



2nd
World OER
congress

OER for Inclusive and Equitable Quality Education From Commitment to Action



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Educational, Scientific and
Cultural Organization



REPUBLIC OF SLOVENIA
**MINISTRY OF EDUCATION,
SCIENCE AND SPORT**



THE WILLIAM AND FLORA
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FOUNDATION**



Partners

Outline

- Background
- Regional Consultations:
 - Asia, Europe, Middle East and North Africa, Africa; Latin America & the Caribbean, Pacific
- Government & Stakeholder Surveys
- Towards Inclusive and Equitable Quality Education

Background

World OER Congress – Paris 2012

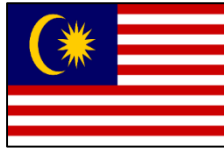


Sir John Daniel, Former President of COL



The Congress at UNESCO HQ Paris

The Road to Ljubljana



ASIA

Asia eUniversity: December 2016



EUROPE

Malta Ministry for Education and Employment:
February 2017



MIDDLE EAST & NORTH AFRICA

Qatar Foundation: February 2017



AFRICA

Ministry of Education, Mauritius:
March 2017



LATIN AMERICA & CARIBBEAN

University of Campinas: April 2017



PACIFIC

Open Polytechnic of New Zealand:
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

OER: Then and Now



Focus was on Governments
Policies
Commitment

Additional focus on stakeholders
Mainstreaming OER
Concrete Actions

Regional Consultations

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

ASIA



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Highlights: 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.

Priorities: Asia



- Need for improved connectivity
- More attention to content for people with disabilities
- Increased awareness and capacity to use/develop OER
- Need for OER in local languages
- National policies to guide OER

EUROPE

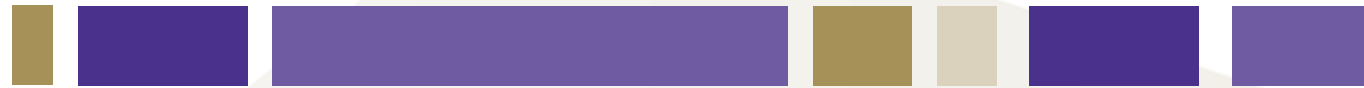


COMMONWEALTH
CENTRE FOR
Connected
Learning

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Highlights: Europe



- Mostly led by institutions in project mode
- Advanced technologies for multi-lingual searches possible
- OER as part of a wider open ecosystem
- Many initiatives but fragmented

Priorities: Europe



- Need for political will and national level policies
- Teachers critical in mainstreaming OER
- Need for business models
- Institutions must invest in QA and evidence
- Move towards open education practices

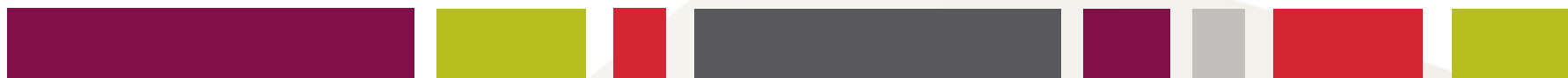
MIDDLE EAST & NORTH AFRICA



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REACH OUT TO ASIA
أيادي الخير نحو آسيا
A programme of education above all™

Highlights: Middle East & North Africa



- National OER Policies: Bahrain & Oman
- Institutional initiatives: Open University of Sudan
- National Portals: Morocco, Jordan
- Emphasis on translating content into Arabic

Priorities: Middle East & North Africa



- More awareness
- Capacity-building
- Policies at national and institutional levels
- Regional cooperation
- More original content needed in Arabic

AFRICA

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Highlights: Africa



- National OER Policies: South Africa, Seychelles
- Institutional initiatives: eg. National Open University of Nigeria, and Open University of Tanzania
- Siyavula model in South Africa
- OER Africa supporting institutions to mainstream OER

Priorities: Africa



- Improved access to Internet and electricity
- Enhanced awareness and capacity to use/develop OER
- Policies required at national and institutional levels
- Attention to local language resources

LATIN AMERICA & THE CARIBBEAN

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UNICAMP

Highlights: Latin America & the Caribbean

- Public funded educational materials openly licensed (Antigua and Barbuda)
- Institutional policy for Open Access and Open Data (Brazil and Chile)
- Commitment to OER at provincial and city level (Sao Paulo)
- A general awareness and a willingness to pursue OER (Grenada, Guatemala, Honduras, Mexico)



Priorities: Latin America & the Caribbean

- Need for OER in national languages
- Better connectivity
- Accessible content required for people with disabilities
- Increased capacity to use and contribute to OER
- National policies needed to guide OER



PACIFIC

I N D O N E S I A

PAPUA
NEW
GUINEA

KIRIBATI

SOLOMON ISLANDS

SAMOA

VANUATU

FIJI

NEW CALEDONIA (FRANCE)

TONGA

A U S T R A L I A

TASMANIA
(AUSTRALIA)

