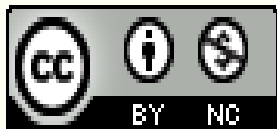# Designing Holistic OER Policies for SDG 4

Nawal Al Khater

Ministry of Education

Kingdom of Bahrain

- **Sustainable Development Goals**

- **Economical Vision 2030**

2030
البحرين
BAHRAIN

- **e-Government Strategy**

- **Government Agenda Program**

National Education Strategy

ICT in Education Strategy

Content Strategy

OER Policy

SDG4

Education 2030

Goal 4 : Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all

Outcome Targets [7]

4.1 Quality primary/secondary education for all
4.2 Early childhood & pre-primary education
4.3 Equal access to TVET & higher education
4.4 Relevant skills for work
4.5 Gender equality & equal access for all
4.6 Youth and adult literacy
4.7 Global citizenship education for sustainability

Means of implementation [3]

4.a Safe & inclusive learning environments
4.b Scholarships for higher education
4.c Teachers' training and working conditions

OER and SDG4

OER:

✓ enhance <u>access</u> to educational opportunities, informal and formal.

✓ has open license which can be localized and modified.

✓ expand the access to <u>lifelong learning</u> opportunities.

Kingdom of Bahrain provides:

✓<u>free education</u>

✓<u>for all:</u> Bahraini and non-Bahraini students in public schools.

✓with compulsory Basic Education.

Ministry of Education Services

Providing education to each student in the Kingdom

Building attractive and friendly school

Modern and digitally equipped schools

Integrating special needs students in schools

Free bus transportation

Free text books

Continuous Professional Development for teachers

Public libraries and Learning Resources Centers

Private universities, private schools and Kindergartens

Scholarships for distinguished and special needs students

SDG 4 Targets in Ministry of Education Strategic Map 2015-2018

SDGs and ICT

- **ICTs play an important role in achieving SDGs**.
- There are **7 ICT indicators covering 6 targets** under Goals 4, 5, 9, and 17.

- **Target 4a: Proportion of schools with access to the Internet for pedagogical purposes**
- **Target 4a: Proportion of schools with access to computers for pedagogical purposes**
- **Target 4.4: Proportion of youth/adults with ICT skills, by type of skills**
- **Target 5b: Proportion of individuals who own a mobile telephone, by sex**
- **Target 9c: Percentage of the population covered by a mobile network, broken down by technology**
- **Target 17.6: Fixed Internet broadband subscriptions, broken down by speed**
- **Target 17.8: Proportion of individuals using the Internet**

ICT in Education

2015

Digital Empowerment in Education Program

(DEEP)

2005

Future Project schools of the King Hamad's (Khstp)

2002

UNESCO and the MOE established partnership and held an international conference to establish a national policy in Science, Technology and Innovation (STI) including ICT in education as an important aspect in that conference.
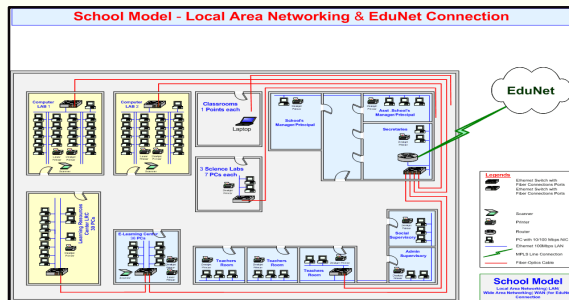
1997/1998

ICT (Internet) was used as a means for teaching study subjects.

1985

ICT has been taught as a subject.

Khsfp Outcomes

- ✓ **Basic Infrastructure**
- ✓ **Trained Teachers**
- ✓ **Supported Schools**

What is next? Digital Empowerment

One decade after the initiative of King Hamad's Schools of the Future.

Looking towards 2030:

To equitable and inclusive quality education and lifelong learning for all.

Digital Empowerment in Education

Why?

Harnessing ICTs to Provide Innovative & Sustainable Solutions for Smart Sustainable Development Model.

– **ICT as a Driver of Innovative & Comprehensive Educational Reforms.**

Why?

Harnessing ICTs to Provide Innovative & Sustainable Solutions for Smart Sustainable Development Model.

