

MENA OER Regional Consultation
27-28 February, 2017 | Doha, Qatar



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

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REACH OUT TO ASIA
أيادي الخير نحو آسيا

Member of Qatar Foundation *عضو في مؤسسة قطر*



COMMONWEALTH of LEARNING

Plan

- Background
- Government & Stakeholder Surveys
- Regional Consultations:
 - Asia and Europe
- 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

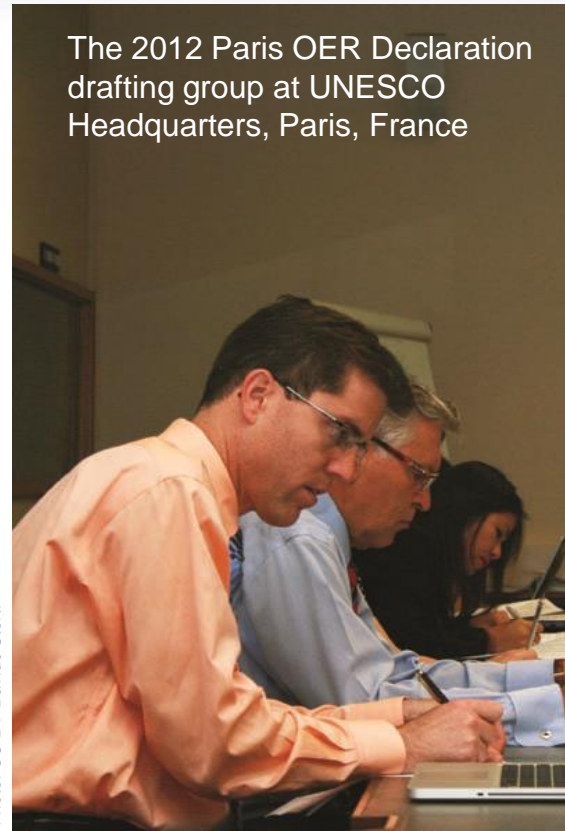


The Congress at UNESCO HQ Paris

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



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



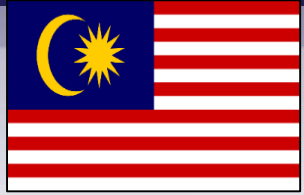
2nd World OER Congress



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: 27-28 February, 2017

AFRICA

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

AMERICAS

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.



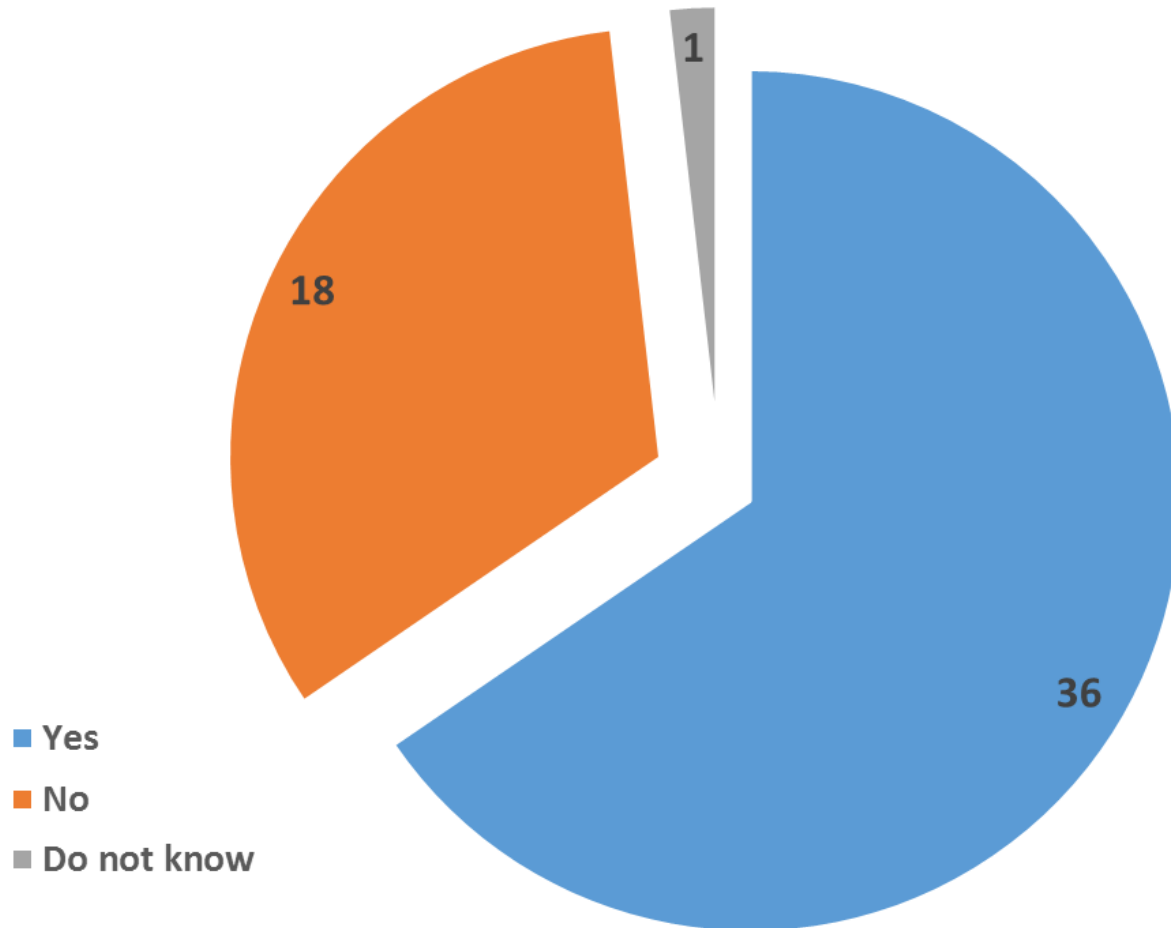
Government Responses: 55 countries

Region	Government
Africa	22
Middle East and North Africa	5
Asia and Pacific	12
Europe and North America	13
Latin America and Caribbean	3

