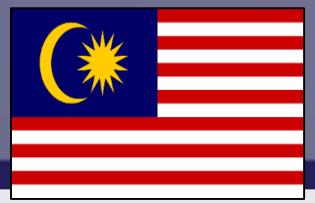
Open Educational Resources Regional Consultations

2nd World OER Congress



Asia
Malaysia

Europe
Malta

Middle East / North Africa
Qatar

Africa
Mauritius

Americas
Brazil

Pacific
New Zealand

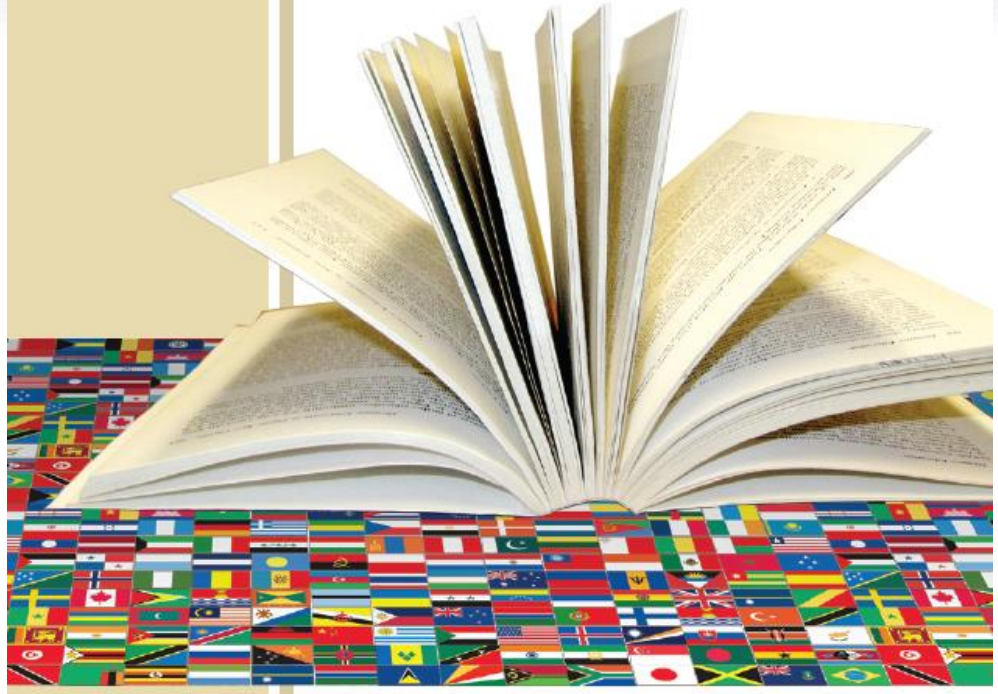
OER for Inclusive and Equitable Quality Education: From Commitment to Action

Professor Asha Kanwar, Sanjaya Mishra, and Ishan Abeyawardena
Commonwealth of Learning, Canada
Kuala Lumpur, Malaysia | December 1, 2016

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

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Sir John Daniel, Former President of COL

The Congress at UNESCO HQ Paris

Paris OER Declaration 2012

- Foster awareness and use of OER;
- Reinforce the development of strategies and policies on OER;
- Promote the understanding and use of open licensing frameworks;
- Support capacity building for the sustainable development of quality learning materials.

The 2012 Paris OER Declaration drafting group at UNESCO Headquarters, Paris, France

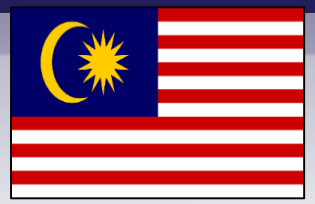
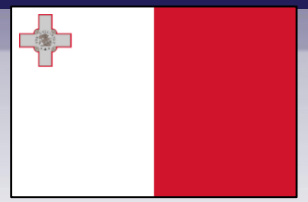
Photo: CC-BY Davide Storti

2nd World OER Congress

Image Source (CC BY):https://www.flickr.com

Ljubljana, Slovenia – 18-20 September 2017

The Road to Ljubljana

ASIA

Asia e University
1-2 December, 2016

EUROPE

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

MIDDLE EAST & NORTH AFRICA

Qatar Foundation
26-27 February, 2017

AFRICA

Ministry of Education
2-3 March, 2017

AMERICAS

UNICAMP
3-4 April, 2017

PACIFIC

Open Polytechnic of New Zealand
29-30 May, 2017

COMMONWEALTH of LEARNING

Learning for Sustainable Development

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

2012	Now
• Focus was on Governments	• Additional focus on stakeholders
• Policies	• Strategies
• Commitment	• Concrete action

Objectives of RCOER

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

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://rcoer.col.org/surveys.html and publicized via social media.

