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OER in TVET

A study

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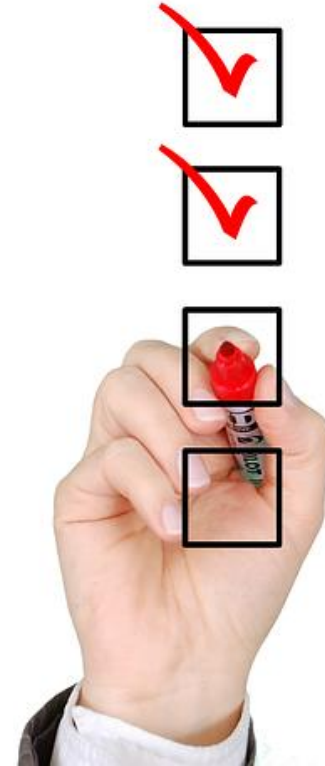


United Nations
Educational, Scientific and
Cultural Organization

UNESCO Chair on Open Educational Resources
and their Adoption by Teachers, Learners and
Institutions at Fontys University of Applied Sciences,
Netherlands

Agenda

- Method
- Results
- Conclusions & recommendations



Method



Assignment from UNESCO-UNEVO

- Perform a study on Open Educational Resources (OER) in Technical and Vocational Education and Training (TVET)
- This study intends to fill the gap both on mapping the landscape of the use of OER and open practices in the field of TVET as well as on the policy recommendations to support Member States' efforts in promoting and developing OER
- Study performed June – August 2017
- Draft report delivered 1-9-2017

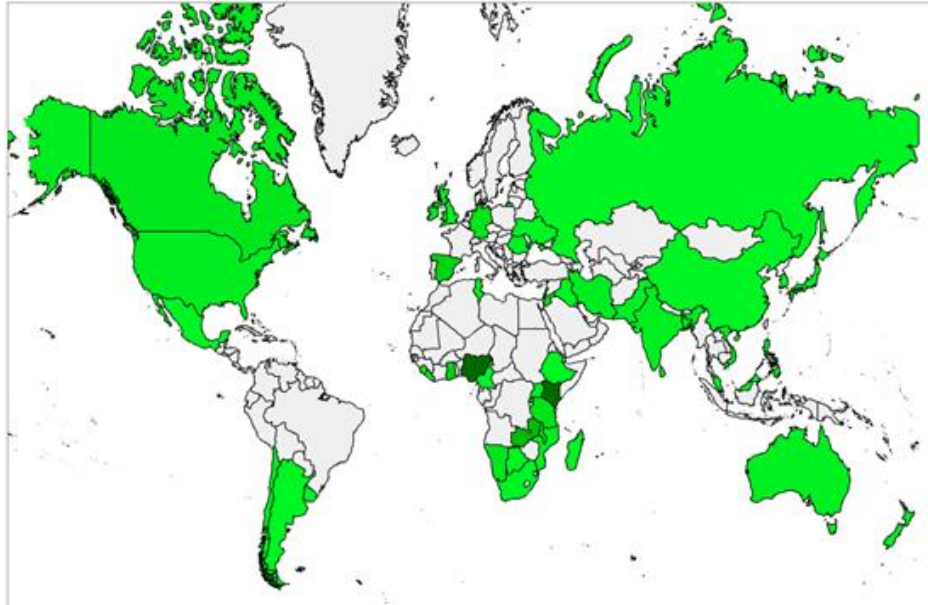
Data collection

- Literature review
- Survey
- Interviews (10 experts on OER and/or TVET)




Survey, some remarks

- 257 usable responses from 54 countries
- 49% from 3 countries (Nigeria, Kenya, Fiji)



What are we talking about?

- Do you consider yourself an expert in open educational resources (OER)?
- What do you know about this logo? 