– **ICT as a Driver of Innovative & Comprehensive Educational Reforms.**

Readiness:

A decade in a national project in ICT in Education
E-Government Services

Empower students to be:

✓ **productive & life long learner**

✓ **prepared for the Digital Life in Smart Society (E-Inclusion 4 All Citizens).**

✓ **citizens with better opportunities to live with quality and happiness.**

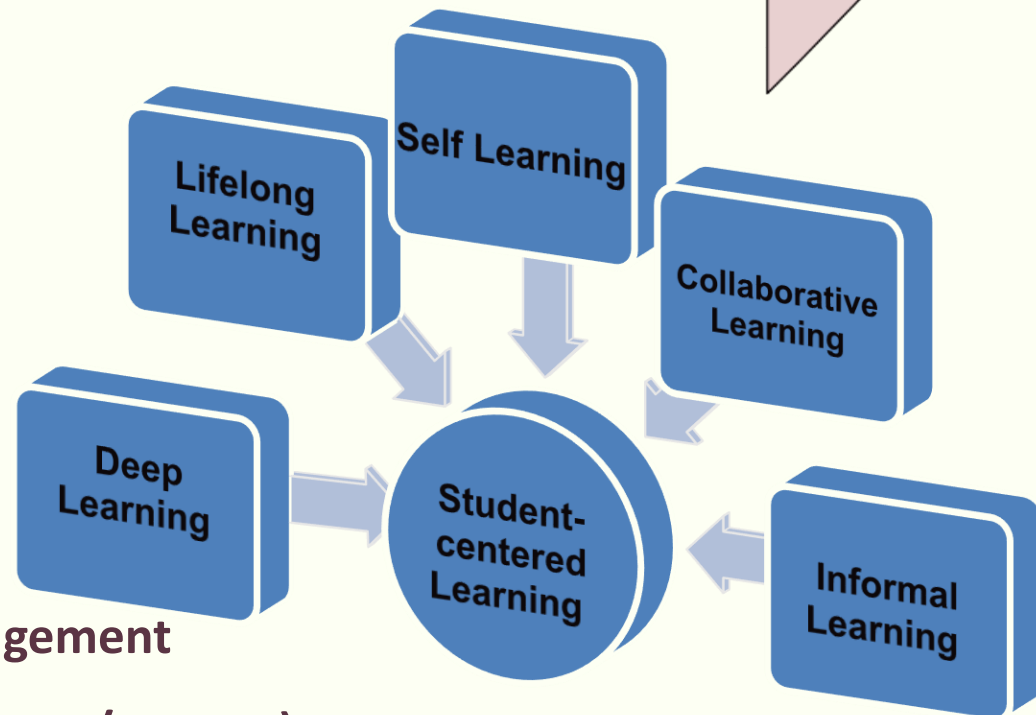| Productive Teachers & Students	Communication between all Stakeholders	Digital citizens: Productive & Responsible	Professional ism Certified (educators, Teachers & Students)

