



COMMONWEALTH *of* LEARNING

# Harvard University Extension *OER: A Developing World Perspective*

**Professor Asha Kanwar, Vice President**  
*Commonwealth of Learning*

Vancouver, Canada

April 7, 2011

# Plan

I. The context

II. OER in the developing world

III. The COL experience

IV. Towards Sustainability:

- process-oriented approach
- governance





COMMONWEALTH of LEARNING

Learning for Development



# COL's Geographical outreach

## The Commonwealth



**...and all over the Commonwealth!**

# The Commonwealth of Learning

## What is it for?

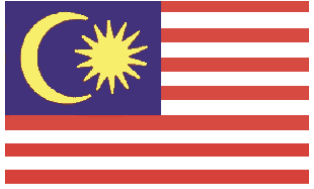
- To help Commonwealth governments and institutions use various technologies to improve and expand learning for development.



# CONTEXT



# APR ambitions:



40% by 2010

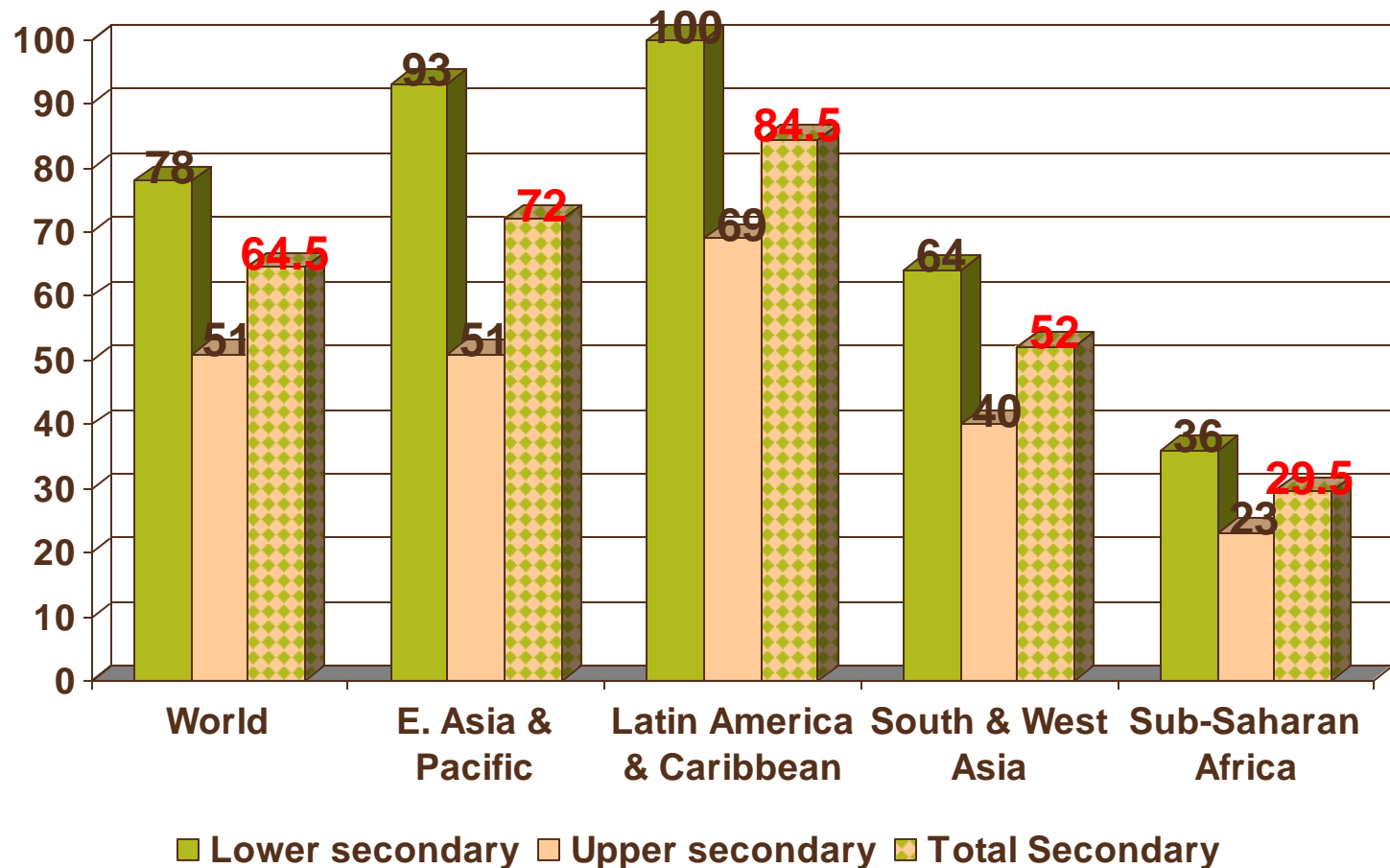


30% by 2015



30% by 2020

# Gross Enrollment Ratios in Secondary Education (2004 or latest)

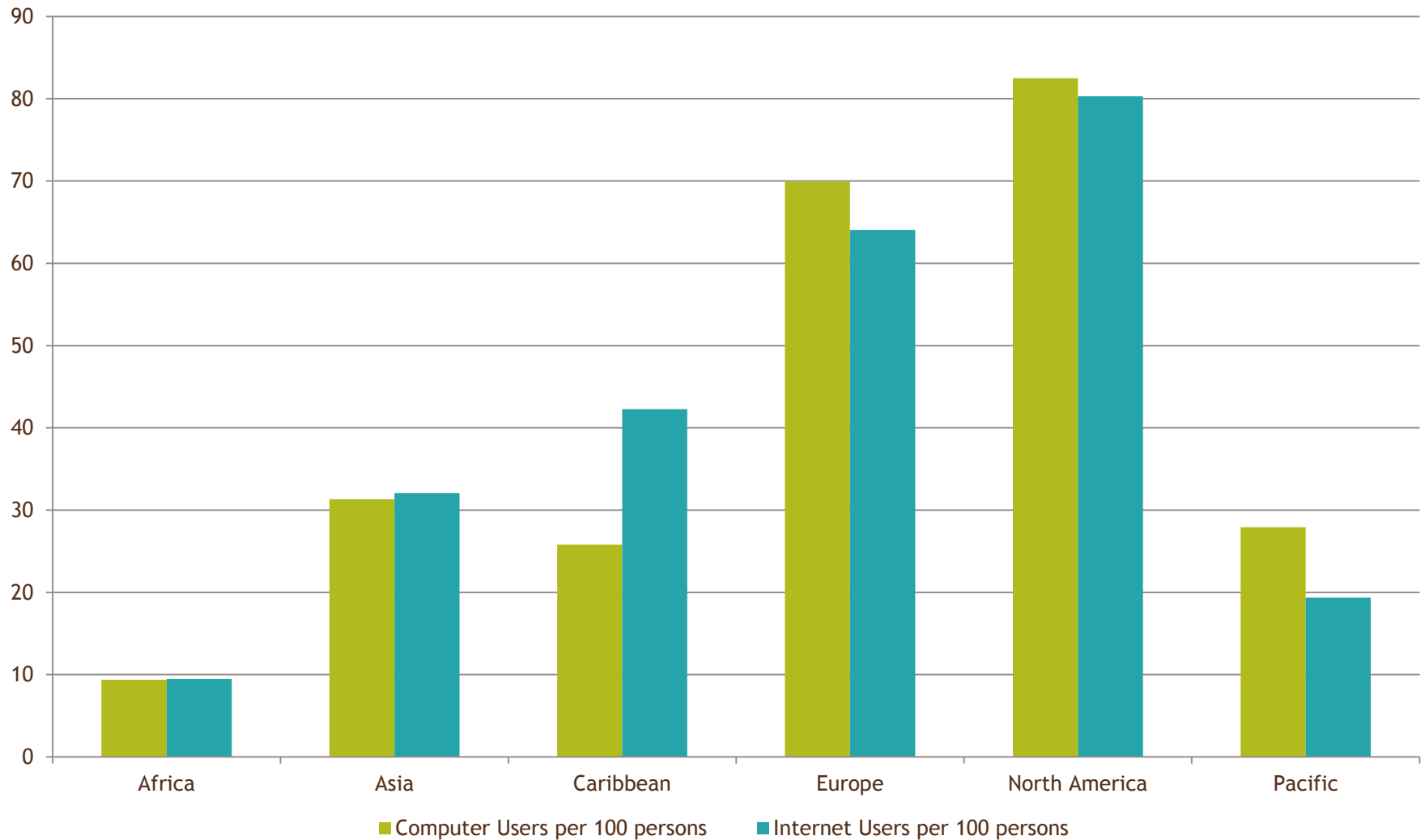


Source: UIS Global Education Digest, 2006 / AFTHD, Secondary Education in Africa  
 "At the Crossroads: Choices for Secondary Education and Training in Sub-Saharan Africa", 2007