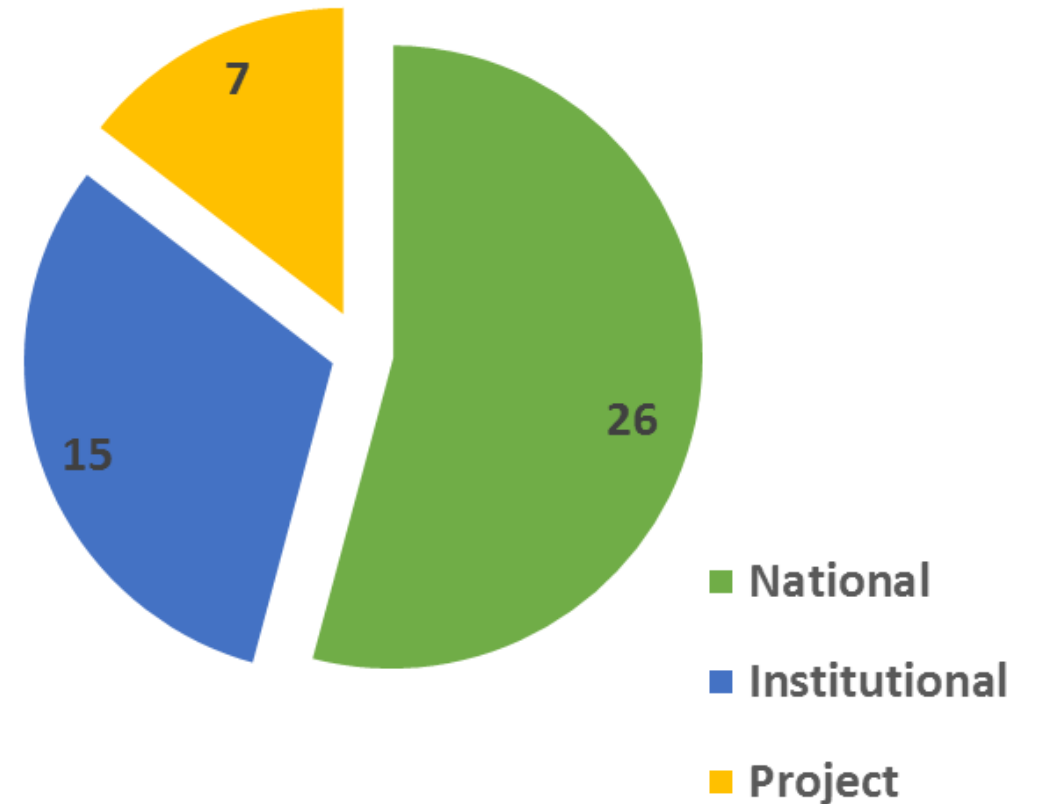


Key Findings from Government Survey

Policies supporting OER

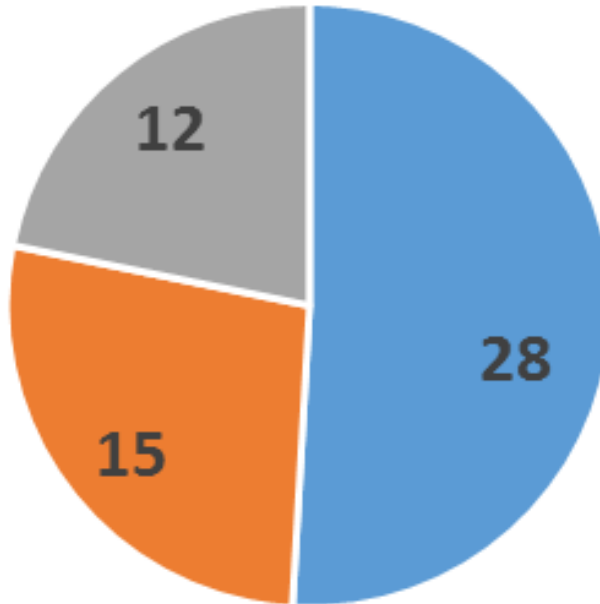


Types of OER Policies



Key Findings from Government Survey

