

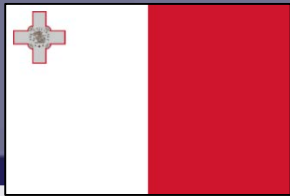


# Open Educational Resources Regional Consultations

2nd World OER Congress



Asia  
Malaysia



Europe  
Malta



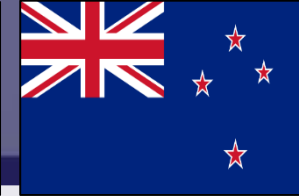
Middle East /  
North Africa  
Qatar



Africa  
Mauritius



Americas  
Brazil



Pacific  
New Zealand

## OER for Inclusive and Equitable Quality Education: From Commitment to Action

Professor Asha Kanwar, Sanjaya Mishra and Ishan Abeyawardena

Commonwealth of Learning

Kuala Lumpur, Malaysia | December 1, 2016



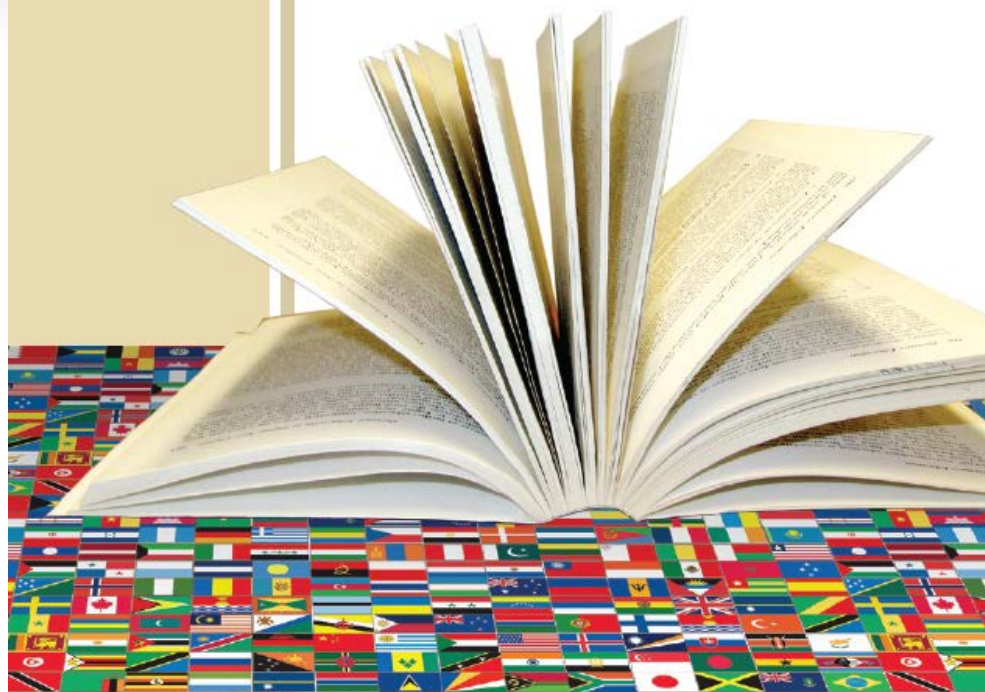


United Nations  
Educational, Scientific and  
Cultural Organization



COMMONWEALTH of LEARNING

# Survey on Governments' Open Educational Resources (OER) Policies



Prepared for the World OER Congress

June 2012





# World OER Congress – Paris 2012



Image source (CC-BY): <http://www.unesco.org/new/en/communication-and-information/resources/multimedia/photo-galleries/open-educational-resources/world-open-educational-resources-congress-in-photos/>

Sir John Daniel, Former President of COL



The Congress at UNESCO HQ Paris





# Paris OER Declaration 2012

- Foster awareness and use of OER;
- Reinforce the development of strategies and policies on OER;
- Promote the understanding and use of open licensing frameworks;
- Support capacity building for the sustainable development of quality learning materials.

