

# OER for Development (OER4D)

Asha Kanwar

*Commonwealth of Learning*

*22 April, 2015, Banff, Canada*



# COMMONWEALTH *of* LEARNING



*Learning for Development*

# The Commonwealth



**THE COMMONWEALTH COMPRISES 54 DEVELOPED AND DEVELOPING NATIONS AROUND THE WORLD**

Map Published by the Communications and Public Affairs Division, Commonwealth Secretariat, 2010.

# Plan

- CONTEXT
- TRENDS
- ISSUES



# Sustainable Development Goals

**Sustainable  
Development  
Goals**



# GOAL 4

A group of diverse young children, likely in a classroom, are shown smiling and engaged in learning. The children are wearing blue and yellow uniforms. The background is slightly blurred, focusing attention on the children's faces and expressions.

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

**SUSTAINABLE DEVELOPMENT GOALS**

More at [sustainabledevelopment.un.org/sdgsproposal](https://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

EDUCATION FOR ALL  
(THE DAKAR GOALS)



WE CAN  
**END POVERTY**  
**2015** MILLENNIUM  
DEVELOPMENT  
GOALS

Min document



# PROGRAMME



United Nations  
Educational, Scientific and  
Cultural Organization



2012 World  
Open Educational Resources  
Congress

Paris  
20-22 June

UNESCO Headquarters  
Paris, France

*‘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

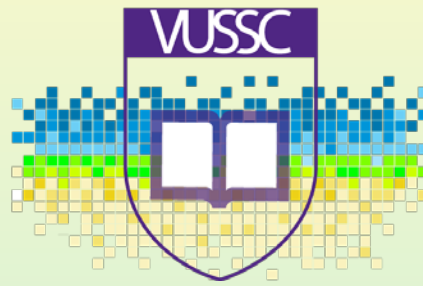




# Key Trends



- 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

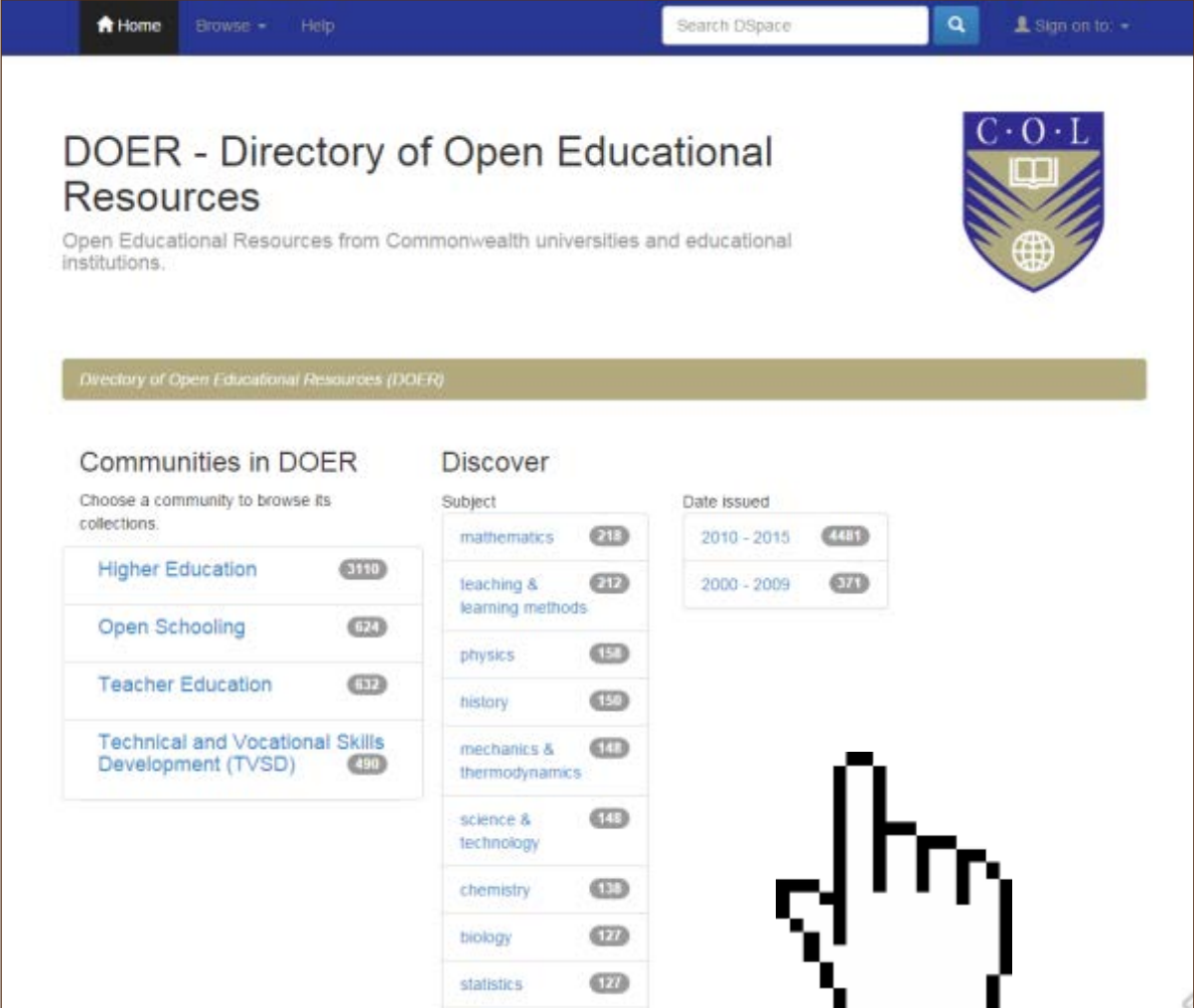


COMMONWEALTH of LEARNING



# Directory of Open Educational Resources (DOER)

- Open Educational Resources directory service
- Shows significant outputs coming from developing countries



The screenshot displays the DOER website interface. At the top, there is a navigation bar with 'Home', 'Browse', and 'Help' links, a search bar labeled 'Search DSpace', and a 'Sign on to' dropdown menu. The main heading is 'DOER - Directory of Open Educational Resources' with a sub-heading 'Open Educational Resources from Commonwealth universities and educational institutions.' and the C·O·L logo. Below this is a section titled 'Directory of Open Educational Resources (DOER)'. The main content area is divided into three columns: 'Communities in DOER', 'Discover', and 'Date issued'. The 'Communities in DOER' section lists four categories with their respective counts: Higher Education (3110), Open Schooling (624), Teacher Education (632), and Technical and Vocational Skills Development (TVSD) (490). The 'Discover' section lists various subjects with their counts: mathematics (218), teaching & learning methods (212), physics (158), history (150), mechanics & thermodynamics (148), science & technology (148), chemistry (138), biology (127), and statistics (127). The 'Date issued' section shows two filters: 2010 - 2015 (4481) and 2000 - 2009 (371). A large white hand cursor is positioned over the bottom right of the screenshot.