Digital Empowerment in Education Program

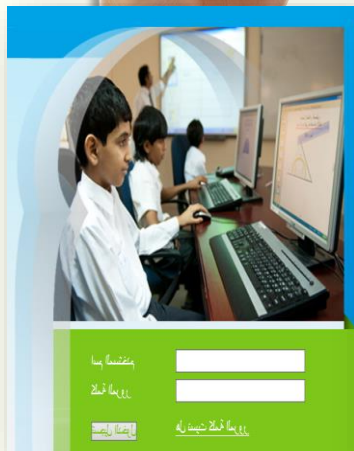| Educational Leadership Empowerment | School Leadership Empowerment | Teacher Empowerment | Student Empowerment |
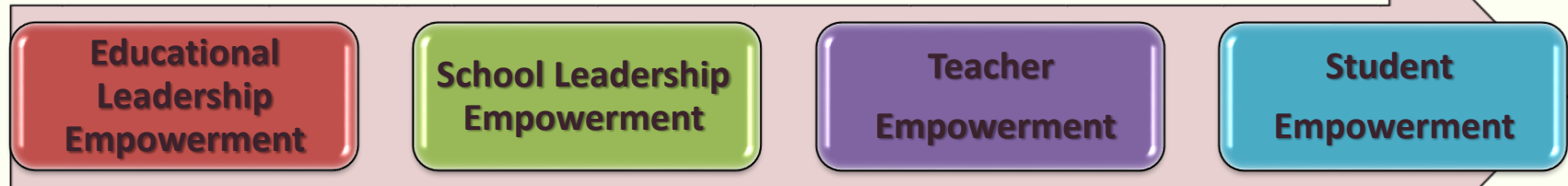
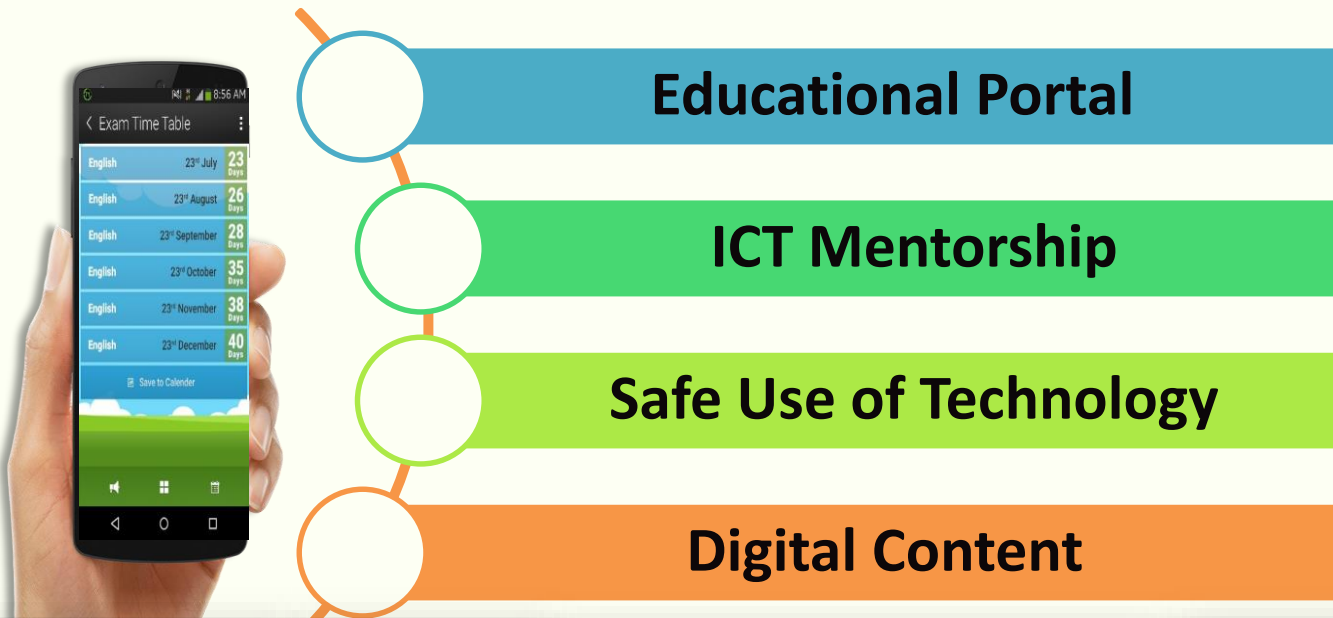## Success Factors

✓ Supportive Political Leadership

✓ Community partnership

✓ Governance

✓ Trained and qualified personnel

✓ Centralized and decentralized management

✓ Real impact on students (our customers/ targets)

Self Learning

Lifelong Learning

Collaborative Learning

Deep Learning

Student-centered Learning

Informal Learning

Digital Empowerment in Education Projects

Educational Portal

ICT Mentorship

Safe Use of Technology
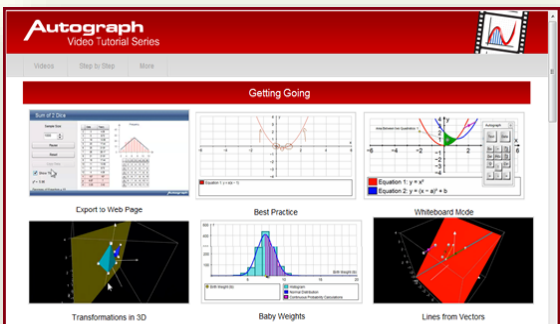
Digital Content

Content Production
Strategy for content

- From where and how: Mix and match content from multiple sources

  - Own production
  - Buying ready made
  - Buying tailored
  - From teachers
  - From students