The 2012 Paris OER Declaration drafting group at UNESCO Headquarters, Paris, France

Photo: CC-BY Davide Storti





# 2<sup>nd</sup> World OER Congress



Image Source (CC BY):<https://www.flickr.com>

**Ljubljana, Slovenia – 18-20 September 2017**



# The Road to Ljubljana



## **ASIA**

Asia e University  
1-2 December, 2016

## **EUROPE**

Malta Ministry for Education and Employment  
23-24 February, 2017

## **MIDDLE EAST & NORTH AFRICA**

Qatar Foundation  
26-27 February, 2017

## **AFRICA**

Ministry of Education  
2-3 March, 2017

## **AMERICAS**

UNICAMP  
3-4 April, 2017

## **PACIFIC**

Open Polytechnic of New Zealand  
29-30 May, 2017





# Regional Consultations for the 2<sup>nd</sup> 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







**Task Team**





# Steering Committee

# Partners



United Nations  
Educational, Scientific and  
Cultural Organization



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

THE WILLIAM AND FLORA  
**HEWLETT**  
FOUNDATION





# OER: Then and Now

2012	Now
<ul style="list-style-type: none"><li>• Focus was on Governments</li></ul>	<ul style="list-style-type: none"><li>• Additional focus on stakeholders</li></ul>
<ul style="list-style-type: none"><li>• Policies</li></ul>	<ul style="list-style-type: none"><li>• Strategies</li></ul>
<ul style="list-style-type: none"><li>• Commitment</li></ul>	<ul style="list-style-type: none"><li>• Concrete action</li></ul>



# Objectives of RCOER

- Raise regional awareness about the importance of OER and its relationship to SDG4;
- Explore mechanisms to facilitate the mainstreaming of OER;
- Identify strategies and solutions to overcome the challenges or barriers to mainstreaming OER; and,
- Agree on actions for consideration at the 2nd World OER Congress.





# Two Surveys

- A government survey sent by COL to Member States
- UNESCO to send in English & French
- A stakeholder survey, which COL posted online at <http://rcoer.col.org/surveys.html> and publicized via social media.



# Government Responses

Region	Government
Africa	3
Arab States	0
Asia and Pacific	6
Europe and North America	1
Latin America and Caribbean	2





# Stakeholder Responses

- 89 completed stakeholder survey responses received.

Region	Stakeholder
Africa	10
Arab States	4
Asia and Pacific	41
Europe and North America	31
Latin America and Caribbean	3



# Key Findings from Government Survey

## **Only 12 responses to date**

- 7 respondents indicated that their country has a policy
- 6 respondents (4 in Asia) felt that there are sufficient OER in the main language(s) of education in their country.
- 7 respondents (4 from Asia) felt that their country addressed issues of quality assurance related to OER.





# Trends – (Government Survey)

- OER activities mostly at post-secondary and tertiary levels
- Main reasons for countries becoming active in OER were:
  - Gaining access to the best possible resources
  - Bringing down costs for students
  - Reaching disadvantaged communities
  - Creating more flexible materials
- OER improves teacher professional development



# Trends – (Government Survey)

- Main barriers to mainstreaming OER are:
  - Lack of users' capacity to access, reuse and share OER,
  - Lack of funding and/or incentives; and
  - Lack of appropriate policy solutions.
- Main challenge to translating OER into local language relates to costs and lack of skills
- Key skills gaps identified were:
  - How to find OER;
  - Evaluating usefulness, value, and quality of OER;
  - Understanding licences and how they work;
  - ICT Skills.



# Trends – (Stakeholder Survey)

- 49% Male and 51% Female
- 87% were aware of OER activities in their country
- Almost a third (31%) noted good access to teaching and learning material
- 76% reported have reused OER, 61% having adapted/remixed OER, and 57% have released original content as OER
- 67% report using a Creative Commons licence, but 28% not using any licence





# Trends – (Stakeholder Survey)

- General positive attitude towards OER; for example:
  - OER lower the cost of learning materials (89%)
  - Open licensing of learning materials enables continuous quality improvements (85%)
  - OER assist developing countries in accessing quality materials (83%)
- Most common barriers to OER use:
  - No support from management level (64%)
  - No reward system for staff (60%)



# Governments and Stakeholders

## What are the Commonalities?

- Has the potential to lower cost of learning materials
- Enables continuous quality improvement
- Provides access to quality materials
- Lack of funding and/or incentives is a barrier
- Lack of support from management
- Appropriate policy solutions is a concern



# Governments and Stakeholders

## Engagement with Private Sector

- Across both surveys, many respondents felt there would be challenges for stakeholders in balancing OER with commercial interests (48% of stakeholders and 82% of government survey respondents)
- Challenges focused on uneasiness in sharing IP and resultant threats to industries whose business model is based on selling IP