| Community  | Count |
|--|-------|
| Higher Education                                   | 3110  |
| Open Schooling                                     | 624   |
| Teacher Education                                  | 632   |
| Technical and Vocational Skills Development (TVSD) | 490   |

| Subject                     | Count |
|-----------------------------|-------|
| mathematics                 | 218   |
| teaching & learning methods | 212   |
| physics                     | 158   |
| history                     | 150   |
| mechanics & thermodynamics  | 148   |
| science & technology        | 148   |
| chemistry                   | 138   |
| biology                     | 127   |
| statistics                  | 127   |

| Date issued | Count |
|-------------|-------|
| 2010 - 2015 | 4481  |
| 2000 - 2009 | 371   |

# 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

# Open Textbooks

The screenshot shows a web browser window with the URL [www.caribbeanoer.org](http://www.caribbeanoer.org). The page features the Organisation of Eastern Caribbean States logo and navigation menu. The main content area is titled "Welcome to the OER Textbook and Repository" and includes sections for "Online OER Textbook" and "Attribution".

**Organisation of Eastern Caribbean States**

Home Browse All About Us Contact Us Search Surveys

## Welcome to the OER Textbook and Repository

### Online OER Textbook

The Caribbean Examinations Council (CXC) Caribbean Secondary Education Curriculum (CSEC) mathematics syllabus has been used to guide the selection and sequencing of quality Open Education Resources (OER) to create a free textbook or online course. The resources have been collected and vetted by experienced mathematics teachers and organised to allow a 'reader' gain mastery of each of the CSEC topics and objectives. The topics available for study include:

1. Computation
2. Number Theory
3. Consumer Arithmetic
4. Sets

### Attribution

The following contributions are acknowledged:

The attribution section displays a grid of logos for various contributing organizations, including Boundless, CK-12, flexbook, CXC, Every Body Thinking, Khan Academy, Mathpower.ca, and NBCC.