NEW ZEALAND

Open Polytechnic
KURATINI TUWHERA

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Highlights: Pacific



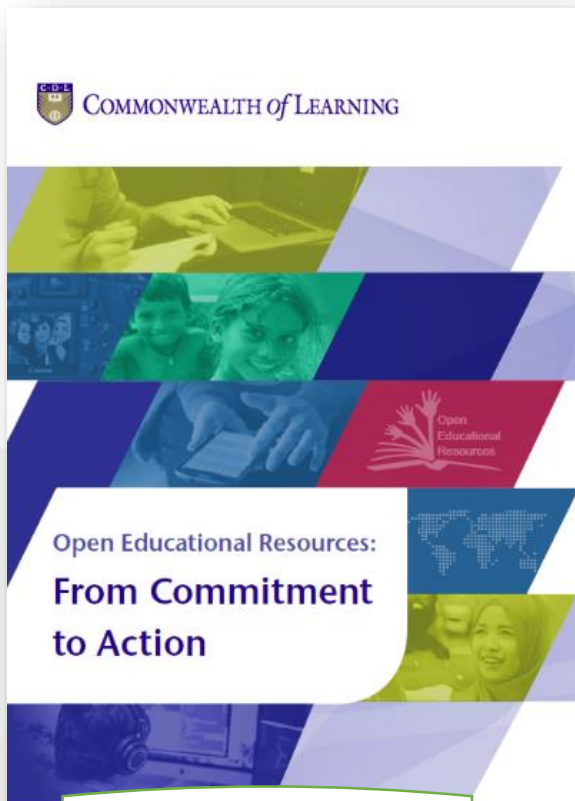
- National Policy in Australia, New Zealand, Fiji
- Need to reduce spending on textbooks and copyright clearance
- OER being used in Kiribati, Samoa, Solomon Islands, Vanuatu
- OERu

Priorities: Pacific



- OER policy to align to Regional Pacific Education Strategy
- Emphasis on indigenous knowledge and culture
- Better infrastructure and connectivity
- OER as freedom, human rights and a people's movement

Actions: Stakeholders Identified



**International
Cooperation**

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

Findings of the Regional Consultations

- More governments commit to support OER
- Specific projects on OER are supported mainly through government funds
- Still focused on OER creation rather than OER use
- All regions want more collaboration



The Surveys

Two Surveys

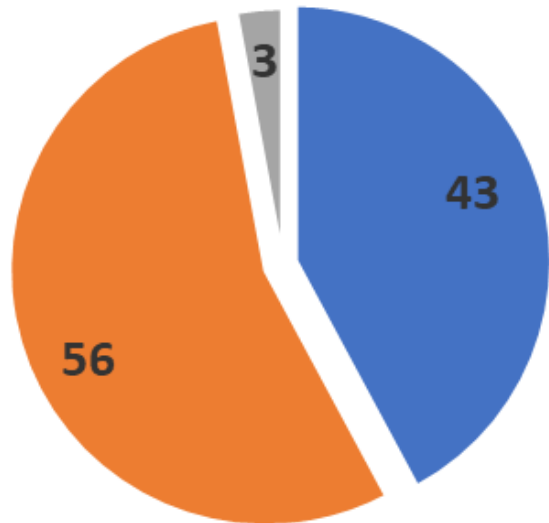
- A government survey
 - sent by COL to Member States
 - Sent by UNESCO to Member States in English and French
- COL: stakeholder survey posted online and publicised via social media.

Government Responses: 102 countries

Region	Government
Africa	28
Middle East and North Africa	12
Asia and Pacific	28
Europe and North America	21
Latin America and Caribbean	13