Government Responses

Region	Government
Africa	3
Arab States	0
Asia and Pacific	6
Europe and North America	1
Latin America and Caribbean	2

Stakeholder Responses

- 89 completed stakeholder survey responses received.

Region	Stakeholder
Africa	10
Arab States	4
Asia and Pacific	41
Europe and North America	31
Latin America and Caribbean	3

Key Findings from Government Survey

Only 12 responses to date

- 7 respondents indicated that their country has a policy
- 6 respondents (2 in Asia) felt that there are sufficient OER in the main language(s) of education in their country.
- 7 respondents (3 from Asia) felt that their country addressed issues of quality assurance related to OER.

Trends – (Government Survey)

- OER activities mostly at post-secondary and tertiary levels
- Main reasons for countries becoming active in OER were:
  - Gaining access to the best possible resources
  - Bringing down costs for students
  - Reaching disadvantaged communities
  - Creating more flexible materials
- OER improves teacher professional development

Trends – (Government Survey)

- Main barriers to mainstreaming OER are:
  - Lack of users' capacity to access, reuse and share OER,
  - Lack of funding and/or incentives; and
  - Lack of appropriate policy solutions.
- Main challenge to translating OER into local language relates to costs and lack of skills
- Key skills gaps identified were:
  - How to find OER;
  - Evaluating usefulness, value, and quality of OER;
  - Understanding licences and how they work;
  - ICT Skills.

Trends – (Stakeholder Survey)

- 49% Male and 51% Female
- 87% were aware of OER activities in their country
- Almost a third (31%) noted good access to teaching and learning material
- 76% reported have reused OER, 61% having adapted/remixed OER, and 57% have released original content as OER
- 67% report using a Creative Commons licence, but 28% not using any licence

Trends – (Stakeholder Survey)

- General positive attitude towards OER; for example:
  - OER lower the cost of learning materials (89%)
  - Open licensing of learning materials enables continuous quality improvements (85%)
  - OER assist developing countries in accessing quality materials (83%)
- Most common barriers to OER use:
  - No support from management level (64%)
  - No reward system for staff (60%)

Governments and Stakeholders

What are the Commonalities?

- Has the potential to lower cost of learning materials
- Enables continuous quality improvement
- Provides access to quality materials
- Lack of funding and/or incentives is a barrier
- Lack of support from management
- Appropriate policy solutions is a concern