<http://www.caribbeanoer.org>

# Multi-lingual OER

- Khan Academy
- Jinpinke
- European Commission supporting multi-lingual platforms

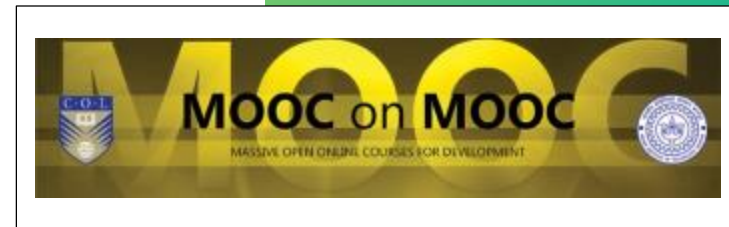
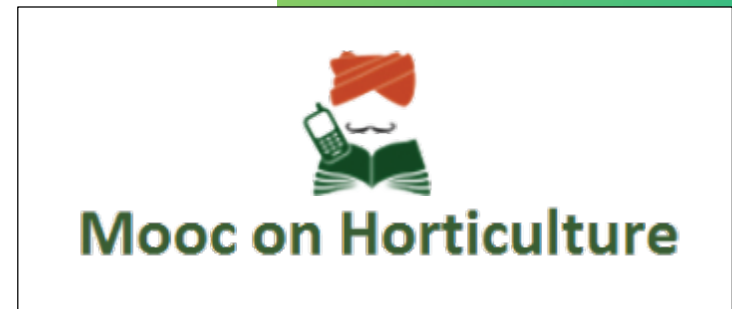


# Learning in one's own language



# 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**



**OTAGO**  
POLYTECHNIC  
Te Kura Matatini ki Otago



# 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

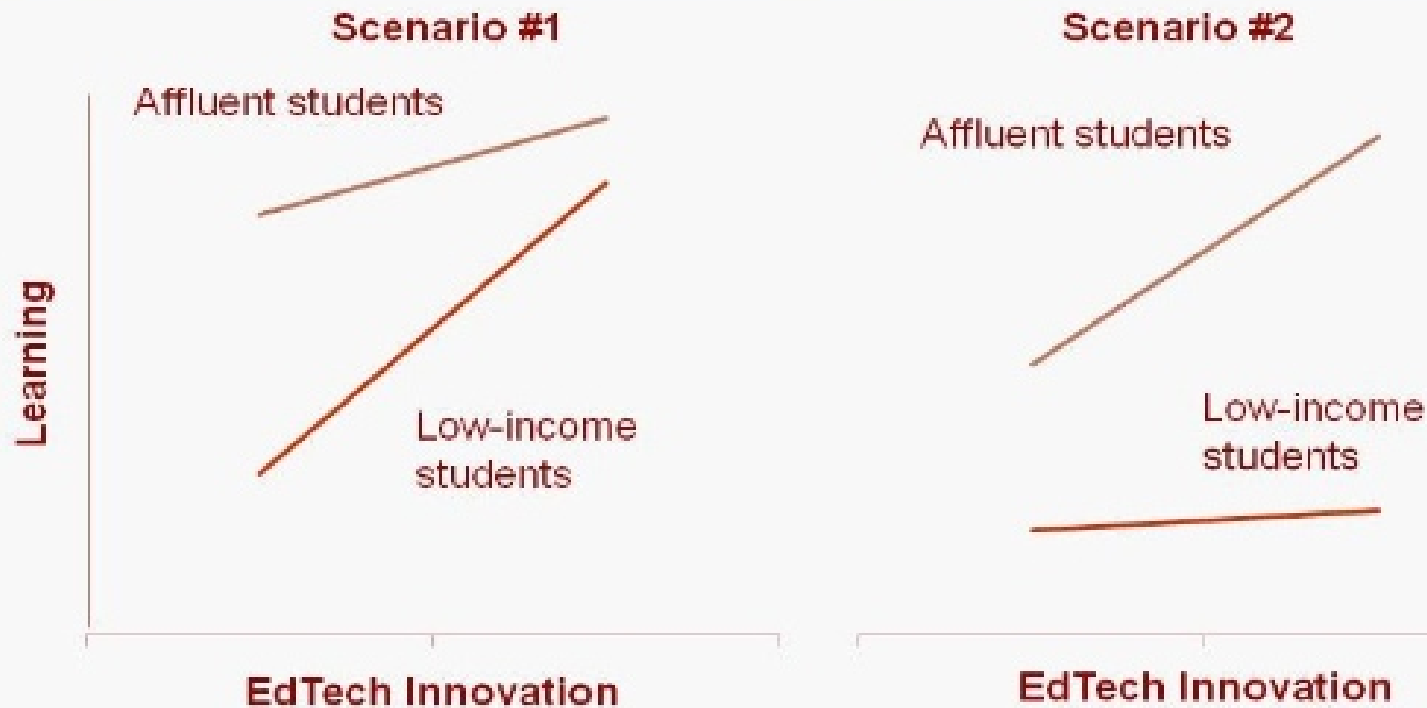
What of Social  
Dimensions?



