

UNESCO

&

The Commonwealth of Learning

***Forum sur les politiques relatives aux
Ressources Educatives Libres***

Paris, le 1er décembre 2010



Policy Forum
UNESCO and the Commonwealth of Learning

Taking the Open Educational Resources (OER)
beyond the OER Community: Policy and Capacity

Wednesday 1st December 2010
UNESCO Headquarters, Paris

***Setting the Scene:
Open Educational Resources and the Open
Content Movement***

Sir John Daniel
Commonwealth of Learning



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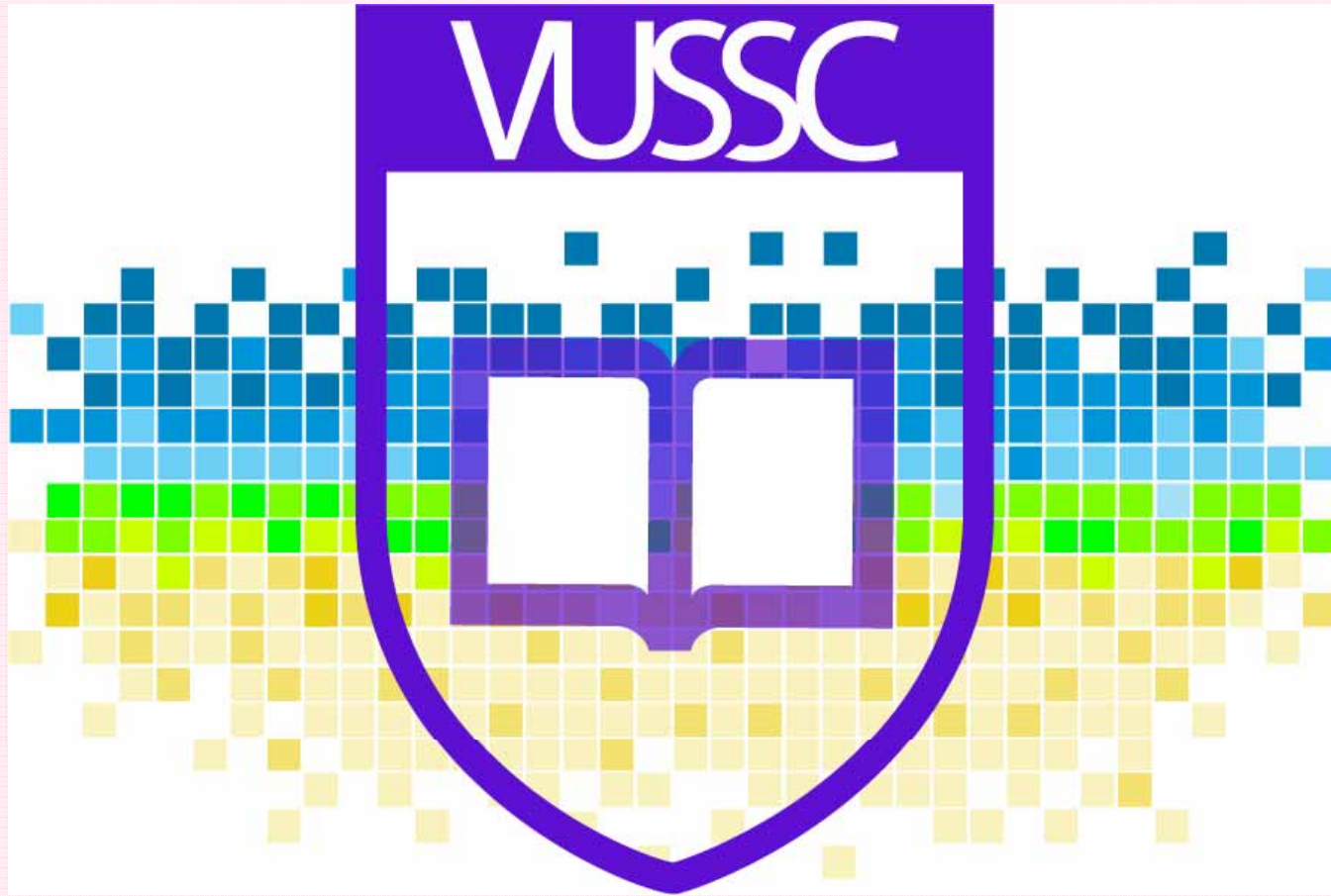


Policy Forum

UNESCO and the Commonwealth of Learning

Taking the Open Educational Resources (OER) beyond the OER Community: Policy and Capacity