Governments and Stakeholders

Engagement with Private Sector

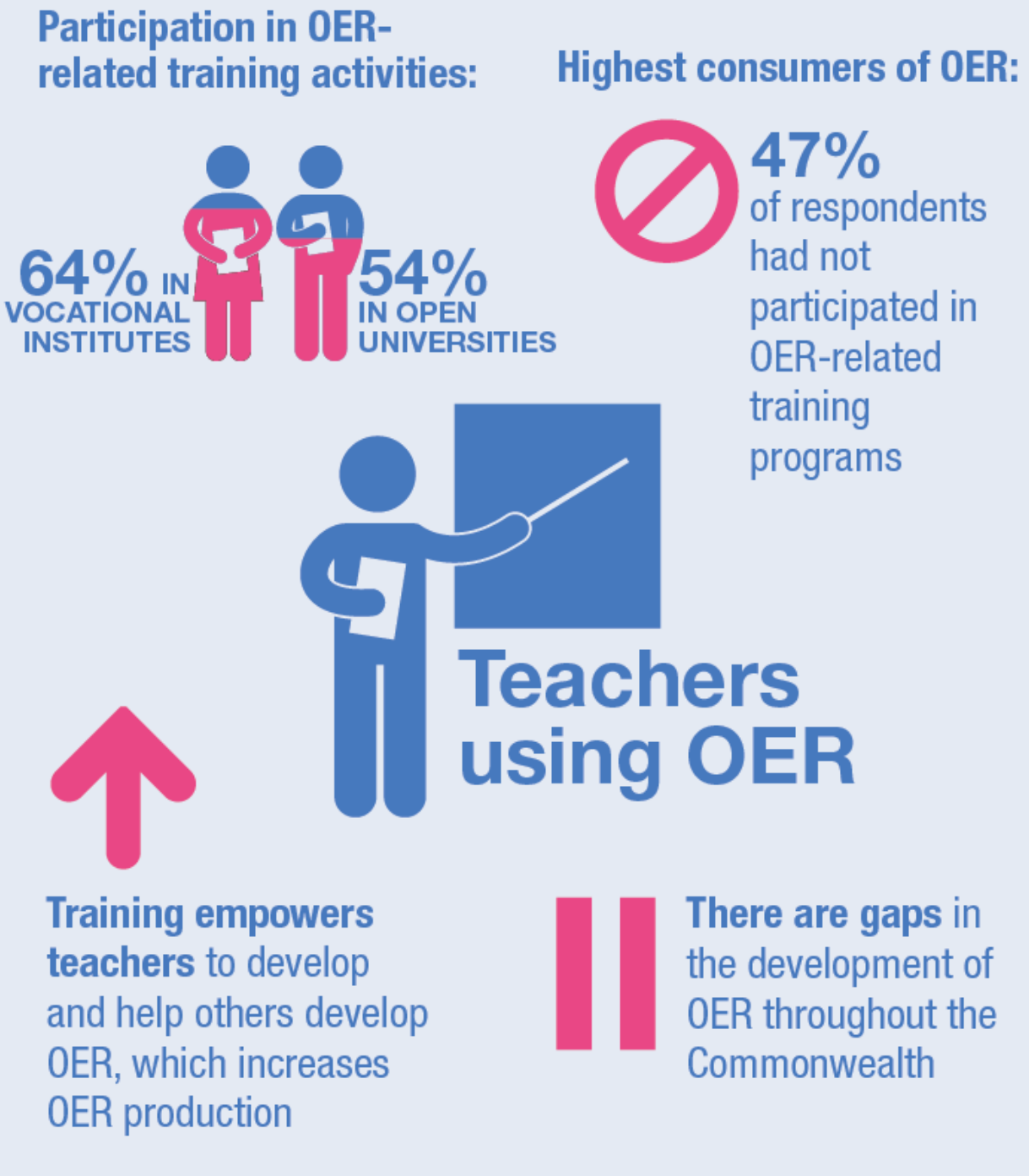
- Across both surveys, many respondents felt there would be challenges for stakeholders in balancing OER with commercial interests (48% of stakeholders and 82% of government survey respondents)
- Challenges focused on uneasiness in sharing IP and resultant threats to industries whose business model is based on selling IP