OER expert? CC_Logo?	No	Somewhat	Yes	Total
I've never seen it	9,3%	10,5%	12,8%	24,5%
I've seen it but I don't know what it means	10,5%	18,7%	5,4%	34,6%
I've seen it and I know what it means	4,7%	23,3%	12,8%	40,9%
Total	24,5%	52,5%	23,0%	100,0%

Teachers 53%



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Results



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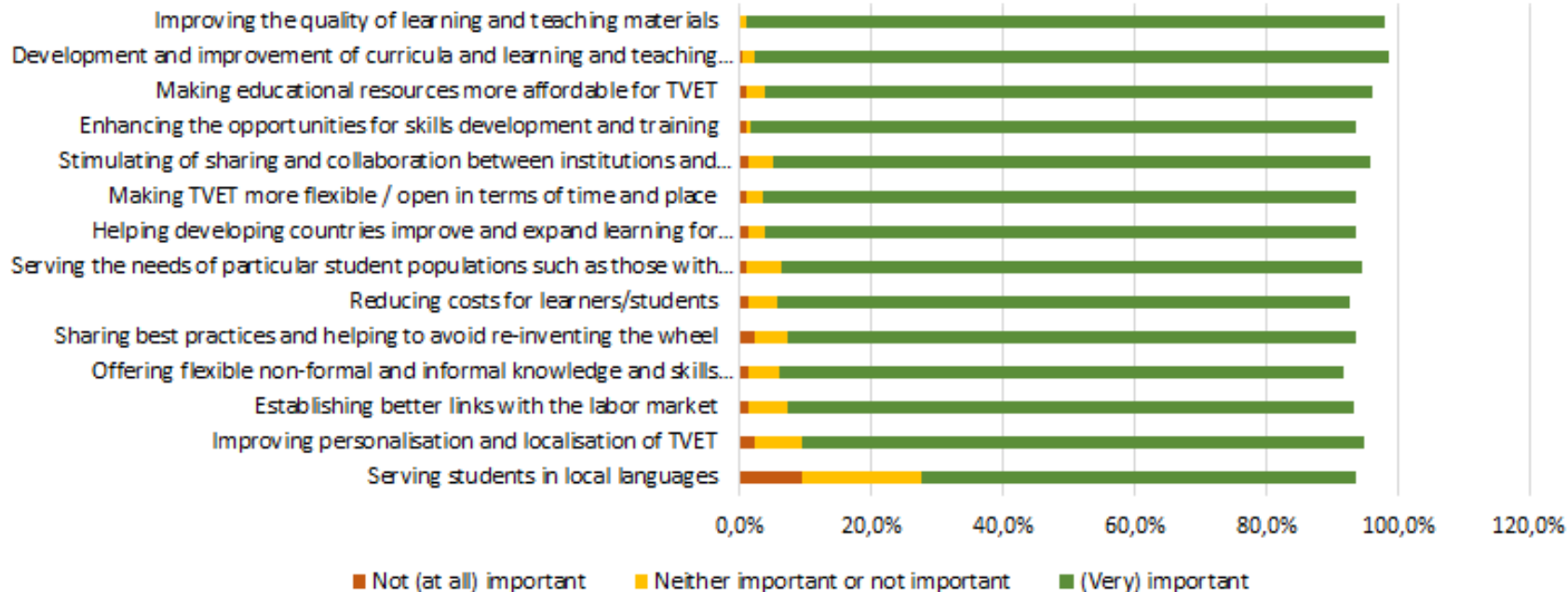
Literature review

- No substantial research on OER in TVET
- Uneven pattern of projects and programs
- Main target group: teachers and trainers
- COL is important stakeholder in the field of OER in TVET

