Plan

I. The context
II. OER in the developing world
III. The COL experience
IV. Towards Sustainability:
   – process-oriented approach
   – governance
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:

- Malaysia: 40% by 2010
- Jamaica: 30% by 2015
- India: 30% by 2020
Gross Enrollment Ratios in Secondary Education (2004 or latest)

The Digital Divide in Commonwealth Countries

Source: International Telecommunications Union
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
International developments

- Athabasca University
- Otago Polytechnic
- University of Southern Queensland
The OER university concept. Adapted from Taylor (2007)
Teacher Education in Sub-Saharan Africa
National Developments

- Sakshat: One Stop Education Portal
- OSCAR: Open Source Courseware Animations Repository
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 systems for anyone who wants to learn, whatever their educational needs and experiences.

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

Useful Links

- eGyanKosh
- Education Broadcast
- Virtual Class

User login

Username: *
Password: *
- Create new account
- Request new password

Log in
THE COL EXPERIENCE
Science, Technology and Mathematics Programme 2000+ (STAMP 2000+)

All STAMP 2000+ modules available for download here (85MB) or at 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 Traumatised Children
- Module 6: Special Educational Needs: A Practical Guide to Teaching Traumatised 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
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

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
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

<table>
<thead>
<tr>
<th>Phases</th>
<th>Characteristics</th>
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<tbody>
<tr>
<td>1 <strong>Appropriation</strong></td>
<td>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</td>
</tr>
<tr>
<td>2 <strong>Localization</strong></td>
<td>reflects the meaning, position and physical space given to OERs vis-à-vis social, political and cultural values.</td>
</tr>
<tr>
<td>3 <strong>Incorporation</strong></td>
<td>Every stakeholder should have the ability to interact with OER and use them for strengthening the <strong>educational goals of the community.</strong></td>
</tr>
<tr>
<td>4 <strong>Conversion</strong></td>
<td>The stakeholder is encouraged to look beyond the community and enter into a relationship with the global community. In addition, the <strong>stakeholder is also influencing the structure and functions of OER.</strong></td>
</tr>
</tbody>
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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
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