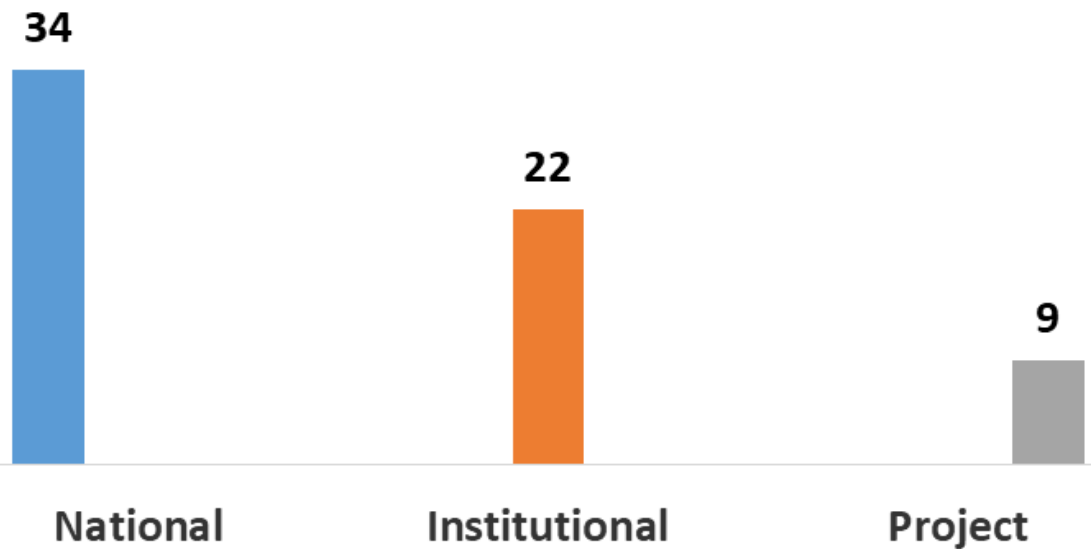
Government Responses: Policies

Policies Supporting OER

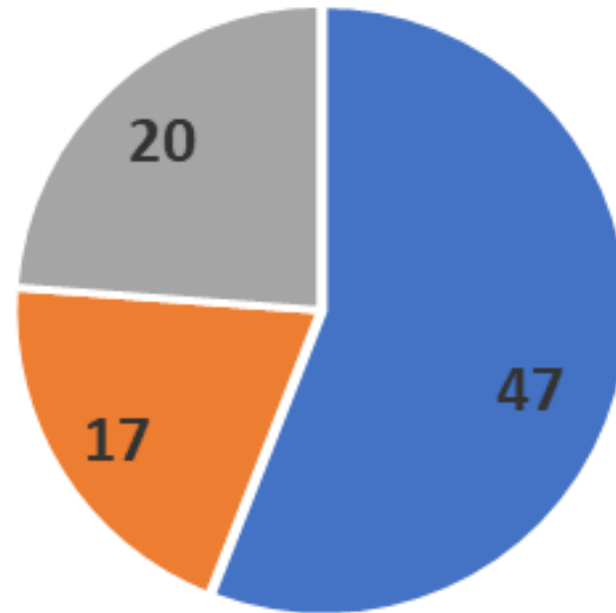


■ No ■ Yes ■ Don't know

Types of OER Policies



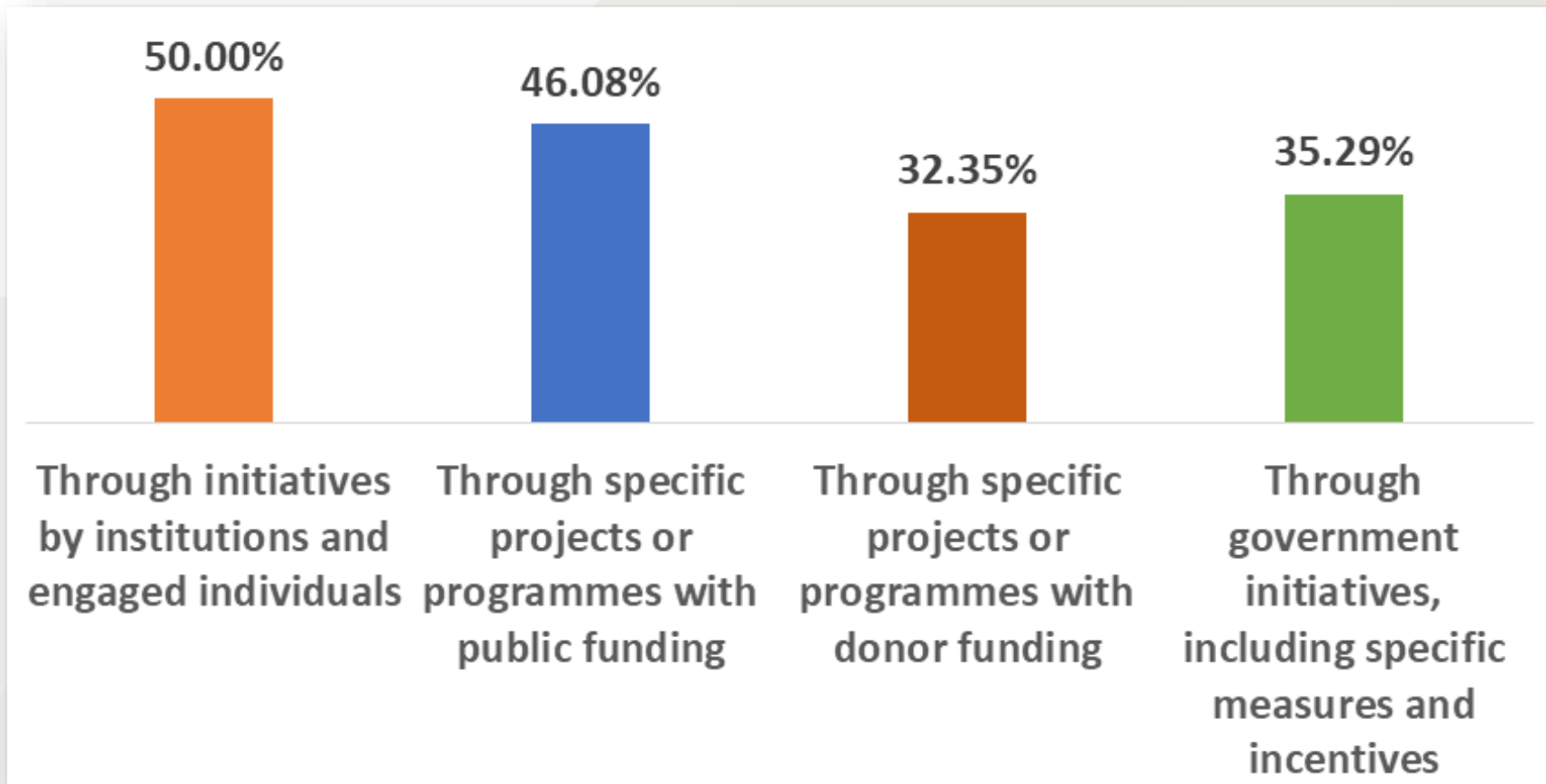
Government Responses: Policies Considering National OER Policy Development