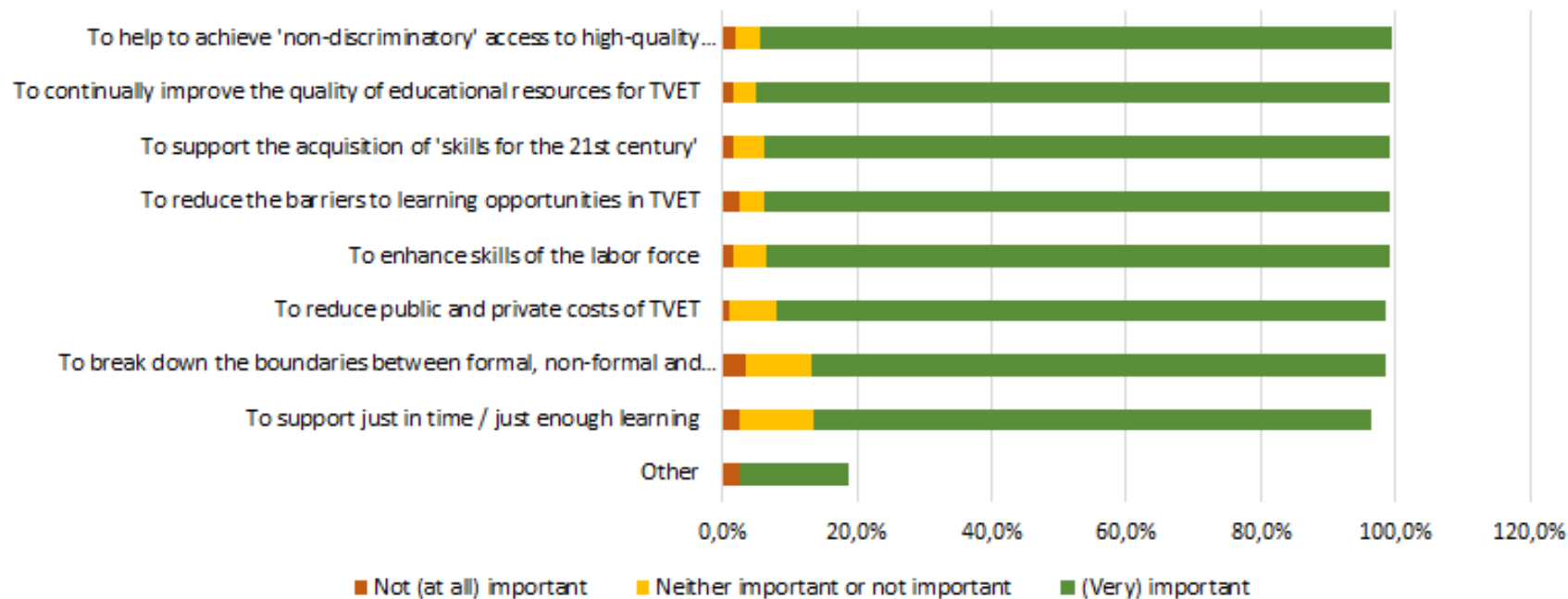


Survey

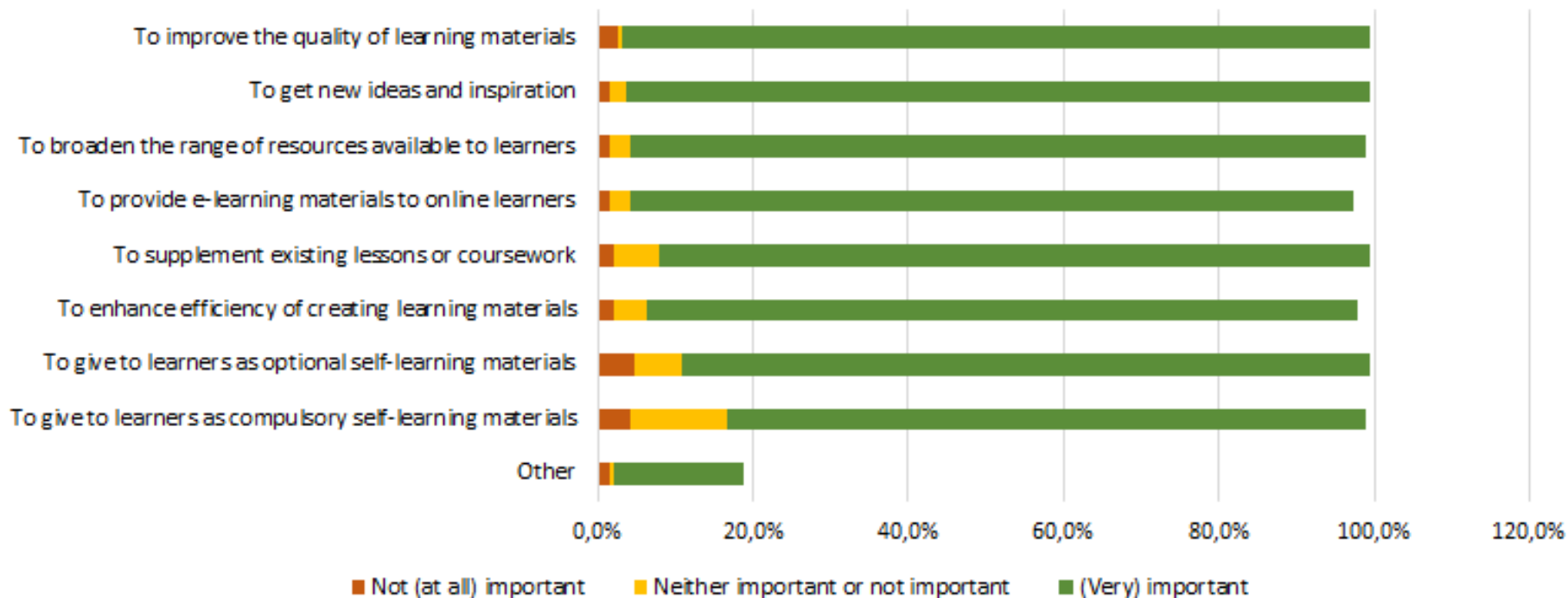
Potential contribution of OER for