  – **Encouragement of Open Educational Resources   (OER Policy)**

Digital Content

Interactive Books

Outsourcing

In house Production

Teachers & Students Production

2ème mondial REL Congrès REL
Le 2e Congrès mondial des Ressources éducatives libres (REL)
du 18 au 20 septembre 2017, Ljubljana, Slovénie

In house and Teachers' & Students' Production

OER Policy
Authoring tools
Digital Content Production Criteria Guide

Teacher & students training:
✓**Authoring tools**
✓ **OER**
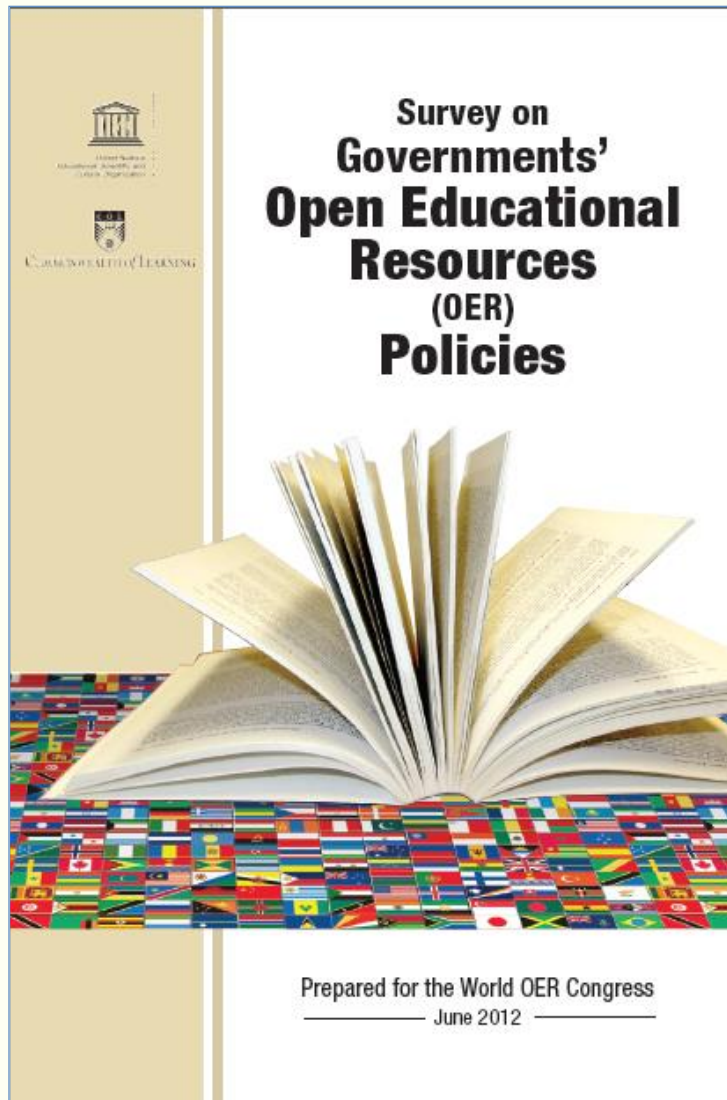✓**Open License: Creative commons**

Achievements:
ICT Projects

King Hamad's School's of Future Project

UNESCO

King Hamad Bin Isa Al-Khalifa

Prize for the Use of Information and Communication Technologies in Education

RCICT

Regional Centre for Information and Communication Technologies

Digital Empowerment in Education

OER Policy

Survey on Governments' Open Educational Resources (OER) Policies

Prepared for the World OER Congress
— June 2012 —

Tables 1 and 2 provide a breakdown of responses received.

Table 1   Responses by region

Region	Number of survey responses	Number of countries	Number of letter responses[1]
Africa	24	20	0
Arab States	9	8	0
Asia and Pacific	23	19	4
Europe and North America	20	16	9 (8 from Canada)
Latin America and Caribbean	22	19	0
TOTAL	98	82	13

Table 2   Responses by countries[2]