The Way Forward

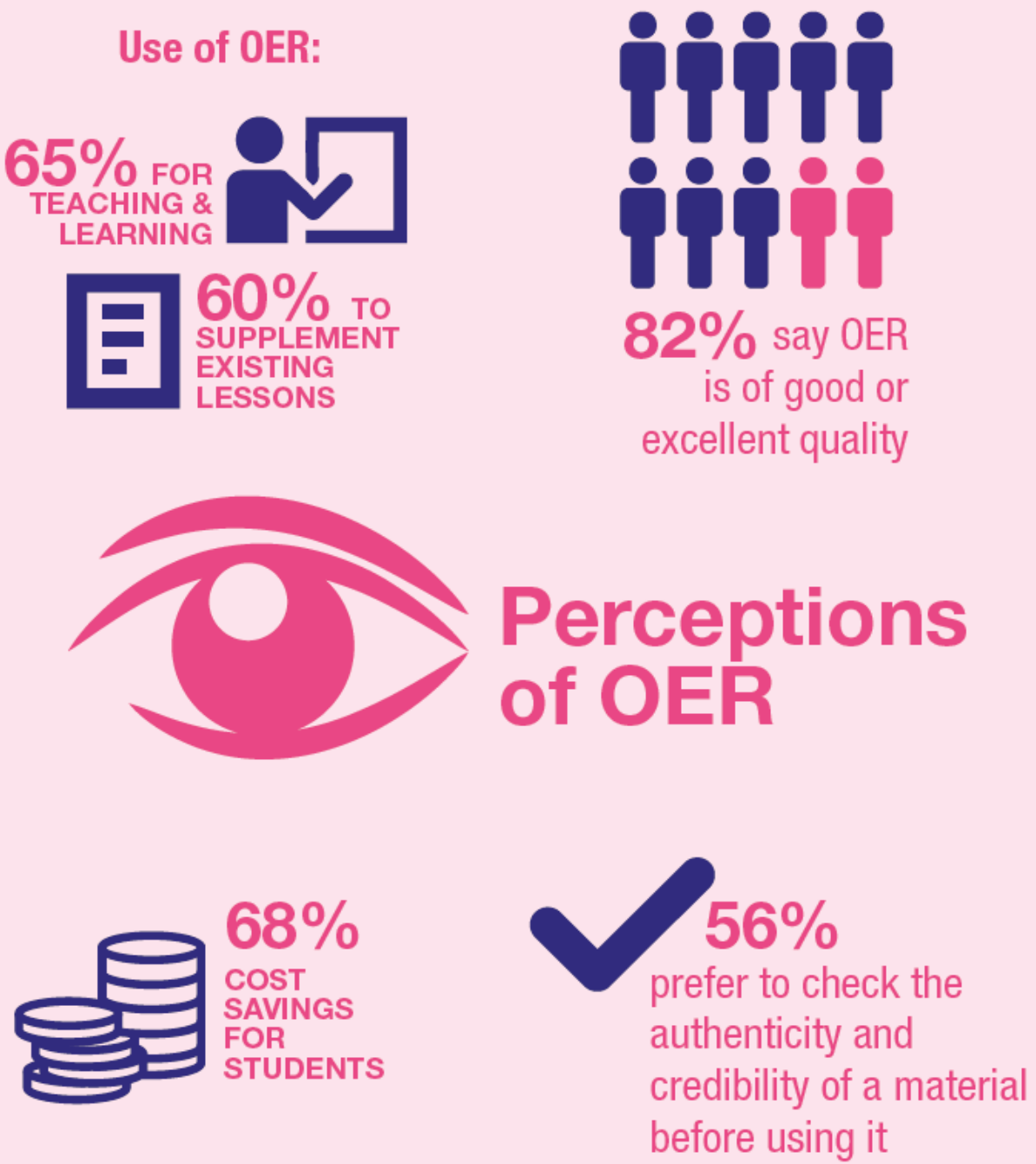
- More data collection
- Regional Analysis for each Consultation
- Global report preparation

Recommendations of the Paris OER Declaration

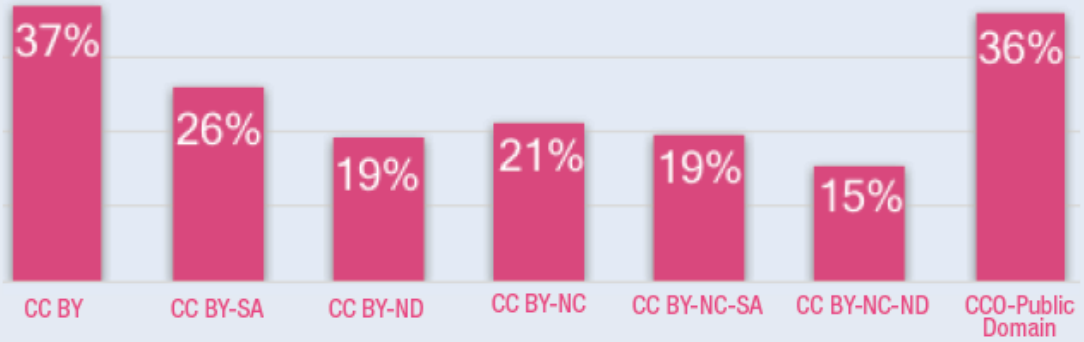
1. Foster awareness and use of OER;
2. Support capacity building for the sustainable development of quality learning materials;
3. Promote the understanding and use of open licensing Frameworks;
4. Facilitate the finding, retrieving and sharing of OER.