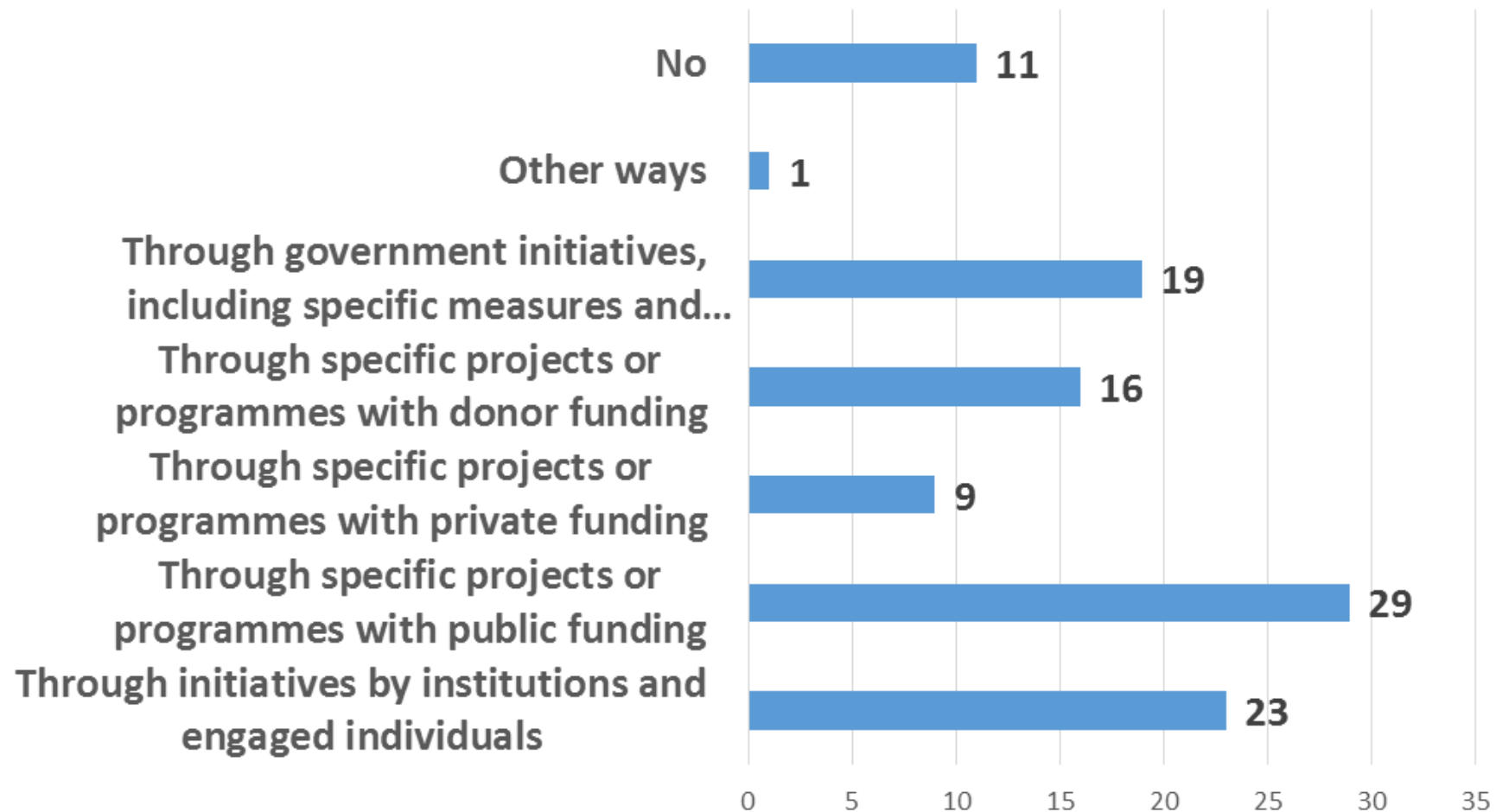
Considering National OER Policy Development



■ Yes ■ No ■ No Response

Key Findings from Government Survey

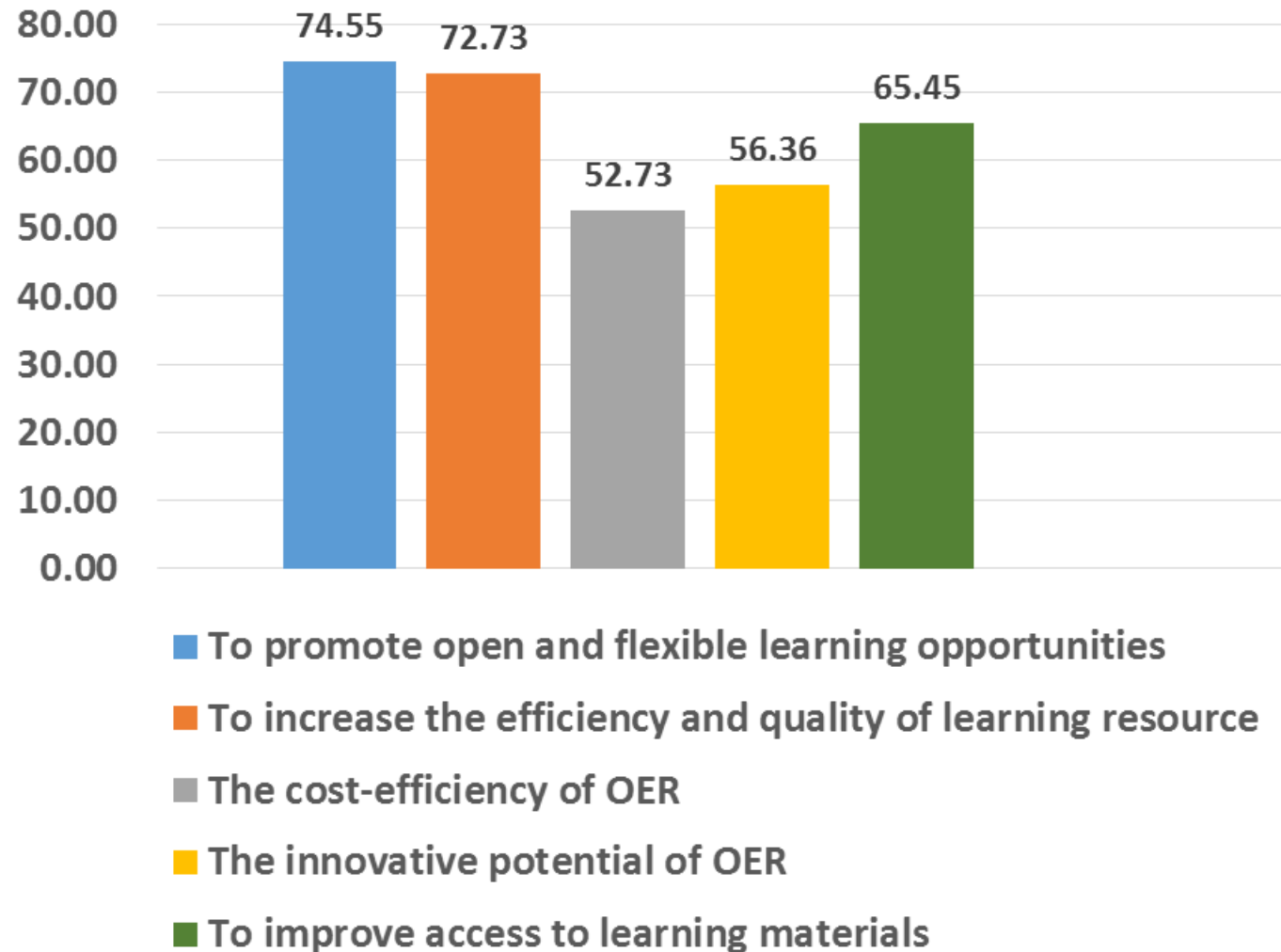
How are they engaged in OER Activities?