Region	Countries
Africa	Botswana, Burkina Faso, Cameroon, Ghana, Kenya, Lesotho, Madagascar, Malawi, Mauritius (2), Mozambique, Namibia (2), Niger, Nigeria, Rwanda (2), Seychelles, South Africa, Swaziland, Tanzania, Zambia
Arab States	Algeria, Iraq, Kingdom of Bahrain, Lebanon, Morocco (2), Qatar, the Sultanate of Oman, Tunisia
Asia and Pacific	Australia (3), Brunei Darussalam, People's Republic of China, Cook Islands, Federally Administered Tribal Areas (FATA) Pakistan, Fiji, Indonesia (2), Iran, Malaysia, Mongolia, New Zealand, the Philippines (2), Republic of Kazakhstan, Republic of Korea, Sri Lanka, Thailand, Uzbekistan, Vanuatu, Vietnam
Europe and North America	Austria, Azerbaijan, Belgium, Bulgaria, Canada (4), Cyprus, Finland, Hungary, Italy (2), Latvia, Lithuania, Malta, the Netherlands, Poland, Republic of Armenia, Slovenia
Latin America and Caribbean	Antigua and Barbuda, Argentina, Bahamas, Belize, Brazil, Chile (2), Colombia, Costa Rica (2), El Salvador, C. A., Grenada, Guatemala, Jamaica, Mexico, Paraguay, Peru, Saint Vincent and the Grenadines, St. Kitts and Nevis, Trinidad and Tobago (2), Uruguay

Respondents either completed the questionnaire online or sent electronic or paper copies to COL and UNESCO. Responses submitted via email or in print were captured by COL/UNESCO staff into the online questionnaire tool (SurveyMonkey). The results contained in the online tool form the basis of this analysis.
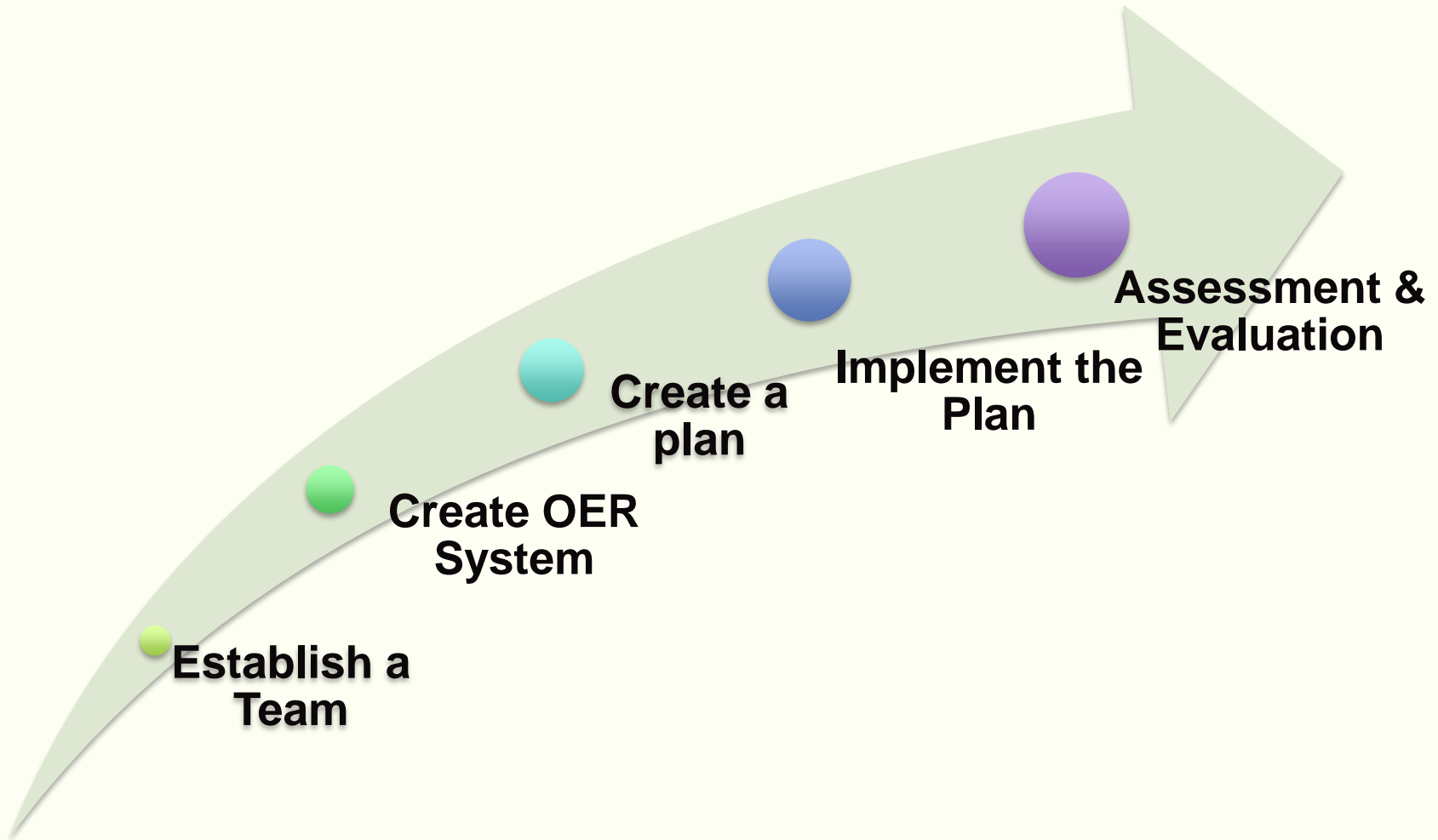
Bahrain OER Initiative