# The Digital Divide in Commonwealth Countries



Source: International Telecommunications Union  
<http://www.itu.int/ITU-D/ICTEYE/Default.aspx>

Africa  
generates  
only 0.4% of  
the global  
online  
content



## WCHE (2009) session on OERs

*Imperative to ensure that all - developed and developing countries - are enabled to contribute to OERs...*



# OER IN THE DEVELOPING WORLD





THE VIETNAM FOUNDATION



China Open Resources for Education





# International developments

- Athabasca University
- Otago Polytechnic
- University of Southern Queensland






James Taylor




Students awarded credible degree or credential



Participating Institutions grant credit for courses



Open assessment from participating institutions



Open student support via "Academic Volunteers International"



Learners access courses based solely on OER



The OER university concept. Adapted from Taylor (2007)



# TESSA

---

**Teacher Education in Sub-Saharan Africa**

---

# National Developments

- Sakshat: One Stop Education Portal
- OSCAR: Open Source Courseware Animations Repository



**NPTEL**

NATIONAL PROGRAMME ON  
TECHNOLOGY ENHANCED LEARNING  
A JOINT INITIATIVE OF IITs & IISc

FUNDED BY  
MHRD, GOVERNMENT OF INDIA  
UNDER NMEICT



# Developing free textbooks

- Wawasan Open University  
Malaysia
- International Development  
Research Centre, Canada







## About FlexiLearn

Welcome to FlexiLearn to access free and open courses of the Indira Gandhi National Open University. This is a personal learning space where free learning resources are integrated with learning management system for anyone who wants to learn, whatever their educational needs and experience.

FlexiLearn facilitates informed learning wherein, anyone can register and explore courses free of cost to gain knowledge and skill in a particular area of interest. Certification for courses will be based on payment of the requisite fees.  
more..

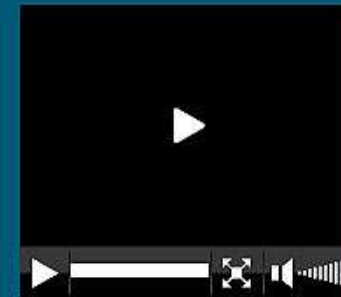
## Browse Courses

[Courses By Title \(Alphabetical\)](#)

[Courses By Topic](#)

[Courses By Level](#)

[Courses By Partner Institutions](#)



GD1 GD2 Gyanvani

### Useful Links

- [eGyanKosh](#)
- [Education Broadcast](#)
- [Virtual Class](#)

### User login

**Username:** \*

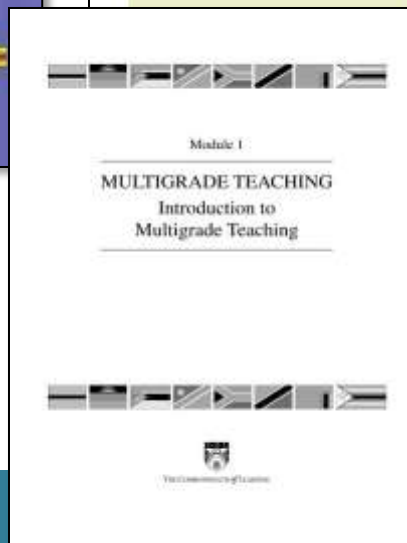
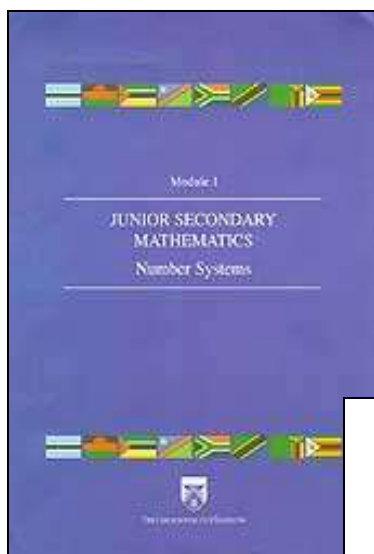
**Password:** \*

- [Create new account](#)
- [Request new password](#)