Key Findings from Government Survey

Benefits

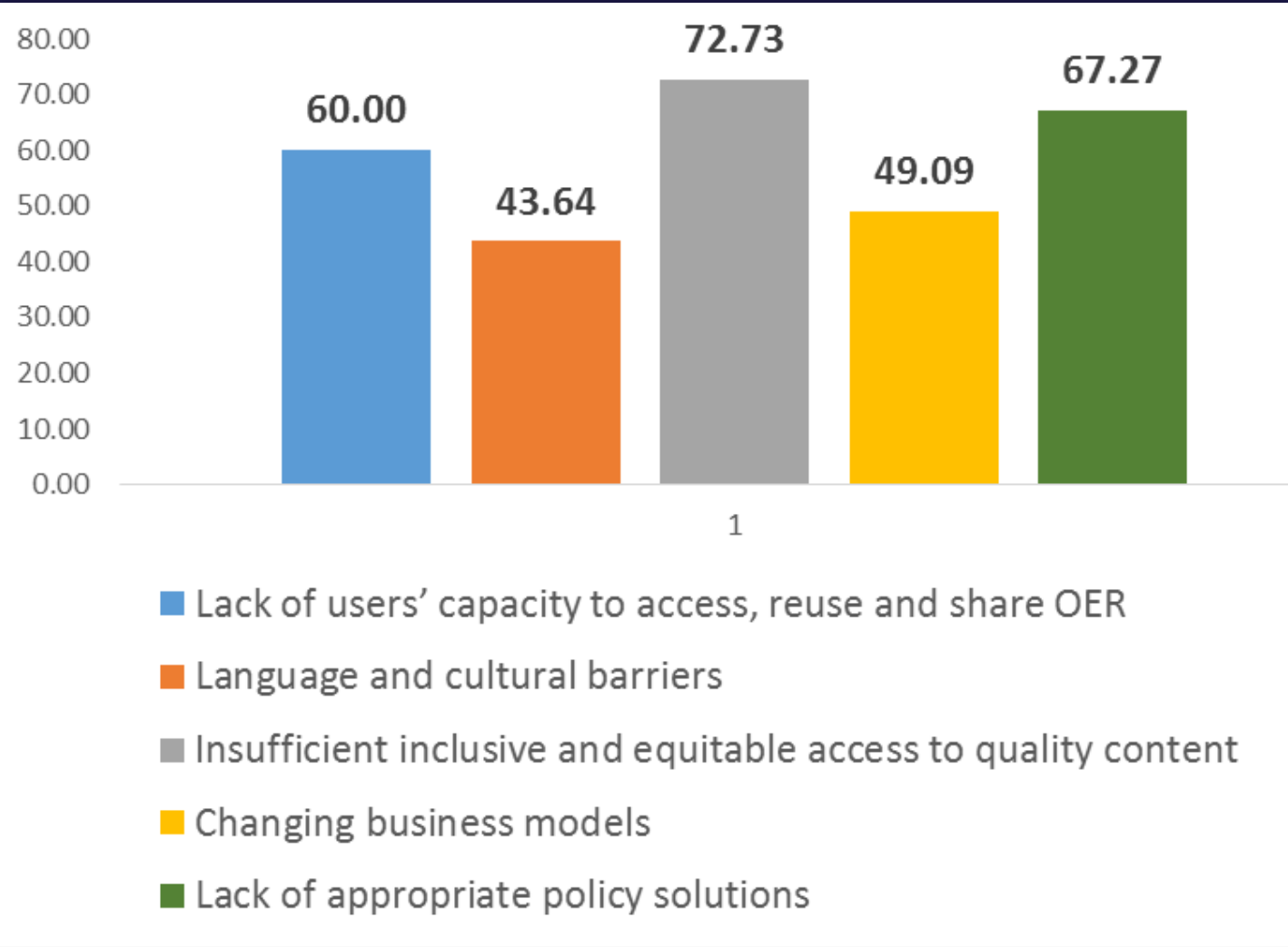
- Promote flexible learning
- Improve quality of learning outcomes
- Increase cost-efficiency



Key Findings from Government Survey

Barriers

- Insufficient access to quality content (72.73%)
- Lack of appropriate policies (67.27%)
- Lack of users' capacity (60%)
- Unavailability of credible business models (49.09%)
- Language and cultural barriers (43.64%)



Stakeholder Responses: 499

STAKEHOLDER SURVEY: MALE/FEMALE

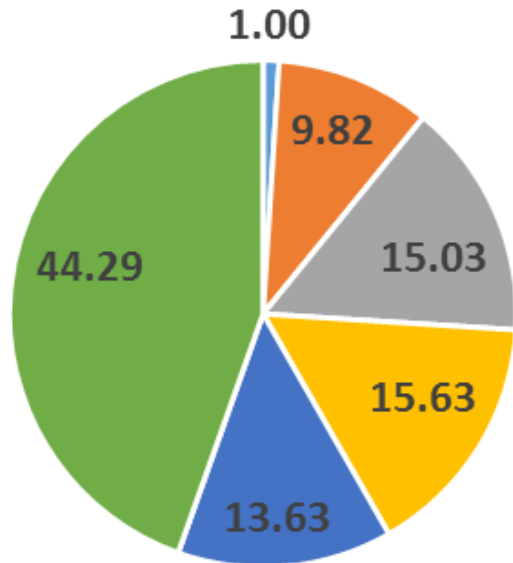
57.52 
Male

41.28 
Female

Region	Stakeholder
Africa	99
Middle East and North Africa	6
Asia and Pacific	247
Europe and North America	115
Latin America and Caribbean	32