Assessment & Evaluation

Implement the Plan

Create a plan

Create OER System

Establish a Team
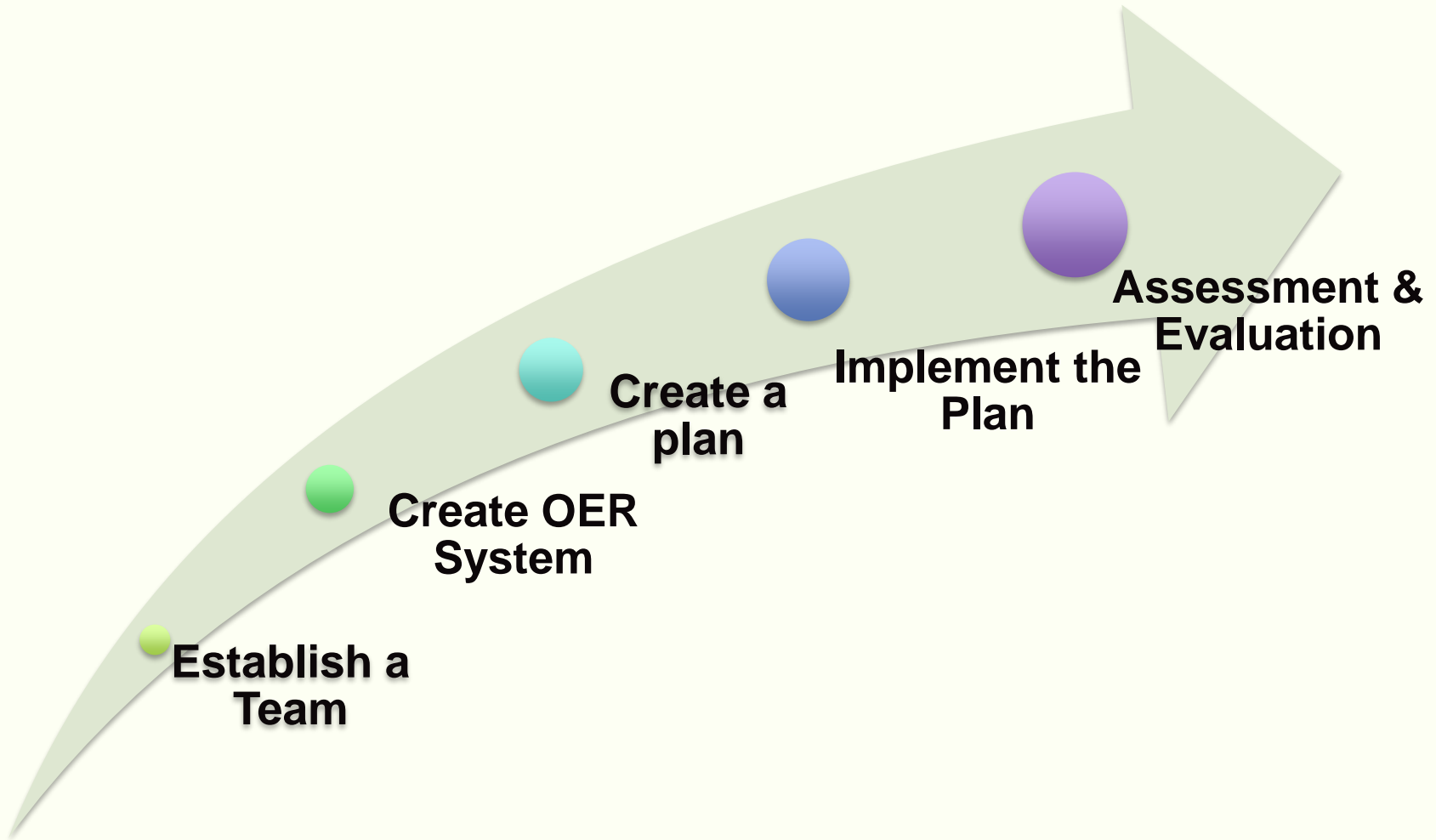
OER TEAM

Bahrain OER Initiative

Assessment & Evaluation

Implement the Plan

Create a plan

Create OER System
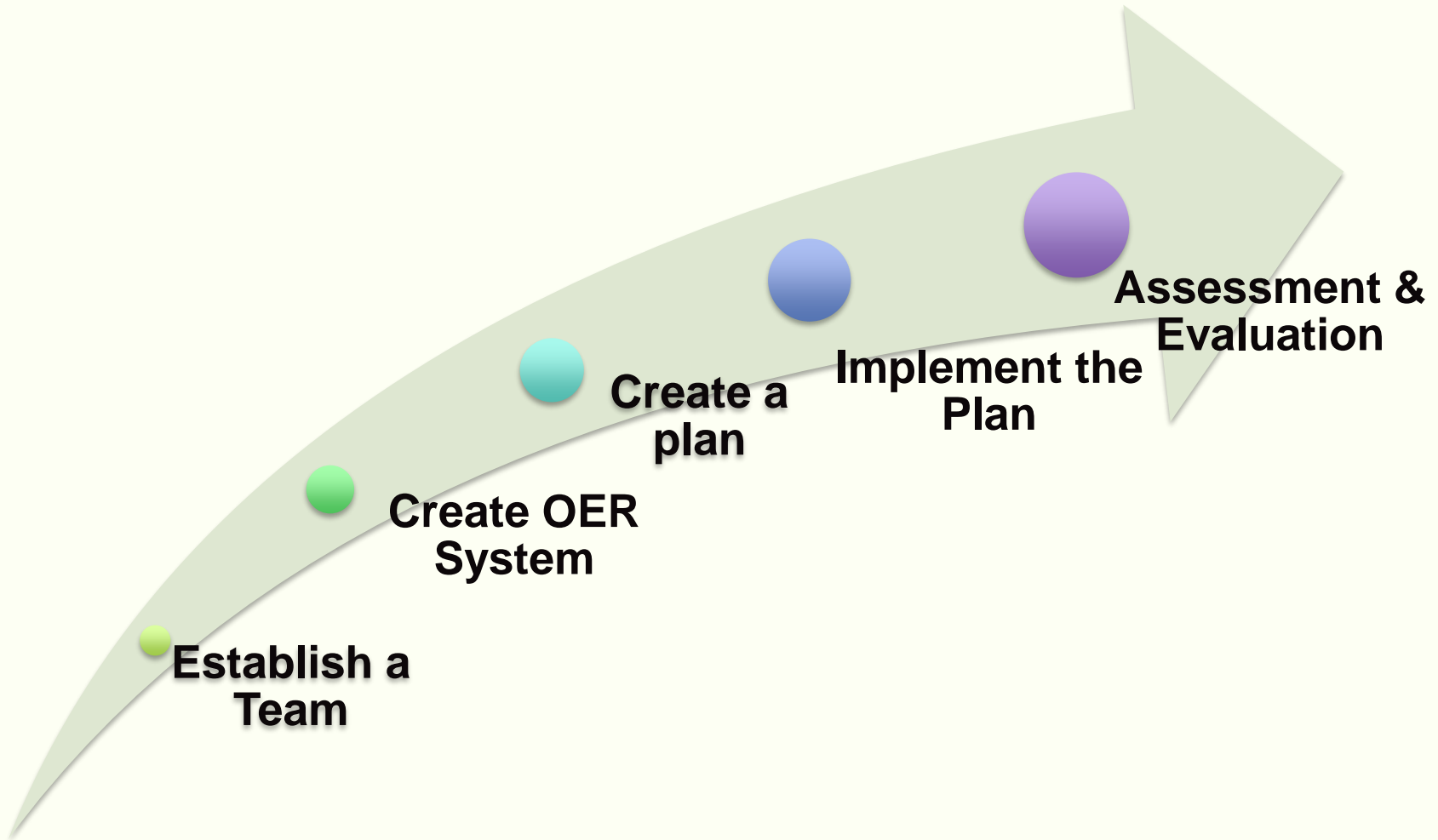
Establish a Team

OER System: Sustainability

Access to a venue for sharing open educational resources

Sources and Methods for collecting and creating OER

Infrastructure: Technology tools

Quality of resources (standards, responsible teams)

Bahrain OER Initiative

Assessment & Evaluation

Implement the Plan

Create a plan

Create OER System

Establish a Team

OER Plan

Raising Awareness

Building Capacity

Technology Infrastructure

Develop & Publish the OER Policy

Implementation