TVET, national level (N=233)



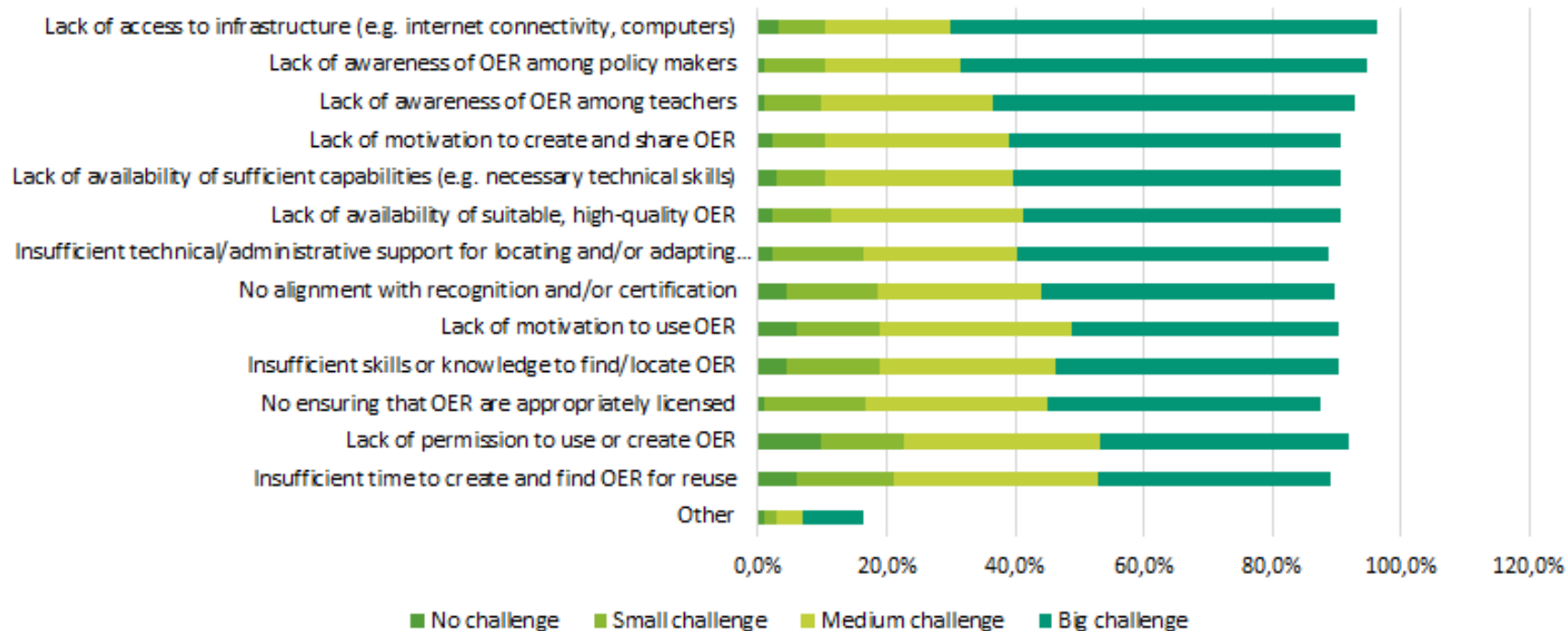
Motives for creating and/or use of OER in TVET, national (N=197)



