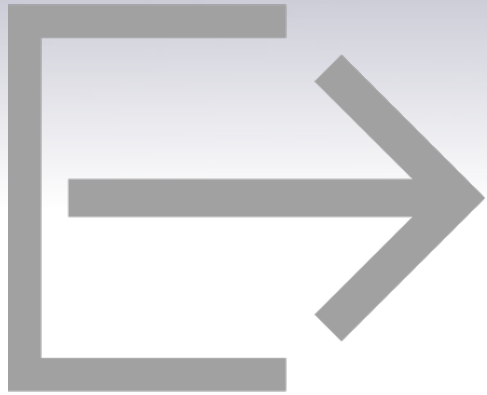


Final Regional Meeting

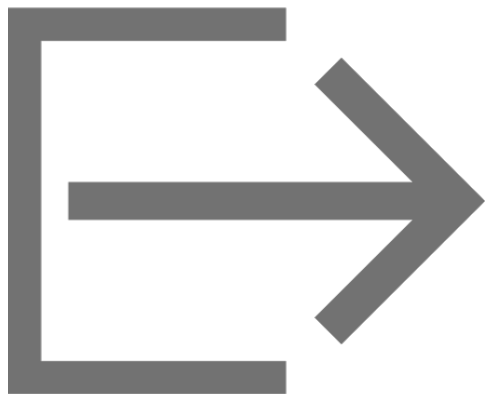
Auckland, NZ



Outcomes of the Regional Consultations



Global OER Survey Report



**Synthesis of Actions
for consideration/ adoption**

Progress after 2012?

- More policies—institutional level
- More awareness about the benefits of OER
- More champions and advocates
- More content available—repositories; but low awareness of repositories
- Better ICT infrastructure and connectivity



What next?

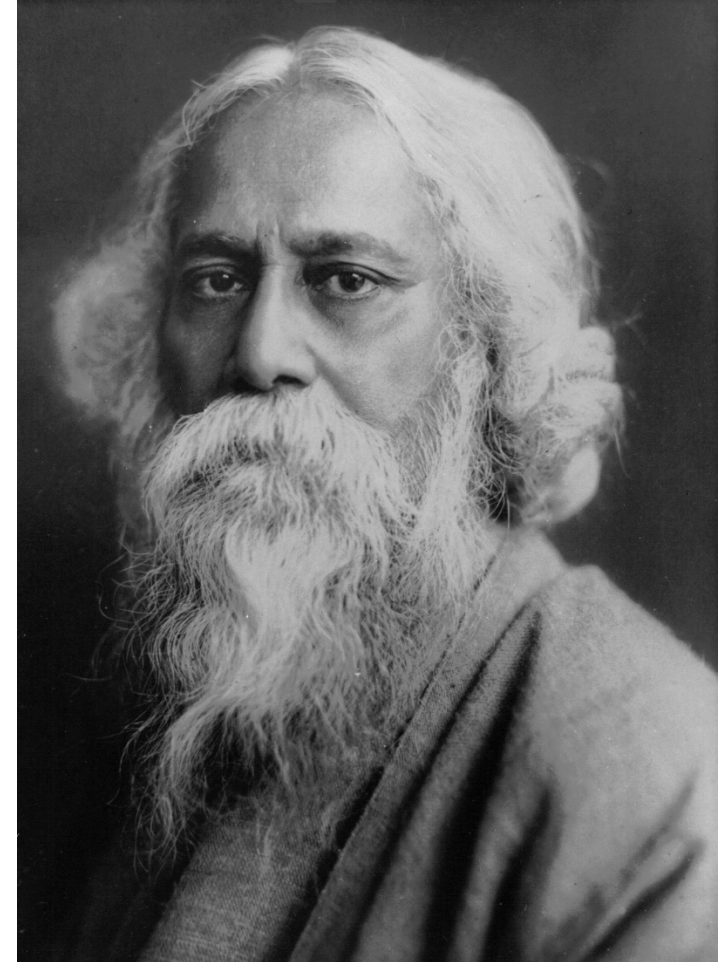
- Evidence-based advocacy
- More capacity building
- Targeted interventions
- Continue to build and strengthen collaborations



*Where the mind is without
fear and the head is held high*

Where knowledge is free

Tagore, 1910



**OER for Inclusive and Equitable Quality Education:
*From Commitment to Action***

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