■ Yes ■ No ■ No response

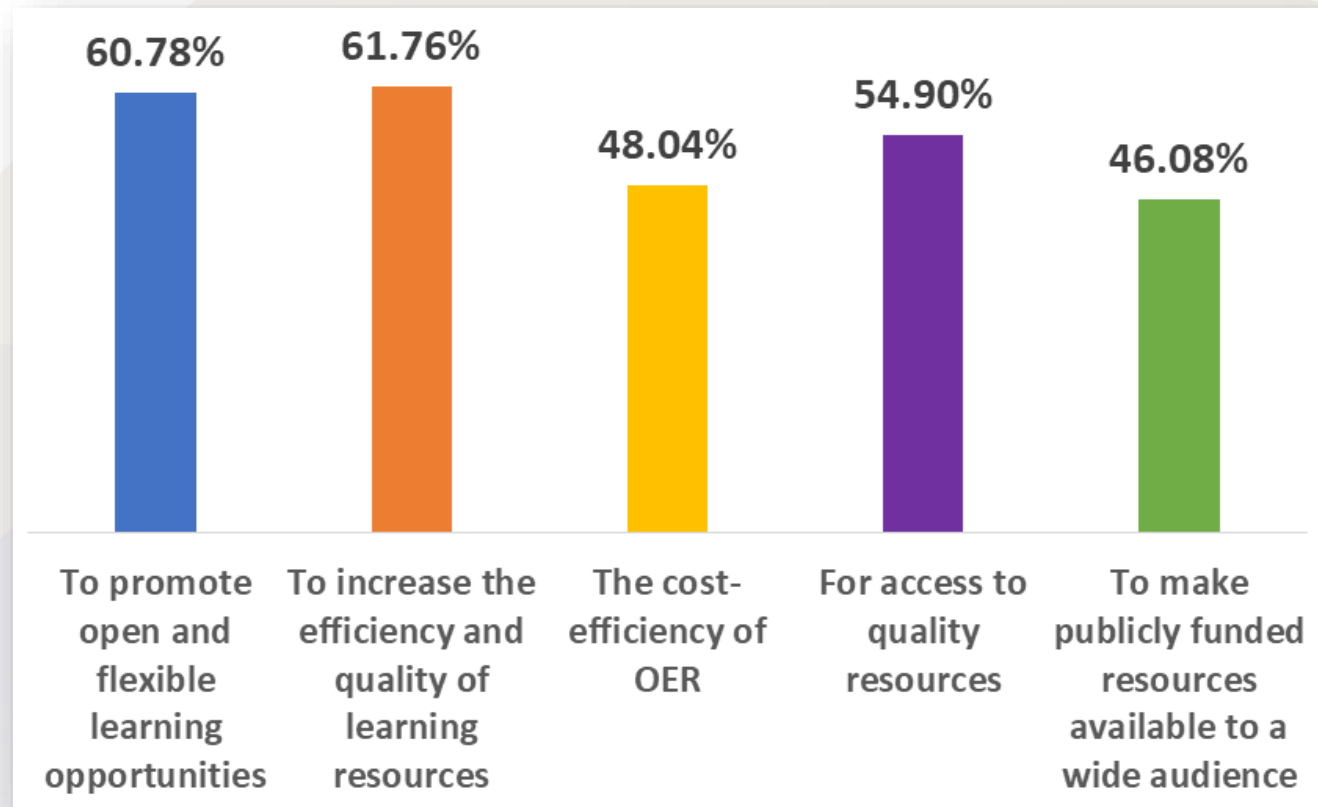
Government Responses: Actions

How are they engaged in OER Activities?