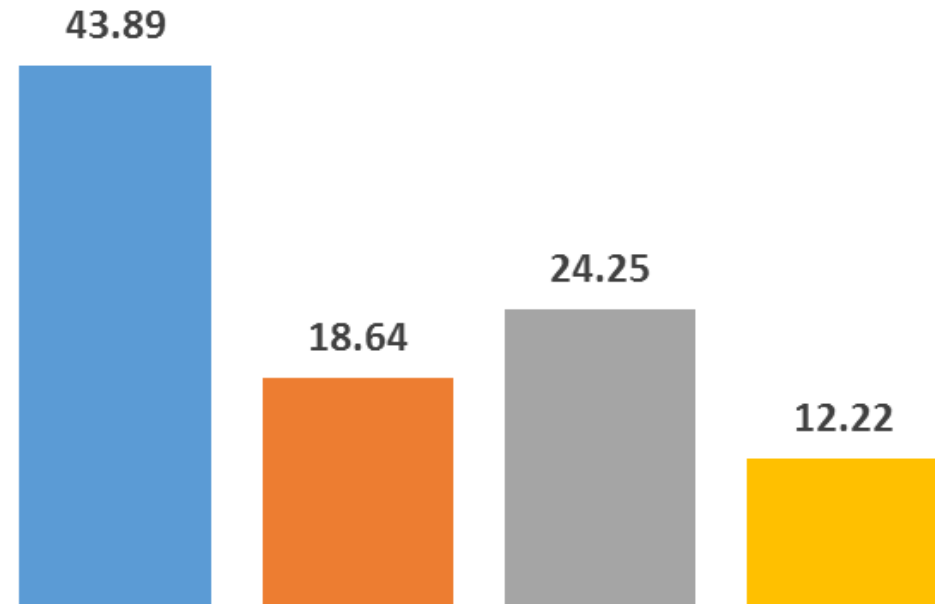
Stakeholder Responses

Respondents: Experiences



- No work experience
- 01-05 yrs
- 06-10 yrs
- 11-15 yrs
- 16-20 yrs
- Over 20 yrs