Monitoring & Evaluation

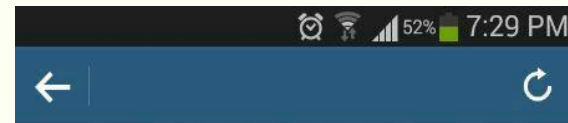# Raising Awareness:

Communicating with stakeholders
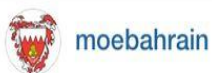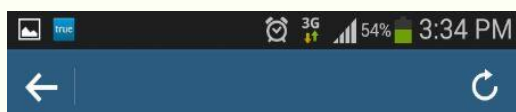
OER School Activities

School Publications

Social Media
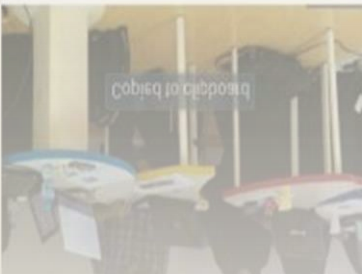
Building Capacities:

Workshop for all stakeholders

OER Policy Workshop– 22-24 September 2014

Introducing OER Policy to stakeholders

OER training for Teachers and students

OER Implementation

Open Licensing:

release of copyright through Creative Commons

Gathering Materials

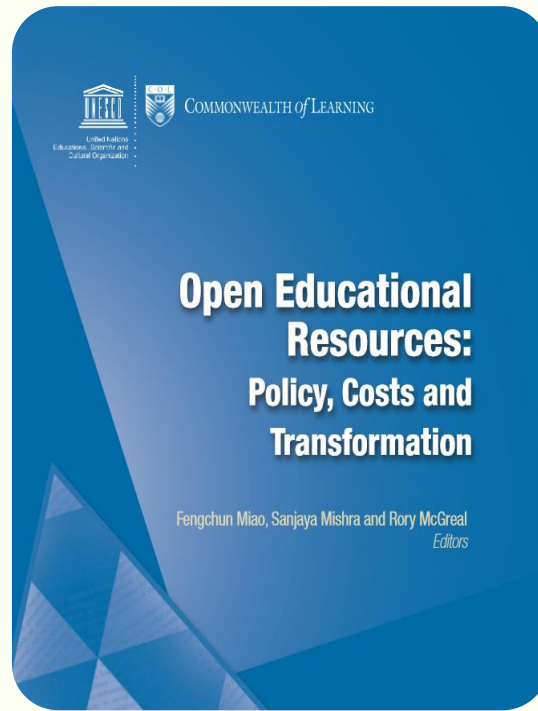**Making Materials Available:
Access to content**

Challenges (The Educational Content)

- Cultural and Linguistic Compatibility

- Quality Assurance: Content quality must be monitored and evaluated

- Licensing and Copyright: ensuring CC BY-SA licences are used

- Production/Adaptation Cost

Quality Assurance of E-Content

✓A Digital Content Production Guide was developed as a guideline for content production.

✓The content should be revised and through the following phases:

•Technical revision from the Educational Technology Specialist within the school according to the Guide.

• Revision and approval by the Senior Teacher and school principal.

•Uploading the revised and approved content.

•Final revision by Educational Specialists (Curricula & Supervision Directorates)

http://unesdoc.unesco.org/images/0024/002443/244365e.pdf

https://www.col.org/resources/open-educational-resources-policy-costs-and-transformation