# THE COL EXPERIENCE



# STAMP 2000+



**COMMONWEALTH of LEARNING**  
LEARNING FOR DEVELOPMENT

PRINT PAGE | SITEMAP | SITE SEARCH

HOME NEWS PROGRAMMES & SERVICES RESOURCES ABOUT COL COL BLOG

Home > RESOURCES > Course Materials > STAMP


**Science, Technology and Mathematics Programme 2000+ (STAMP 2000+)**

All STAMP 2000+ modules available for download [here](#) (85MB) or at [www.col.org/stamp](http://www.col.org/stamp)

**General Education**  
General Education Modules available for download [here](#) (13MB)

- Module 1: Multigrade Teaching: Introduction to Multigrade Teaching
- Module 2: Multigrade Teaching: Classroom Organisation and Management
- Module 3: The Reading Process
- Module 4: Developing Reading Skills
- Module 5: Special Educational Needs: An Introduction to Teaching Traumatized Children
- Module 6: Special Educational Needs: A Practical Guide to Teaching Traumatized Children
- Module 7: Education Management Development: Part A
- Module 8: Education Management Development: Part B
- Module 9: Child Development
- Module 10: Concepts of Learning
- Module 11: An Introduction to Concepts in Language and Communication
- Module 12: Language and Communication: Language in Use
- Module 13: Curriculum Theory, Design and Assessment
- Module 14: Curriculum Practice
- Module 15: A Theoretical Framework on Innovations in Education
- Module 16: Effects of Social Changes on Education
- Module 17: Comparative Education: Introduction to Key Concepts in Comparative Education

SHARE THIS PAGE



# Why no takers?

- No commitment from TTI's
- no clear strategy for implementation
- 'not-made-here'
- materials were considered too generic
- lack of awareness about the programme and its benefits

# Lesson 1

- *not only to develop capacity and content but to ensure a buy-in from local partners and to have a clear implementation strategy*





# Commonwealth Computer Navigator's Certificate



# Participating institutions

IGNOU \_\_\_\_\_



University of the Western Cape \_\_\_\_\_



Open Polytechnic of New Zealand \_\_\_\_\_



University of West Indies \_\_\_\_\_



UWI

Memorial University Newfoundland \_\_\_\_\_



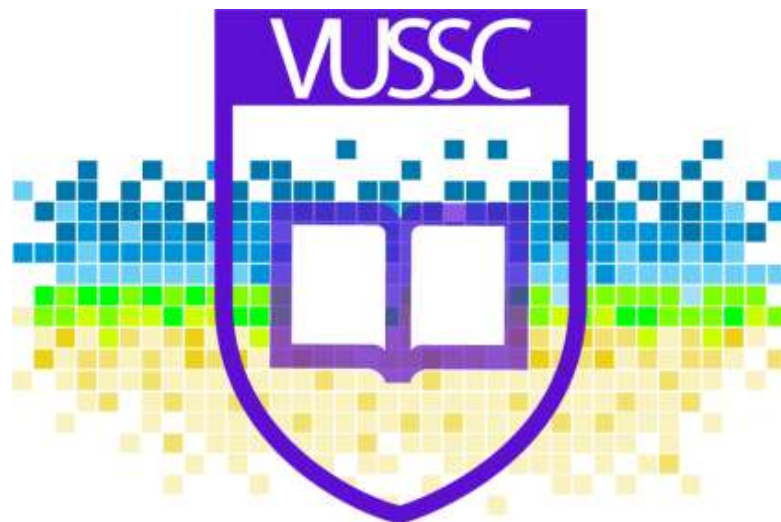
Penn State University \_\_\_\_\_



# Lesson 2

- *in spite of the strength of the community to self-organise there was a need to put in place a governance structure that would steer the project and monitor progress against agreed-upon quality standards*





# The Virtual University for Small States of the Commonwealth



The Commonwealth *of Learning*



# Maldives Training and Materials Development Workshop

## PARTICIPATING COUNTRIES

- NAMIBIA
- TRINIDAD AND TOBAGO
- SAMOA
- JAMAICA
- SEYCHELLES
- LESOTHO
- BAHAMAS, THE
- SWAZILAND
- TONGA
- TUVALU
- GUYANA
- ANTIGUA
- SIERRA LEONE
- ST LUCIA
- SOLOMON ISLANDS
- BARBADOS
- DOMINICA
- MALDIVES
- MAURITIUS