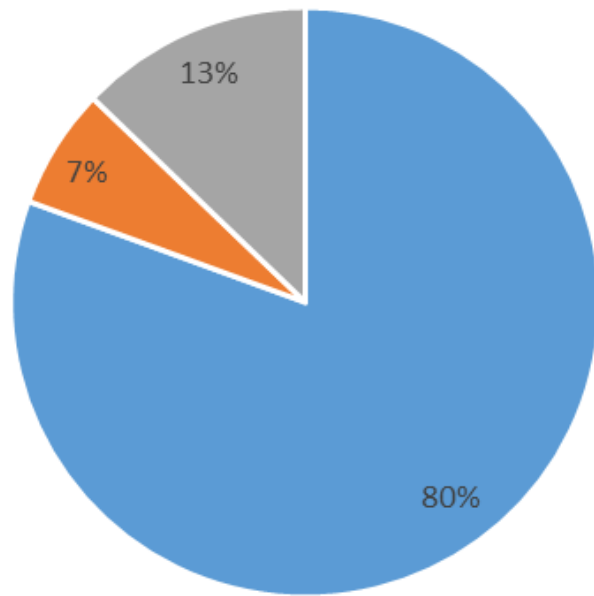
Main Area of Experience



- Teaching
- Research
- Administration and management
- Others

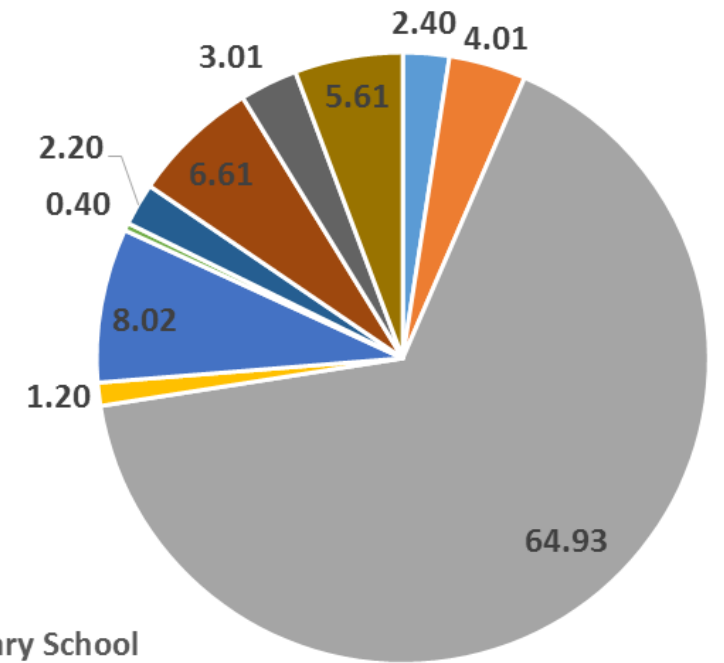
Stakeholder Responses

Respondents: Awareness of OER



■ Yes ■ No ■ No response

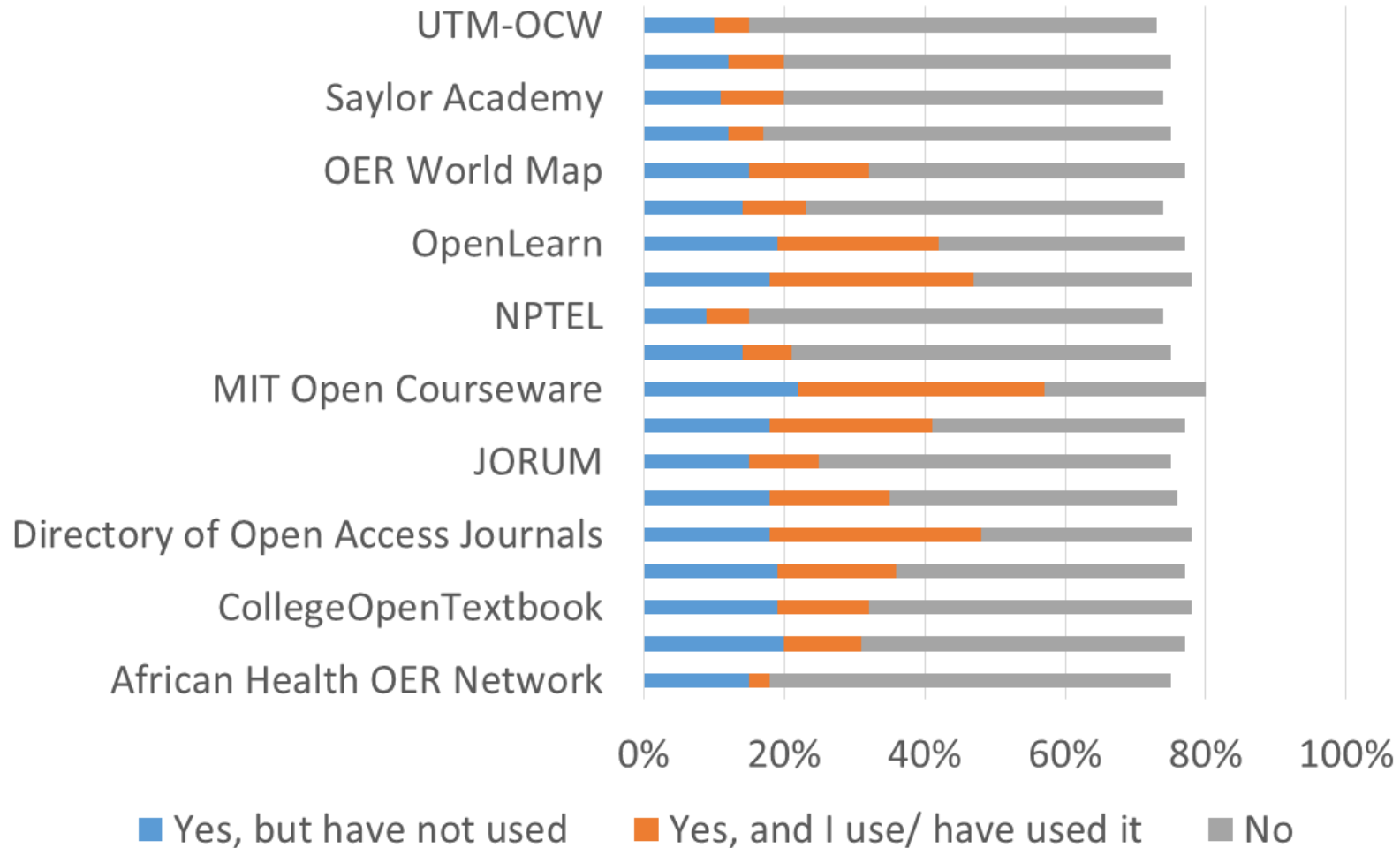
Respondents: Where they work?



- Secondary School
- Vocational and technical training institution
- College or university
- Industrial or commercial organization (including publishers)
- Government department or ministry
- Hospital or medical school
- Research institute
- Non-governmental organisation
- Independent consultant
- Others

Stakeholder Responses

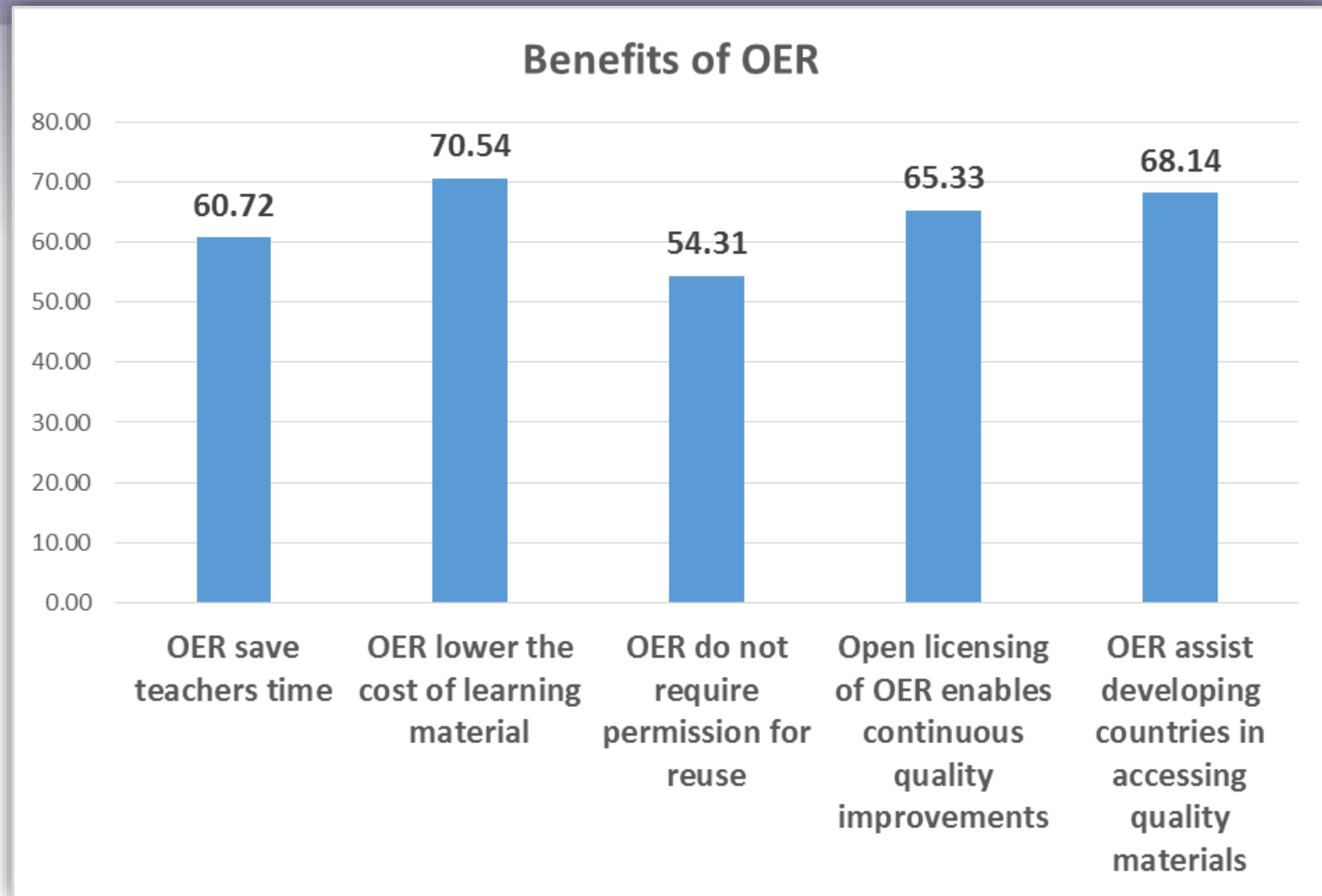
Awareness of OER repositories and platforms