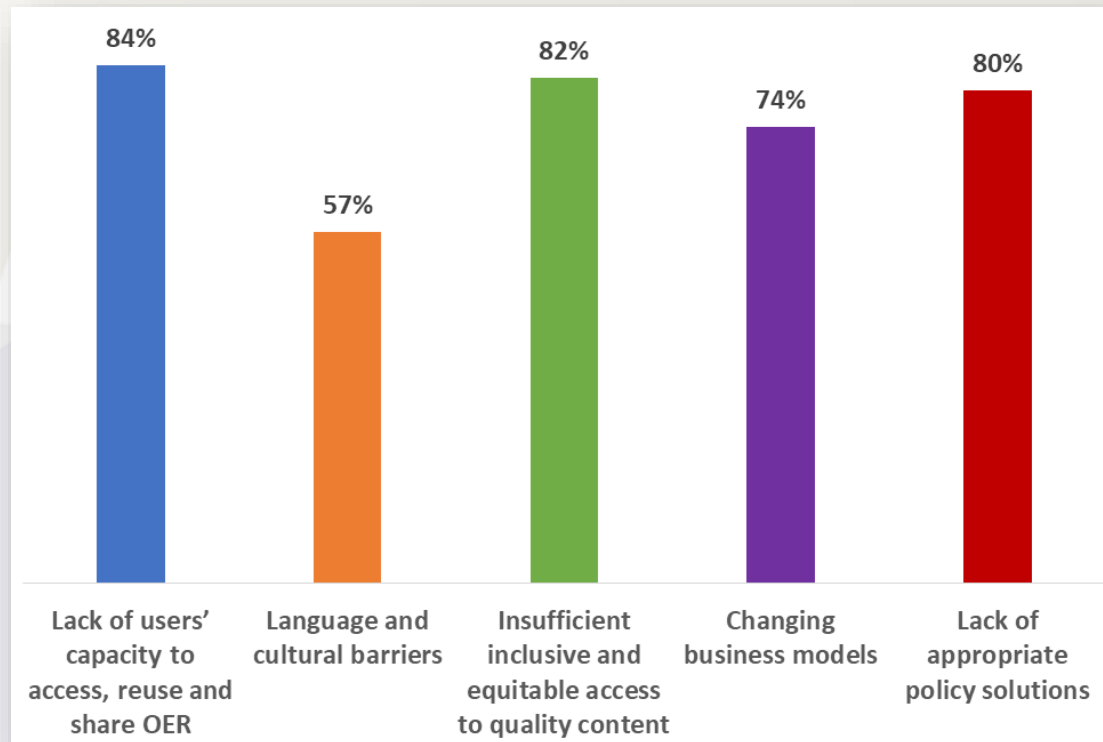
Government Responses: Benefits

- Increased efficiency and quality of resources
- Promote flexible learning
- Improve access to resources



Government Responses: Barriers

- Lack of users' capacity
- Insufficient access to quality content
- Lack of appropriate policies
- Changing business models
- Language and cultural barriers



Stakeholder Responses: 638

Gender

56.9%

Male



42.3%

Female



0.8%

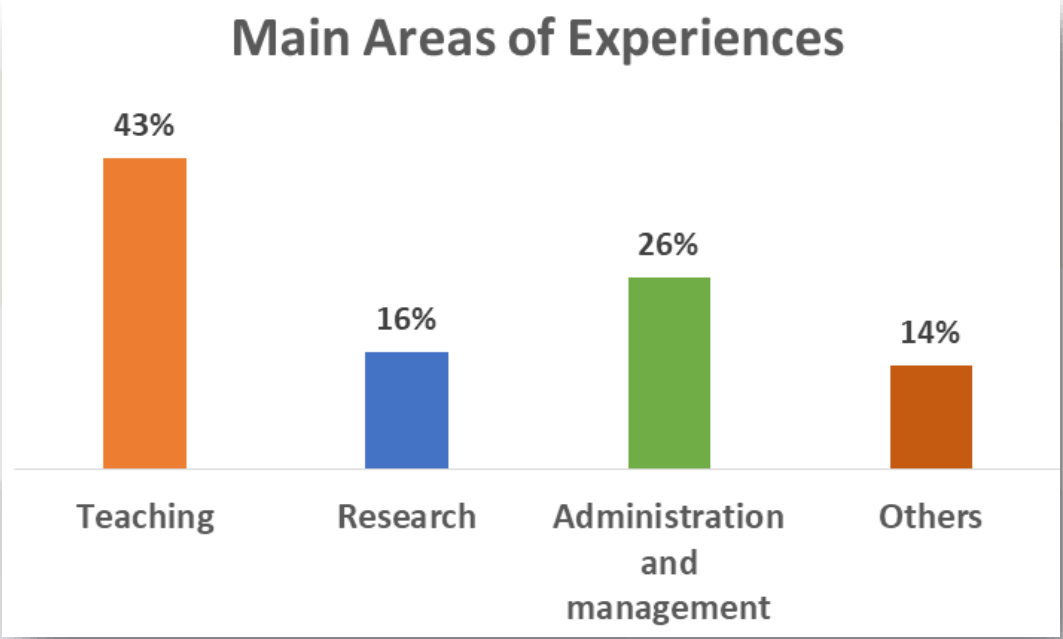
No response



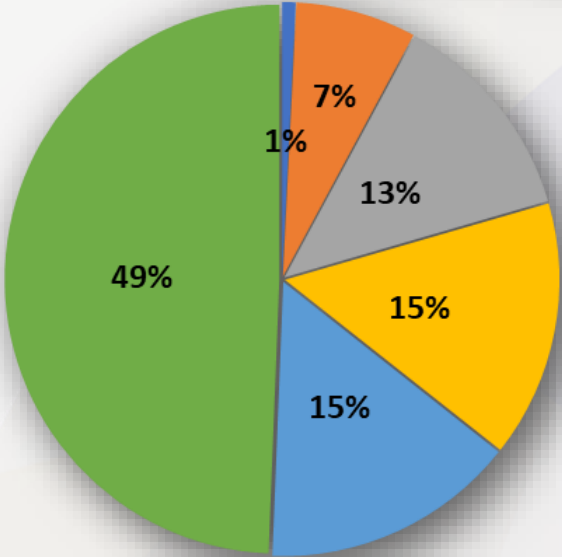
Region	Stakeholder
Africa	144
Middle East and North Africa	26
Asia and Pacific	253
Europe and North America	145
Latin America and Caribbean	70