- Uneven awareness of OER
- General belief that OER empowers teachers
- Only about 50% trained in practice



Perceptions of good quality and cost-efficiency among majority



Confidence level about explaining different licences is low

Reuse, revision, remixing and redistribution

94%
Open licensing is important
when using a resource in their teaching

72%
of respondents don't openly share their teaching materials

Gap between theory and practice

Main barriers to using OER:
lack of time, lack of awareness and low Internet connectivity

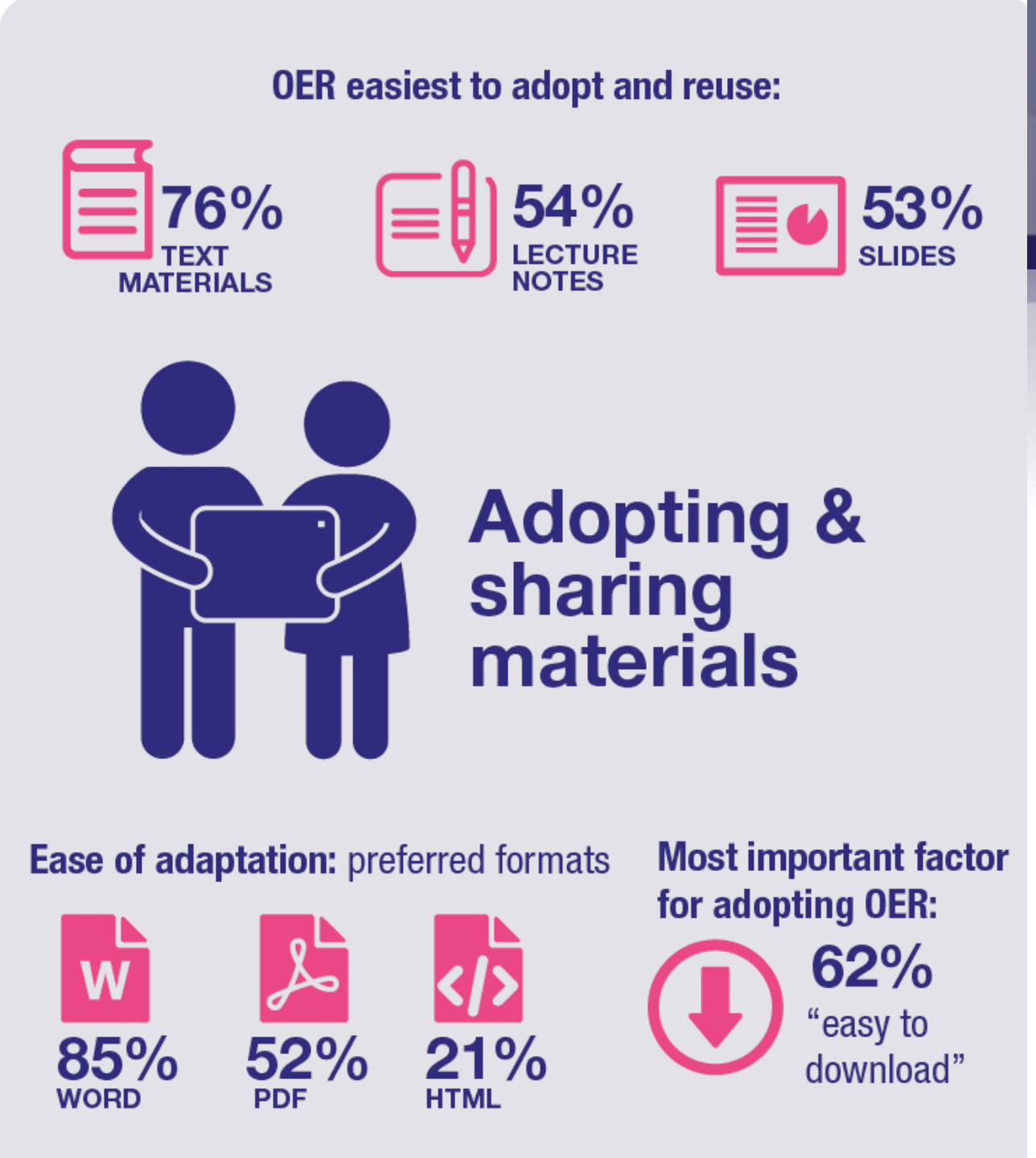
The challenges

the biggest challenges in using OER:

