Fostering Governmental Support for OER Internationally

Regional Policy Forum for the Arab States Region

Muscat, Oman
7-8 May, 2012

Open Educational Resources in the Arab States

Sir John Daniel & Ms. Stamenka Uvalić-Trumbić
Commonwealth of Learning
Regional Policy Forum for the Arab States Region
Muscat, 7-8 May 2012
Fostering Governmental Support for Open Educational Resources Internationally
PLAN

1. The Project: Three Elements

2. Responses to Survey on OER Policy – Arab States

3. The World OER Congress & the Paris Declaration
Maintaining Strategic Agility: Managing change and assuring quality in education for teaching

December 14-17, 2009: Muscat, Oman

“Open educational resources, which are an Internet empowered worldwide community effort to create an education commons, are already making a powerful contribution to teacher education in Africa.”
ICET World Assembly
Oman, 14-17 December 2009

Theme
Managing Strategic Agility: managing change and assuring quality in teacher education

New Dynamics of Higher Education for the 21st century: Applications to Quality Teacher Education

by
Stamenka Uvalić-Trumbić
UNESCO
Fostering **Governmental** Support for Open Educational Resources Internationally
8 countries reported on their OER policies/intentions

- Algeria
- Bahrain
- Iraq
- Lebanon
- Morocco
- Oman
- Qatar
- Tunisia
- Yemen
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
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
UNESCO General Conference

Paris - 2009
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)

neilbutcher@ashahome.org

Stamenka Uvalić-Trumbić

Asha Kanwar

col.org/resources
Guidelines for Open Educational Resources (OER) in Higher Education

Zeynep Varoglu

Trudi van Wyk
Fostering Governmental Support for Open Educational Resources Internationally
Survey of Governments

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

- Algeria
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1. The Project: Three Elements

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No countries have explicit policies on OER

but

four countries have strategies relating to eEducation or eLearning that could be extended to OER

Algeria  Bahrain  Lebanon  Morocco
Algeria is developing a strategy on eEducation and would like to become involved with OER through the newly established Division on pedagogical and didactic resources within the Ministry.
In Bahrain, the Ministry of Education has developed an eLearning project with a website for sharing resources.
In Lebanon the Ministry of Tele-communication is planning to promote “A tablet for every student” and in this context OER will be offered as an extra-curricular activity.
In Morocco the Ministry of Education has created a National Laboratory of Digital Resources, which is in charge of the production and labeling of digital educational resources. Some resources were produced as OER. In addition, an official ICT website of the Ministry, with a management platform for open source content "DRUPAL", has been created.
UNESCO supports development of OER in Morocco

Within the framework of UNESCO’s programme to promote Open Educational Resources, the UNESCO Rabat Office is organizing a workshop at the Morocco-Korean Training Centre on ICT in Education in Rabat from 3 to 6 October. The workshop will focus on the use of Scenari-Opale, an editorial chain under the FOSS licence, which allows teachers to easily produce, manage and publish educational resources in various formats.
Yemen has a national program to integrate technology and education under the auspices of Prime Minister, although it does refer to OER. It also has a project called "ENTLEG", a cooperation with EDC and USAID, CRUIKY and INTEL and the private sector.
INTALEQ: 21st Century Skills for Yemeni Youth Program Summary

This program summary highlights Yemen's Innovations in Technology-Assisted Learning for Educational Quality (INTALEQ) program, a public-private partnership designed to improve math and science instruction in Yemeni high schools, thereby building 21st century skills among their students. Learning assessments demonstrate that students benefiting from the program are making significantly greater math and science learning gains than their counterparts in other schools.
Countries not yet active in OER but wish to become so for reasons of international collaboration and knowledge sharing
Countries not yet active in OER but wish to become so for reasons of international collaboration and knowledge sharing

For Iraq, Qatar and Yemen the motivation to become more active is becoming part of global movements and trends. Iraq is also interested in OER because they provide flexible learning resources, and tools for teachers, and foster the use of modern technologies.
Countries not yet active in OER but wish to become so for reasons of international collaboration and knowledge sharing

Other reasons for becoming more active in OER are that they promote equity of access and reduce costs (Morocco), and promote knowledge sharing and quality resources (Oman, Tunisia).
The Portal reaps Visual innovation Award for 2011.

Oman Education Portal has won the Visual Innovation Award in ministries sites category in the e-government for Arab world 2011 competition. This competition is organized by TheInternet Awards Academy in the Arab region in cooperation with the Arab Organization for Administrative Development, of the Arab States League.
Obstacles

- Sustainability
- Piracy
- Language
- Cultural diversity
- Few OER in Arabic
Importance of government plans

Most countries require or depend on government plans (Tunisia, Qatar) and would need to have government incentives or action plans to become active with OER.

Responses emphasize that educational materials and textbooks are provided entirely or to a great extent from public funds (Morocco, Oman, Qatar, Tunisia).
17 African Nations reported on their Status of OER
Results of OER Survey Questionnaires (February 2012)

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

- Argentina
- Brazil
- Chile
- Colombia
- El Salvador
- Guatemala
- Mexico
- Paraguay
- Peru
- Uruguay
17 countries reported on their OER policies/intentions

- Armenia
- Austria
- Azerbaijan
- Belgium
- Bulgaria
- Canada
- Cyprus
- Finland
- Hungary
- Italy
- Latvia
- Lithuania
- Malta
- Monaco
- Netherlands
- Poland
- Slovenia
- USA
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
Arab States Regional Policy Forum
Muscat, Oman – May 2012
Regional Policy Forums

• Caribbean – January
• Africa – February
• Latin America – March
• Europe – April
• Asia & Pacific – April
• Arab States - May
ICT in Education Leadership Forum in the Caribbean & Caribbean OER Policy Forum

Barbados, January 2012
Regional Policy Forum for Latin America
March 2012
Europe Regional Policy Forum
Cambridge, UK – April 2012
Asia – Pacific Regional Policy Forum
Bangkok – April 2012
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 5
PLAN

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3. The World OER Congress & the Paris Declaration
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
World Open Educational Resources Congress

Wednesday 26 – Friday 22 June, 2012
Room XII, UNESCO HQ, Paris, France

In full partnership with the Commonwealth of Learning (COL) and through the generous support of the William and Flora Hewlett Foundation, UNESCO is organizing the 2012 World OER Congress, which will take place on 20 – 22 June 2012 at UNESCO Headquarters in Paris.

The aims of the Congress are to:
- Release the 2012 Paris Declaration.
- Showcase the world’s best practices in OER policies, initiatives, and experts;
- and celebrate the 10th anniversary of the 2002 UNESCO Forum that coined the term OER.

The Congress aims to encourage more governments to adopt policies that include OER and will bring together Ministers of Education/Human Resource Development, senior policy makers, expert practitioners, researchers and relevant stakeholders.

It is a joint event with an official partnership agreement with IN triệu financial States and selected invited organizations and individuals negotiating the text of the 2012 Paris Declaration, and an open exhibition of OER practices and workshops and seminars.

Regional Policy Forums

The event is organized for the June 2012 OER Congress, UNESCO and the Commonwealth of Learning.

http://www.unesco.org/new/en/communication-and-information/events/calendar/
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