Stakeholder Responses: Background

Main Areas of Experiences



Respondents: Experiences

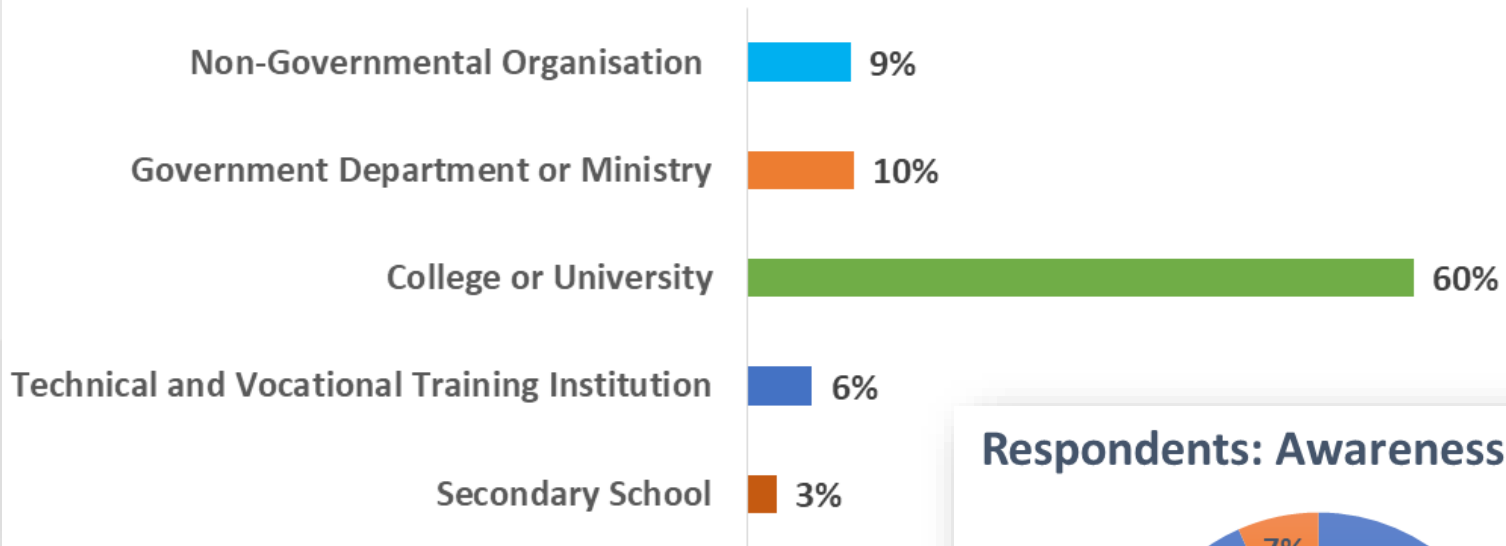


- No work experience
- 1-5 yrs
- 6-10 yrs
- 11-15 yrs
- 16-20 yrs
- Over 20 yrs

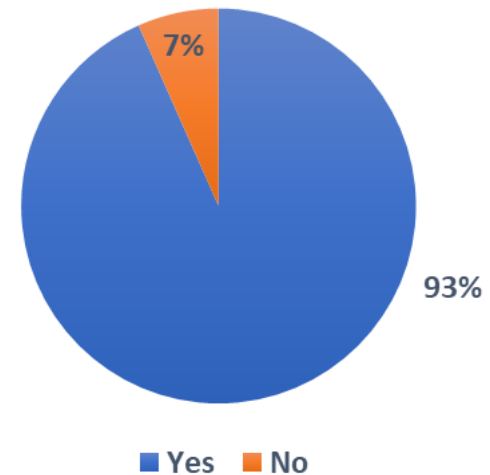


Stakeholder Responses: Background

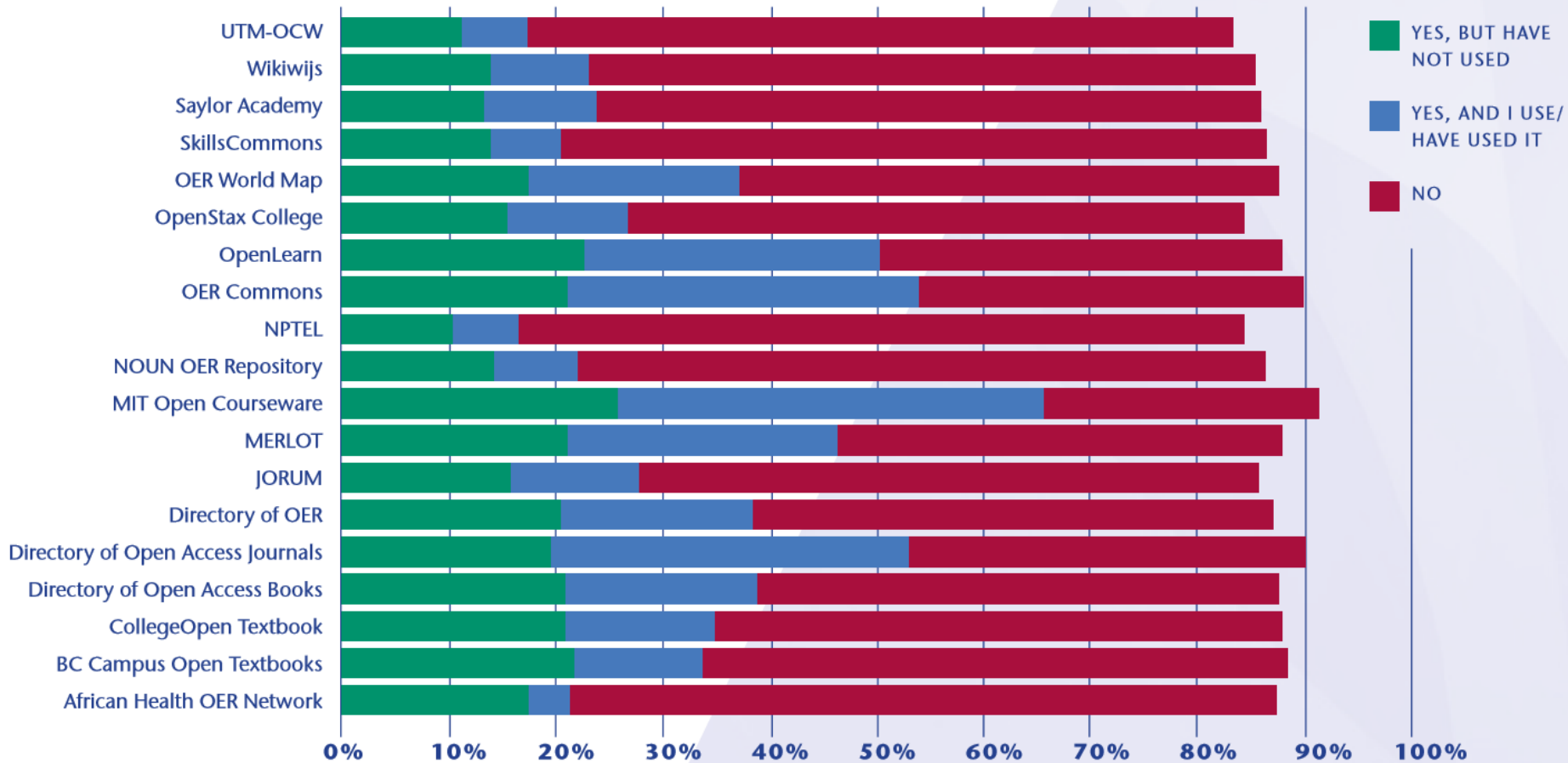
Respondents: Where they work?