# Sustainable Agriculture for Small States





# Lesson 3

- *that a bottom-up participatory approach requires much longer timeframes*





# Fostering Collaboration



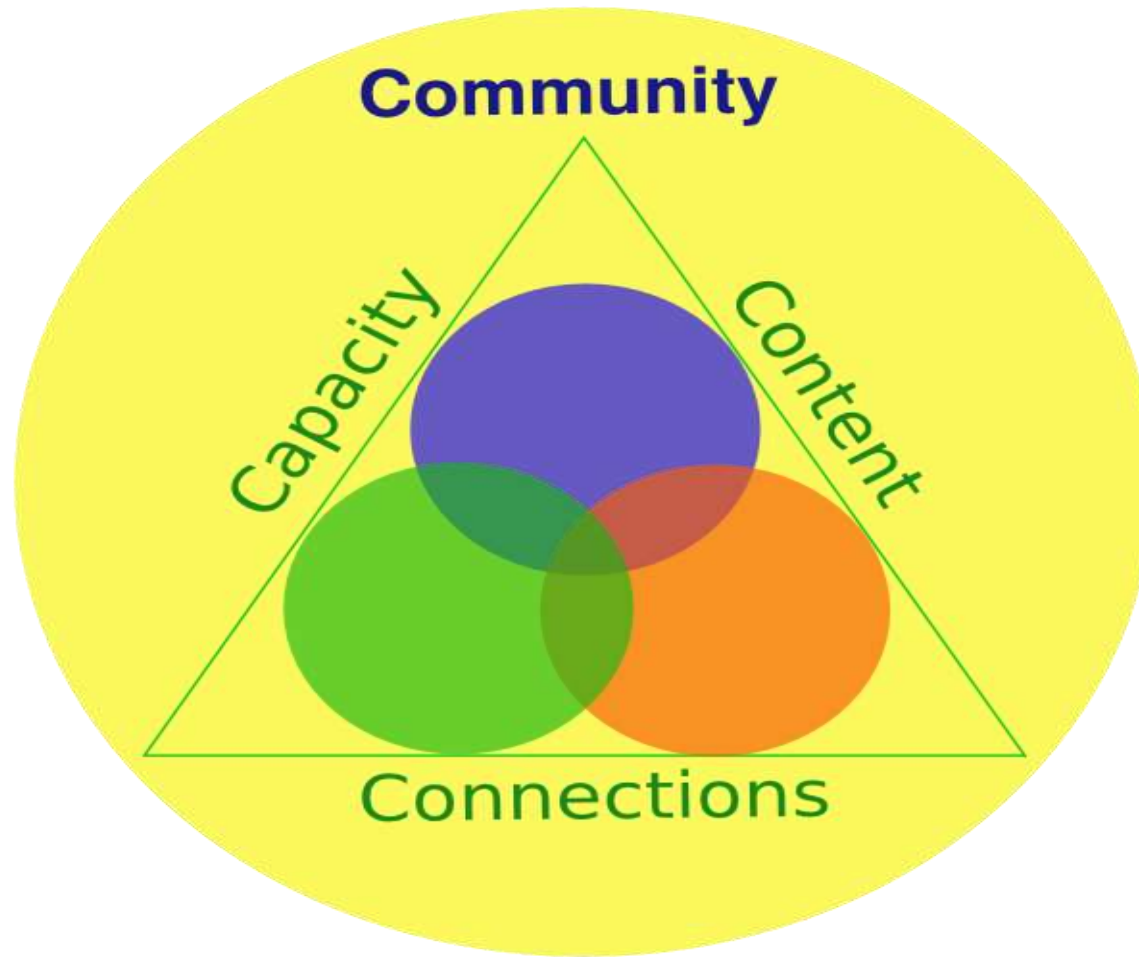
Ministries  
of Education

Schools

Teachers

Consultants

# The COL Approach to OER

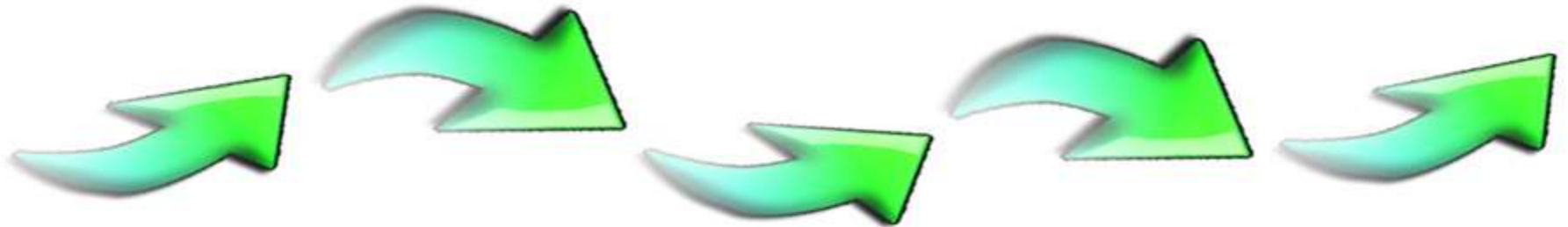


# IV. TOWARDS SUSTAINABILITY



# Process-oriented approach

- *“Opening educational resources is an action that will cause education to move to a new place”*. (Breck, 2007:3).





*the network society...  
is a major source of the  
structuration of power  
relationships.*

- Manuel Castells

# Domestication of OER

	Phases	Characteristics
1	<i>Appropriation</i>	ability of every stakeholder to have access to the tools of OER. This would not only include the availability of infrastructure, but also the social access to every stakeholder irrespective of class, gender and ethnicity
2	<i>Localization</i>	reflects the meaning, position and physical space given to OERs vis-à-vis social, political and cultural values.