# Do OER Expand Educational Inequalities?



HARVARD  
GRADUATE SCHOOL OF EDUCATION



# 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/](https://edutechdebate.org/oer-and-digital-divide/open-educational-resources-expand-educational-inequalities/)



# Teacher as a stakeholder

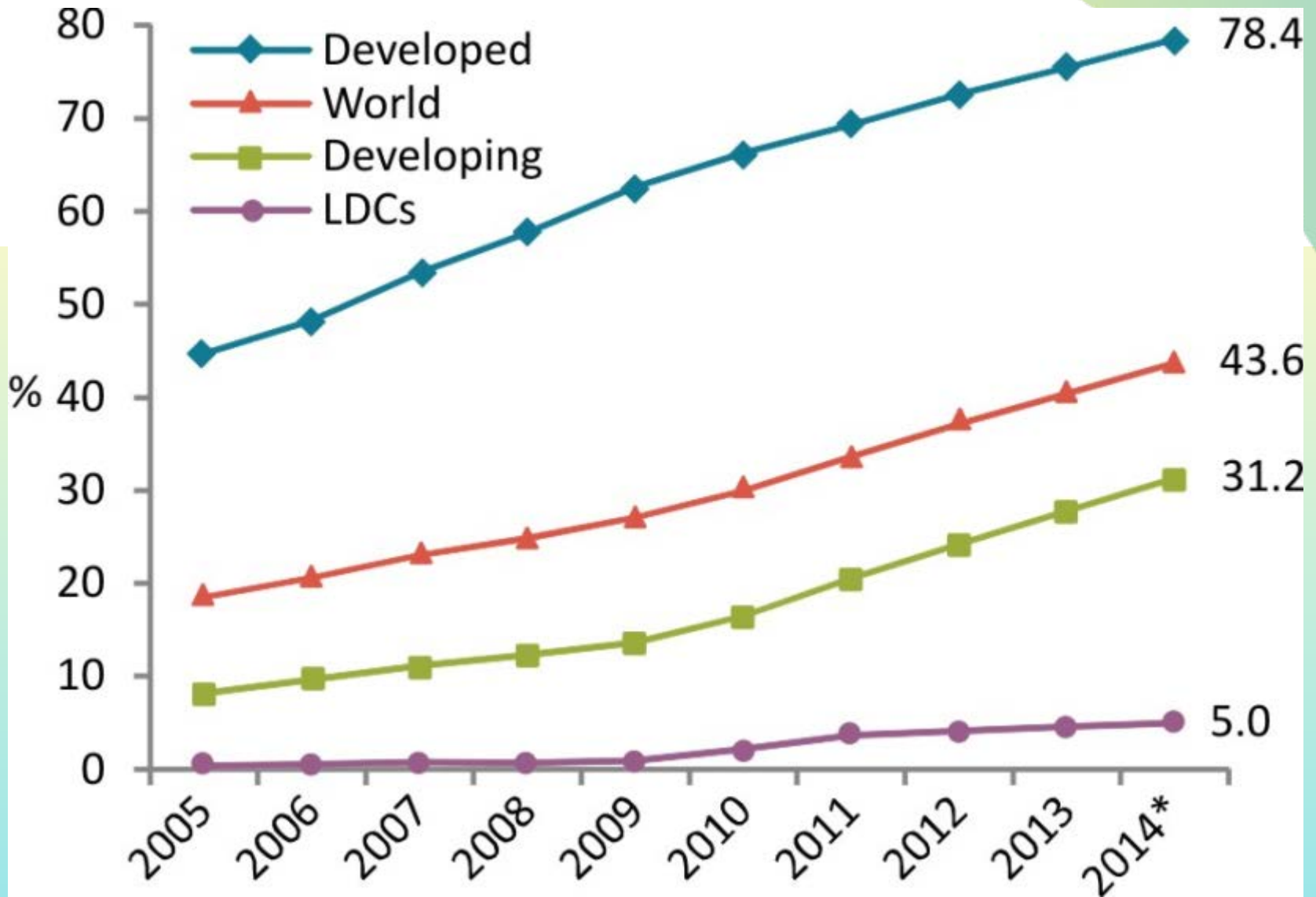


# Teachers who come to rural schools, hungry

|                 |      |   |
|-----------------|------|---|
| ■ 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



Source: ITU, MIS Reports, 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](http://www.col.org)**