Respondents: Awareness of OER

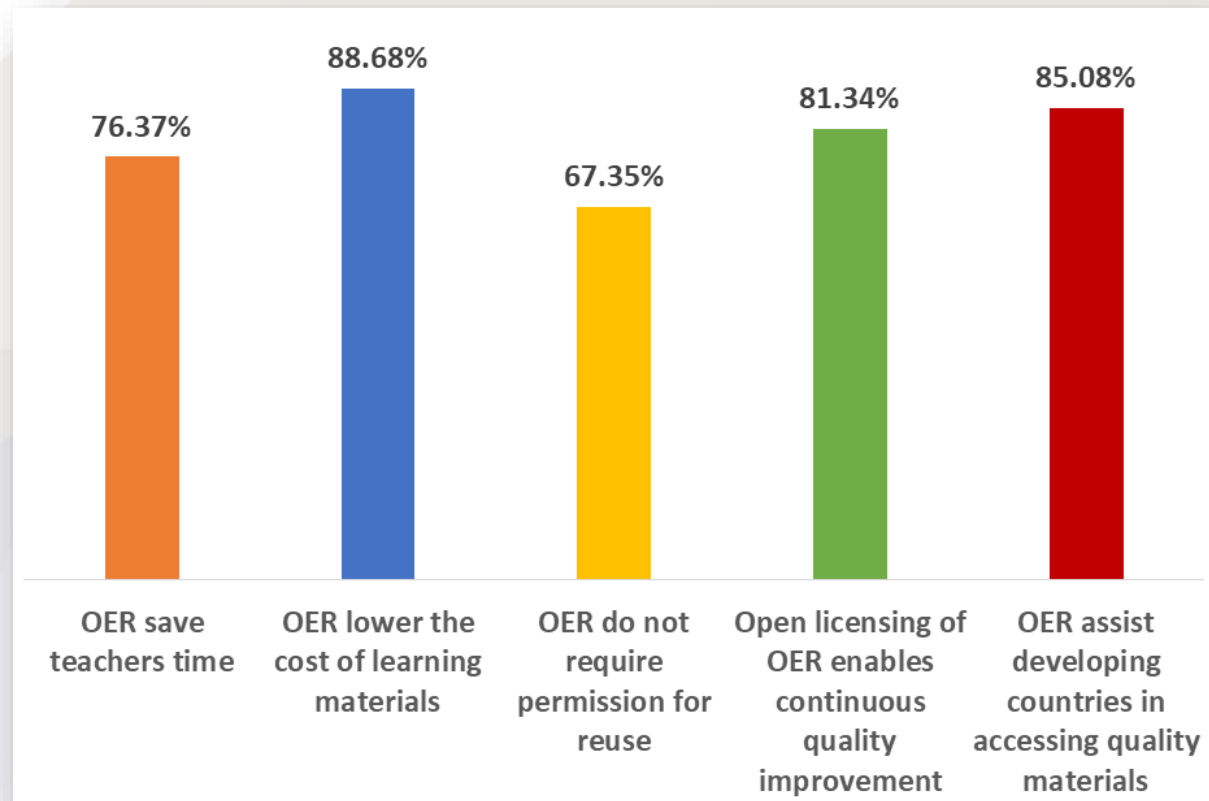


Stakeholder Responses: Awareness of OER Repositories & Platforms



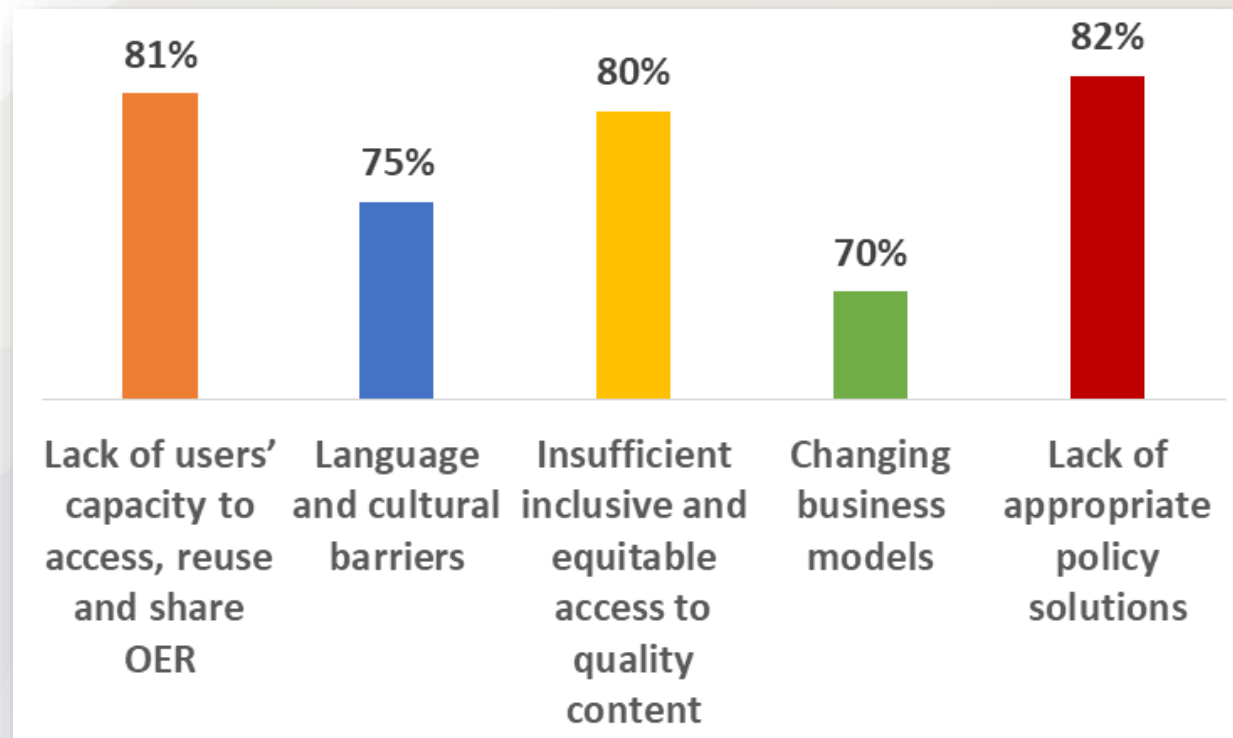
Stakeholder Responses: Benefits

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



Stakeholder Responses: Barriers

- Lack of policy
- Lack of capacity
- Lack of quality content
- Language and culture
- Changing business models



Governments and Stakeholders: **Commonalities**

- OER provides access to quality materials
- Lack of appropriate policy solutions
- Poor awareness and capacity of users
- Changing business models



Different Focus?



Governments

Language & cultural issues

Cost efficiency

Stakeholders

Saves time for teachers

Enables continuous quality
improvement





COMMONWEALTH *of* LEARNING



OPEN EDUCATIONAL
RESOURCES:

**Global Report
2017**



LEARNING FOR SUSTAINABLE DEVELOPMENT



Towards Inclusive and Equitable Quality Education



Global Trends

Policies

- Increasing support, not accompanied by policies
- Despite lack of national OER policies, institutional policies have grown
- Regions with extensive OER activities, not always reliant on national policy as the driving force



Global Trends Repositories

- OER repositories created in the global north more used than those from the global south
- Majority of the repositories are at tertiary level
- Repositories are available in diverse fields, including early childhood education



Global Trends Awareness

- Many governments and stakeholders not clear about OER
- Increased focus on open textbooks has led to neglect of OER for lifelong learning
- Governments are supporting MOOCs, which are not necessarily “open”

Way Forward

- Greater effort needed in creating **awareness** of the meaning, purpose and advantages of OER
- **Capacity building** for the use and integration of OER for teachers
- Promote **policy development** at both regional/national and institutional levels. A **normative instrument** on OER may assist Member States to adopt OER policy development



Way Forward

- Better **communication strategies** needed to convey the results of OER research
- **Business models** for OER need to be explored
- Innovations on **bridging the digital divide** required
- Mechanisms to **monitor the progress** of OER needed





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