3	<i>Incorporation</i>	Every stakeholder should have the ability to interact with OER and use them for strengthening the educational goals of the community.
4	<i>Conversion</i>	The stakeholder is encouraged to look beyond the community and enter into a relationship with the global community. In addition, the stakeholder is also influencing the structure and functions of OER.

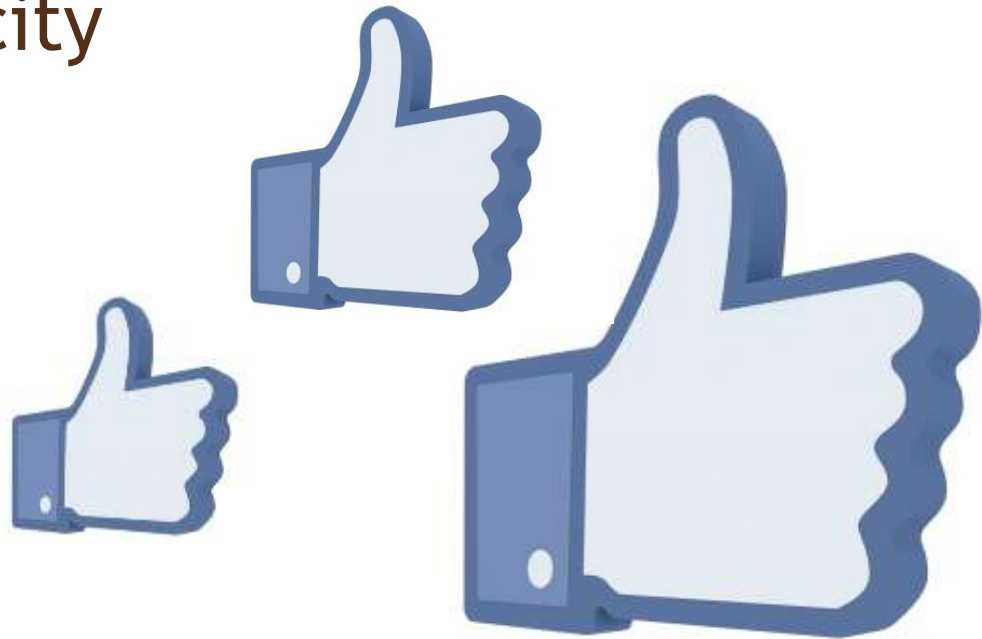


# Governance

*People have a say in the development of these ideas and meanings because they are able to participate in their creation, growth, and spread.*



- Participatory approach
- Decentralised organisational structures
- Learner centricity



# Re-defining OER

- *The phenomenon of OER is an empowerment process, facilitated by technology in which various types of stakeholders are able to interact, collaborate, create and use materials and pedagogic practices, that are freely available, for enhancing access, reducing costs and improving the quality of education and learning at all level*

*A Kanwar, K Balasubramaian, A Umar, AJDE, 2010*



**THANK YOU**  
**WWW.COL.ORG**