Stakeholder Responses

Benefits

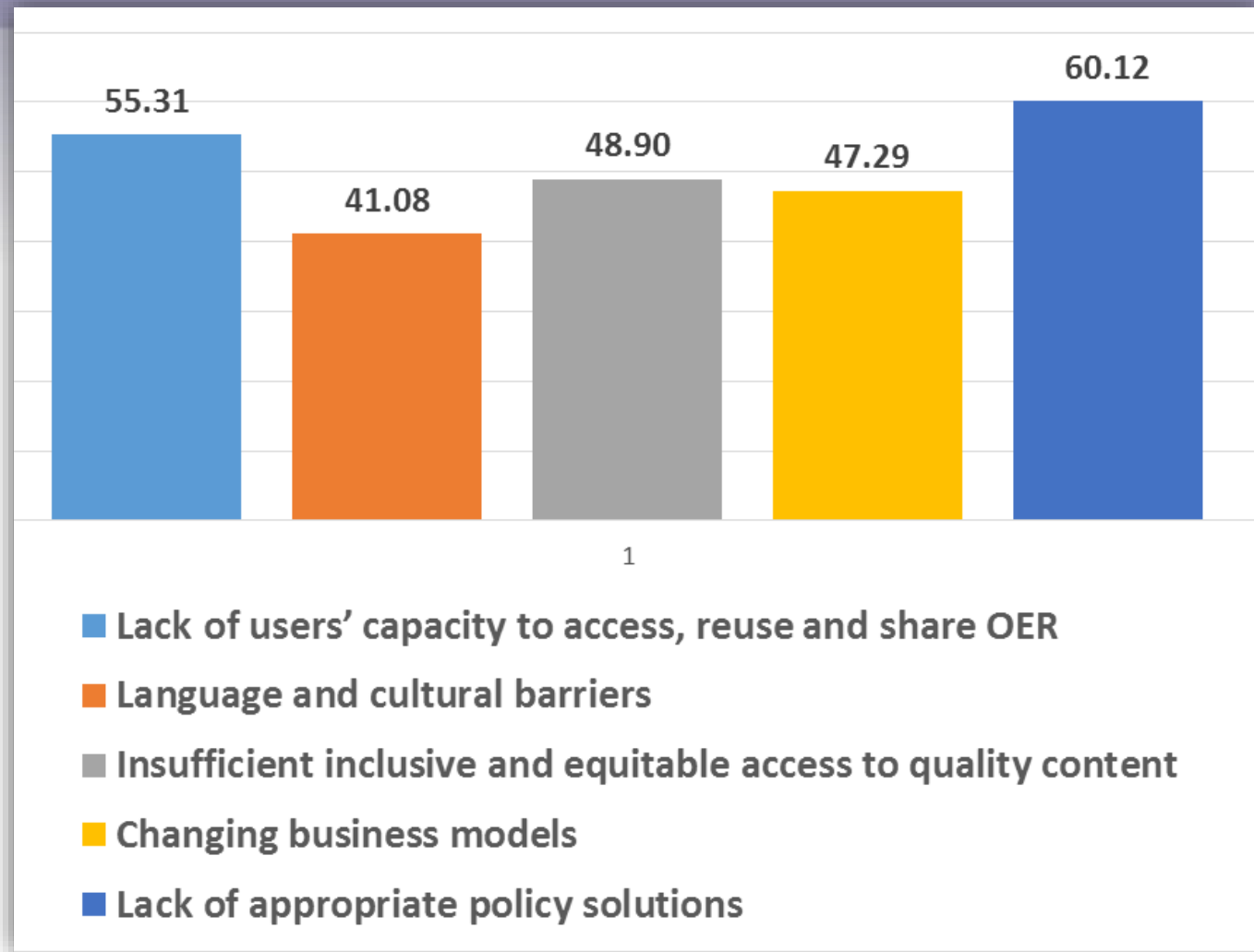
- Reduced costs of learning materials
- Provides access to quality materials
- Enables continuous quality enhancement
- Save teachers time



Stakeholder Responses

Barriers

- Lack of policy (60.12%)
- Lack of Capacity (55.31%)
- Insufficient quality resources (48.9%)



Governments and Stakeholders: Commonalities

- Has the potential to lower cost of learning materials
- Provides access to quality materials
- Lack of policy solutions is a concern
- Insufficient quality OER
- Poor awareness and capacity of users



Different Focus?

Governments:

Credible Business Models

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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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