The Virtual University for Small States of the Commonwealth

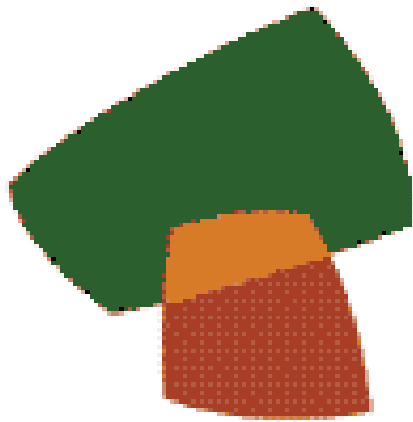


Collaborative Development of Learning Materials

COL & Hewlett Foundation



20 sets of self-instructional materials for the complete senior secondary curriculum



TESSA

Teacher Education in Sub-Saharan Africa

- 13 African universities developing OERs for teacher education
- Used by 500,000 teachers in 2009
- Available in Arabic, English, French and Kiswahili

Workshops

Cape Town

Windhoek

Bamako

Kochi



Three Online Forums

From: oer-forum-bounces+tjaniel=col.org@lists.esn.org.za on behalf of Sabu K C [sabukc2001@yahoo.co.in]
To: Open Educational Resources - an online discussion forum
Cc:
Subject: Re: [OER] Forum 3: copyright and access to educational materials

Sent: Thu 11/18/2010 2:51 A

Message | ATT335671.txt (458 B)

Dear Joris Komen and colleagues,

Launching of new products into the market is a regular phenomenon. Each one is provided with marketing strategies that will create a cutting edge over the other products/brands. Advertising, considered the backbone of business is used as the major tool to sell the products. How many of us do serious research on these advertisements? What we hear/read repeatedly we tend to believe it as reality.

There are instances where demand for a product/ service/ idea is generated by inducing a 'synthetic' deficiency in the minds of the people (buyers/customers/....). All said and done, people are also cautious. They do recognise the risks and try to avoid anything that is 'not so good' for them.

There are families of 'highly educated' people who have said 'no' to cable connections and internet connections, as "it will take away the study time of children". There are also families that make use of these channels for children by directly engaging themselves along with the children - be it surfing on the net or downloading from a website or using mobile phone services.. It is this kind of 'safety net' that is considered an 'obstacle' by the promoters of certain products.

It may be laborious, time consuming process, but is necessary to convince the stakeholders if we need to succeed in promoting OER. The distance between information and action is at times long but it needs to be covered..... We need to work hard.

Best regards





Qian Tang
ADG/ED





Qian Tang
ADG/ED



Janis Karklins
ADG/CI



Education is sailing
through stormy
seas...



...while above us the
development of
educational technology is
flying ahead at supersonic
speed.

Dichotomy

(challenging governments)

Paradox

(challenging institutions)



Technological changes...



...exploding
business models



Governments are reviewing their
copyright legislation

OER Africa





OER Africa



MIT **OPEN** COURSEWARE

MASSACHUSETTS INSTITUTE OF TECHNOLOGY



The Open University

OpenLearn

Making educational resources freely available

Learning for Development



... the emergence of a new set of university rankings that rate the quality and usefulness of the OERs from different institutions

Dichotomy

(challenging governments)

open
content

versus

proprietary
content

(contradictory policies)

Paradox

ODL

(Open and Distance Learning)



Paradox

TECHNOLOGY → ODL → ACCESS



Athabasca University:
Look before you write!

Asiae university:
Get it all from the web





Find learning materials for use in my course



Search

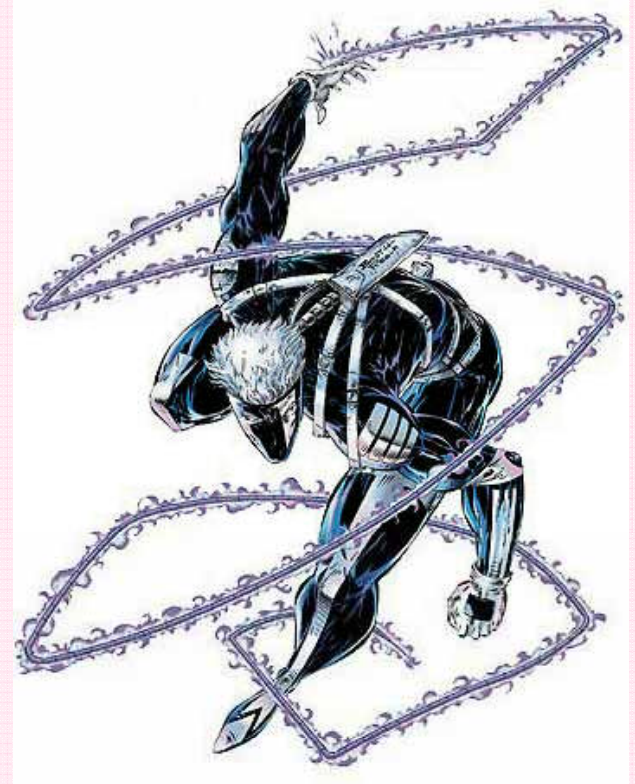
Google Instant is off due to connection speed. Press Enter to search.