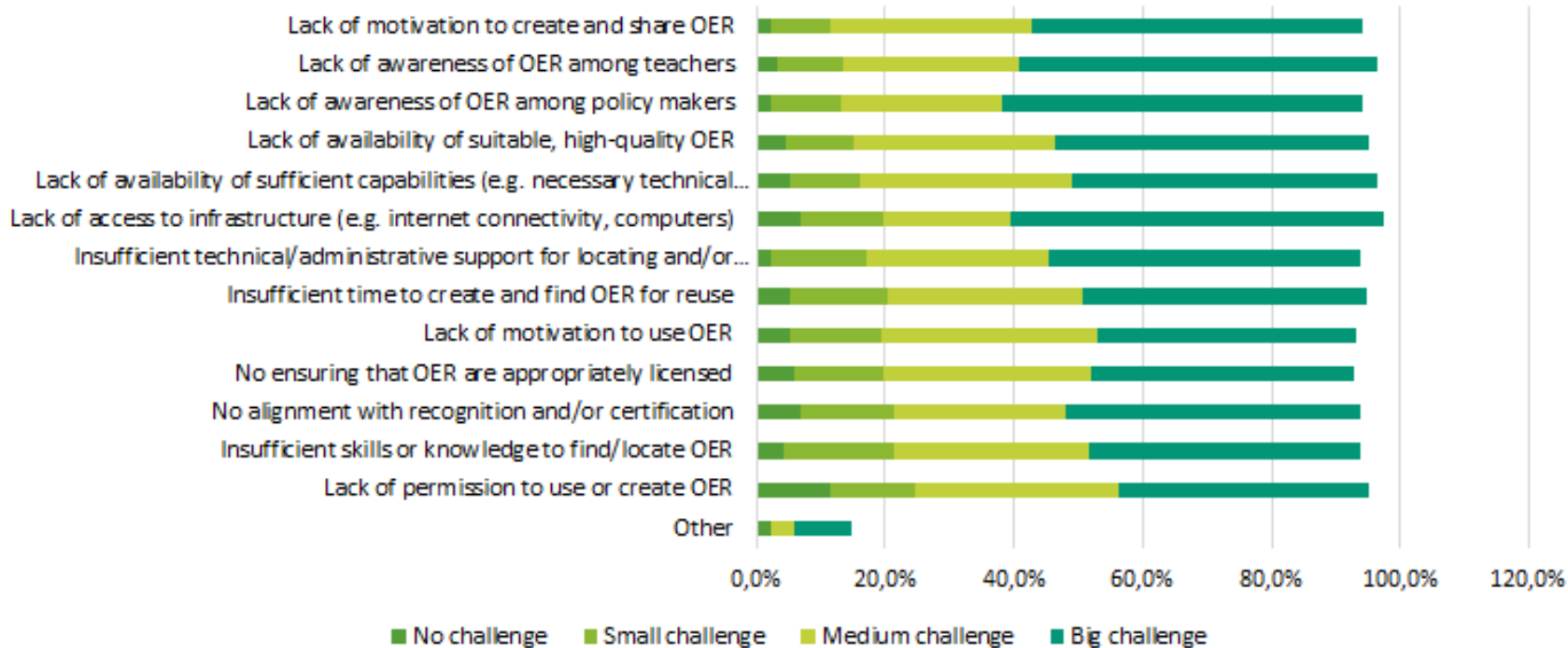
Motives for creating and/or use of OER in TVET, institutional (N=193)