Actions: Stakeholders Identified

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



International
Cooperation



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



Towards 2nd World OER Congress & Beyond

Next 3 Regional Meetings

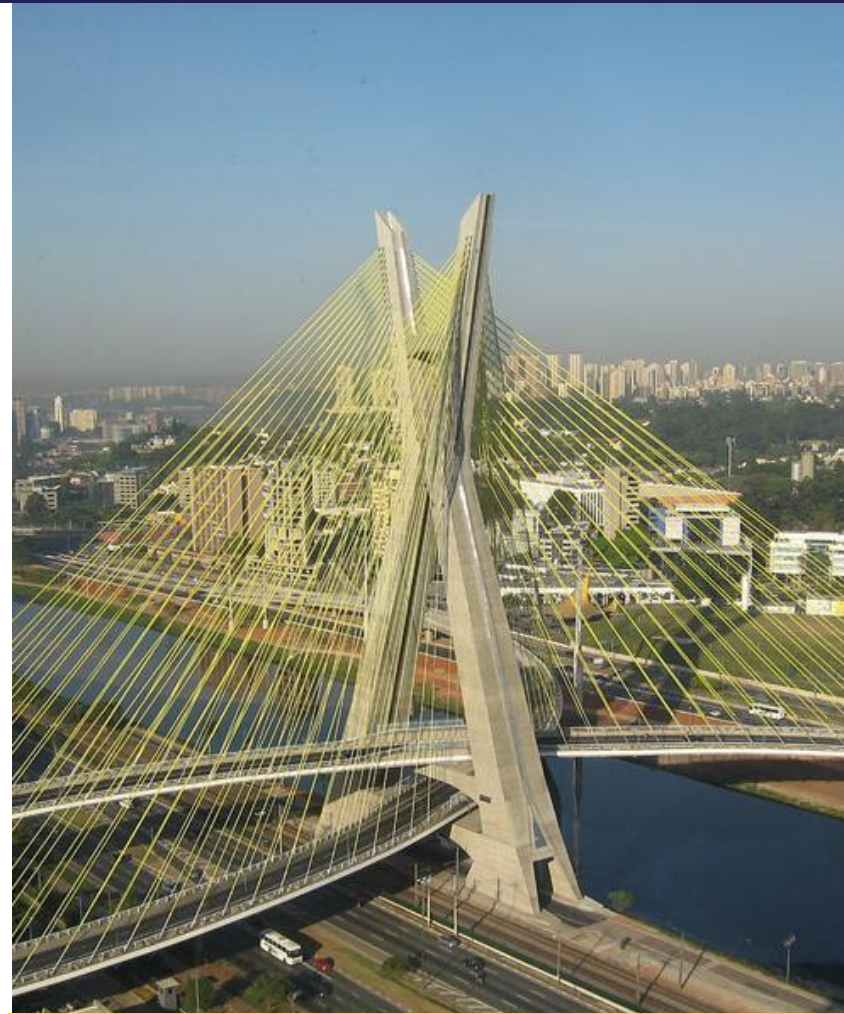
Port Louis, Mauritius



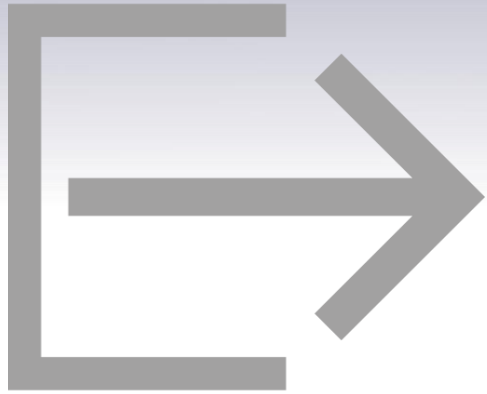
Auckland, NZ



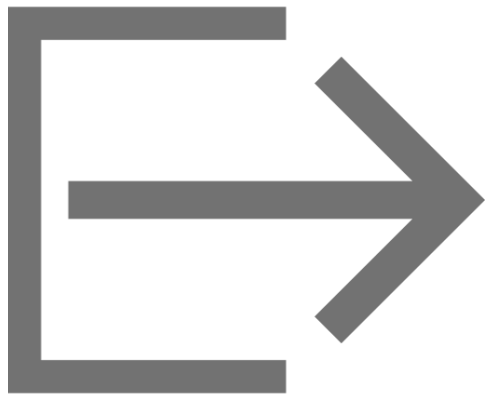
Sao Paulo, Brazil



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?

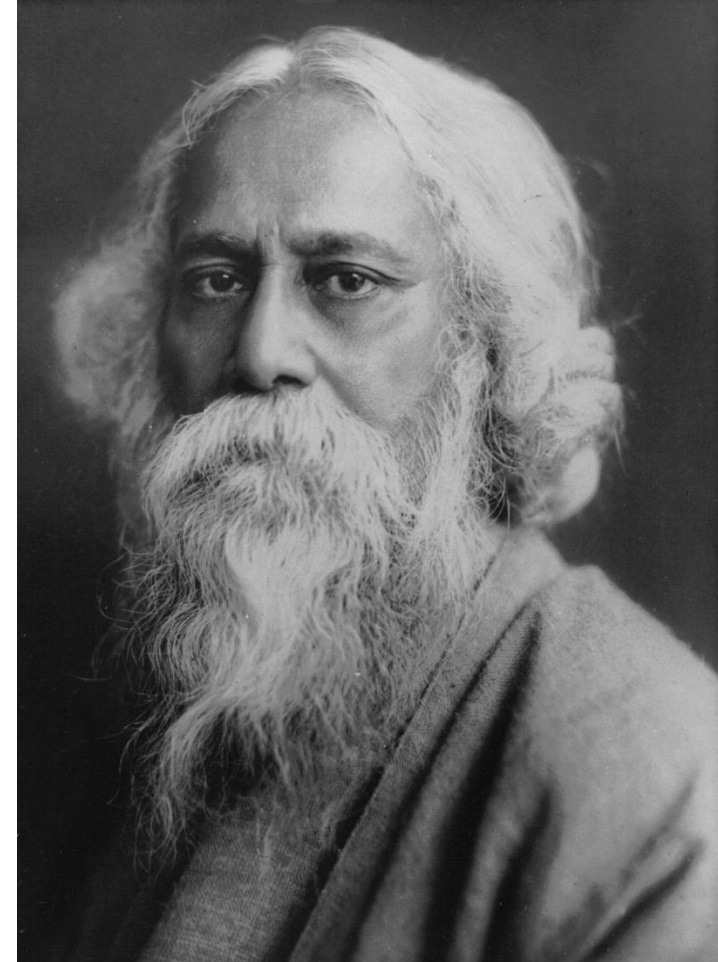
- Evidence-based advocacy
- More capacity building
- Targeted interventions
- Continue to build and strengthen collaborations



*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***

Thank you