46% Lack of information on the quality of OER

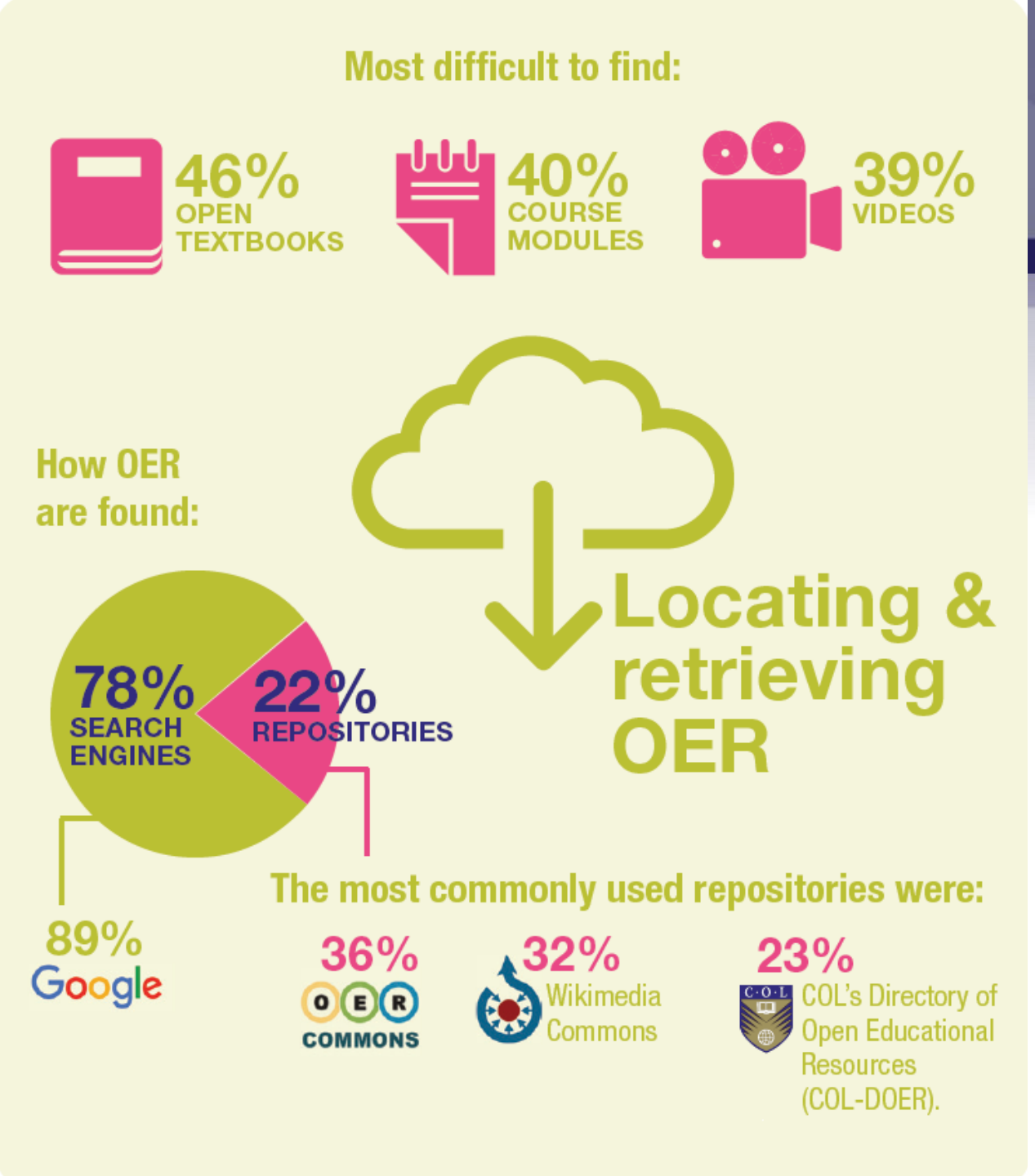
44% Scarcity of OER in video and audio formats

- Lack of information on quality
- Scarcity of OER in video and audio format
- Still no concrete action to address challenges



Most people prefer OER in text format

Prefer easy to download content



Majority find OER through Google while 22% access through repositories

Progress after 2012?

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

What next?

- Evidence-based advocacy
- More capacity building
- Continue to share experiences across countries and regions
- Targeted interventions

Thank you