Challenges for creation or (re)use of OER in TVET, national (N=184)



Challenges for creation or (re)use of OER in TVET, institutional (N=192)



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THINK
BIGGER



Contribution of OER, interviews

- OER can contribute to SDG 4 because:
 - Technical education is more expensive than regular education. OER is one option to extend more equally access to these materials;
 - Especially videos are important means to realize this;
 - They increase efficiency, by sharing short courses among institutions;
 - They contribute to quality improvement when used by teachers: improvement of their own technical knowledge and providing updated learning resources to learners.

Motives to adopt OER, interviews

- Quality improvement of learning materials and education
- Skills development for teachers and learners
- More quickly response to market needs
- Inclusion and increasing equity
- Enabling collaboration
- Cost savings for students
- Increase success for students

Main challenges and barriers, interviews

- Teachers and trainers mostly no educational background
- Repurposing is important; insufficient (ICT-)skills to do this
- Cultural and language issues hinder reuse
- ICT infrastructure inadequate
- Teaching load too high
- No self-learning skills (non-formal TVET)

Conclusions & recommendations



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Conclusions

- Large gap between opinion on potentials of OER in TVET, and activities to accomplish actual adoption
- There are big differences between countries, ranging from no awareness to policies developed to adopt OER in TVET

Line of reasoning

- For training purposes for skills development in a certain field X, OER can be useful.
- To enable this, teachers and trainers should have the skills to publish, find and adapt OER.
- To acquire those skills, OER can be used.
- Therefore, many projects on OER in TVET aim at creating awareness and capacity building in countries and institutions.

What is needed

- Programs for awareness and capacity building
- Adoption of OER calls for more than a series of one-off interventions, projects or funding.
 - creation of education and training ecosystems of TVET
 - at national level an enabling policy for adoption of OER in TVET
- Programs to adopt OER should be put into a larger context of innovation and not as a sole activity

More conclusions

- Make a difference between learners and teachers
 - Teachers need the right for repurposing learning resources
 - Learners only need open access to learning resources
- TVET is a complex area
 - Lack of standards, barriers mentioned earlier, fragmented area

OER in TVET: contribution to SDG 4

- Equal access is used in two related meanings:
 - access to (right or opportunity to use or benefit from OER or TVET)
 - access for (equal opportunities). Especially women are often mentioned in this context
- OER helps in decreasing costs, thereby increasing equal access
- Potential of quality improvement

Recommendations for UNESCO-UNEVO

- Continue current activities on creating awareness on policy level
- Collect good practices
- Formulate guidelines on how to come to policy formulation, based on these good practices
- Develop models and frameworks that governments and institutions can use, modify and apply
- Provide support on systems for quality assurance of OER in TVET

Collaboration and cooperation

- Organize, start with or intensify cooperation and collaboration (e.g. via consortia) with important stakeholders in the field of OER in TVET:
 - Commonwealth of Learning, International Labor Organization, the World Bank and the Asian Development Bank.

Approach

- Embed activities on adoption of OER in TVET in larger programs using ICT to innovate TVET
- Create national and international repositories of training materials and case studies of good practices
- Make use of national and international “OER-TVET champions”
- Create an evidence base
 - cost effectiveness of adoption of open licensing arrangements and harvesting existing OER

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APRIL 24 - 26

<https://conference.oiconsortium.org/2018/>



Thank you!



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