Paradox

TECHNOLOGY → ODL → ACCESS

ODL



Boom & Backlash



Ethiopia

“a surprising case”

August 26, 2010: Ministry of Education banned all distance education programmes in private and public, arguing that:

‘distance learning education is unnecessary at this stage in the development of the education sector’





Ethiopia



The World Bank had recommended the further development of ODL, which had already helped to raise the country's participation rate in higher education from 2% to 5%.





Meles Zenawi

...in the 1990s the Prime Minister of Ethiopia, Meles Zenawi, and most of his cabinet studied successfully for the UK Open University's MBA...





Ethiopia

“a happy ending”

The ban was lifted in October 2010 after robust negotiations with 64, mostly private, institutions and the introduction of a quality assurance system.



Noble and ignoble motives

- Quality in ODL is more **consistent** than in classroom teaching – but may be consistently better or consistently worse
- Fears of loss of institutional income as students choose less expensive and more convenient modes of study



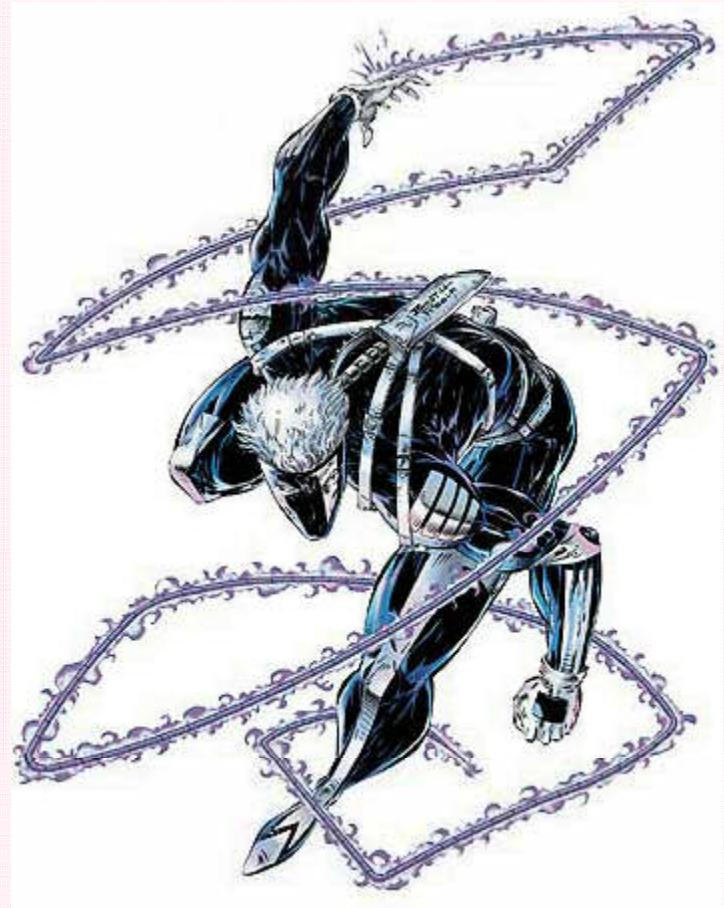
...having an abundance of quality resources available for adoption and adaptation is sure to raise the quality of open and distance learning...

(...and classroom teaching!)



THE BACKLASH AGAINST ODL

...an attempt to resist an unstoppable trend, which is the increasing availability of educational content of all kinds...



Teachers' role



...is no longer to display their own distillation of knowledge at the front of the class, but to advise and assist students as they try to find their way in a world of abundant knowledge.

Dichotomy

(challenging governments)

Paradox

(challenging institutions)

- What should we do?
- What should governments do?
- What should UNESCO do?



- What should we do?

“Simplify all aspects of working
with OER”

Allyn Radford (Australia):

The Open Learning Content
Editing Console

- What should governments do?

“insist that all material of educational value developed either by them directly – or by others with public funds – should be made freely available for onward use under open licences”



- What should UNESCO do?

“adopt a policy of open licences for its own output, and initiate and lead a worldwide campaign to open up all useful content”

Dichotomy

(challenging governments)

Paradox

(challenging institutions)

- Simplify working with OER
- Open licences for public content
- Lead an open content campaign



“create the global
intellectual commons
that people have
dreamed of
throughout history”





Text & slides at:

www.col.org/speeches

THANK YOU