# The Way Forward

- More data collection
- Regional Analysis for each Consultation
- Global report preparation



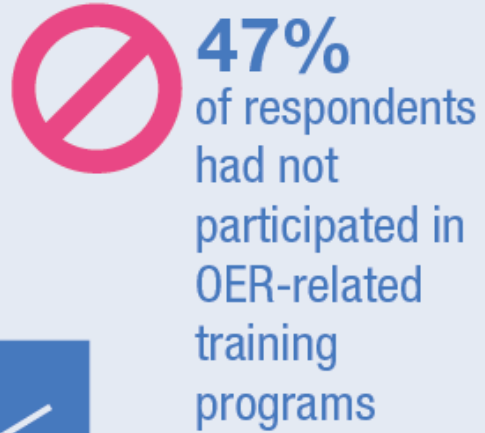
# Recommendations of the Paris OER Declaration

1. Foster awareness and use of OER;
2. Support capacity building for the sustainable development of quality learning materials;
3. Promote the understanding and use of open licensing Frameworks;
4. Facilitate the finding, retrieving and sharing of OER.

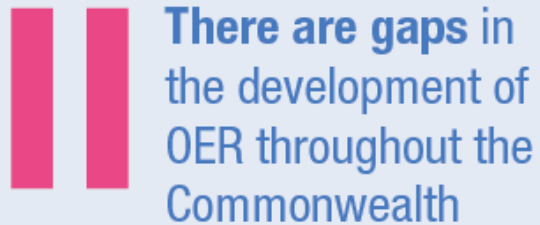


Participation in OER-related training activities:

Highest consumers of OER:



Training empowers teachers to develop and help others develop OER, which increases OER production



Uneven awareness of OER

General belief that OER empowers teachers

Only about 50% trained in practice





## Use of OER:

**65%** FOR  
TEACHING &  
LEARNING



**60%** TO  
SUPPLEMENT  
EXISTING  
LESSONS



**82%** say OER  
is of good or  
excellent quality



## Perceptions of OER



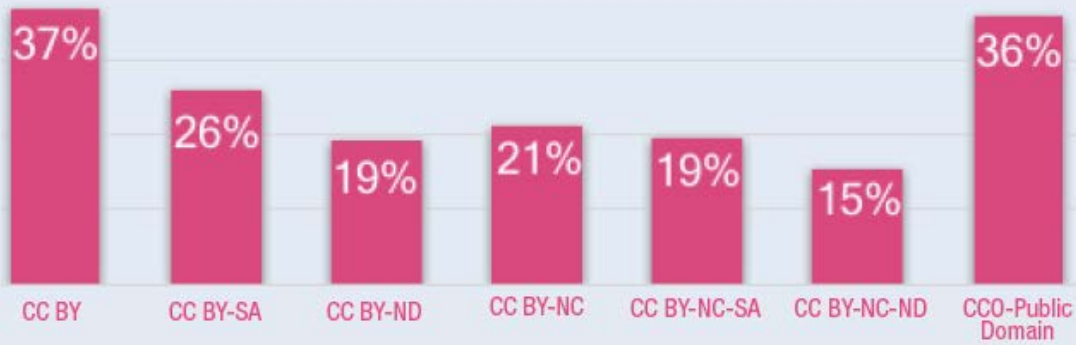
**68%**  
COST  
SAVINGS  
FOR  
STUDENTS



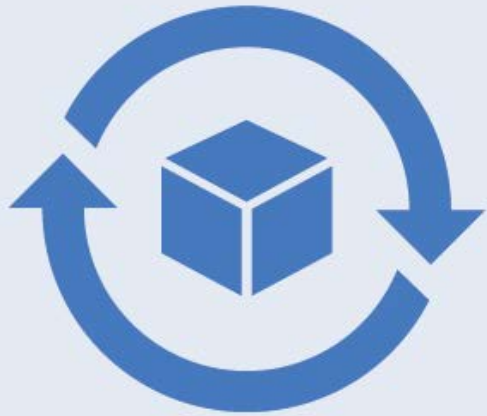
**56%**  
prefer to check the  
authenticity and  
credibility of a material  
before using it

Perceptions of good  
quality and cost-  
efficiency among  
majority





Confidence level about explaining different licences is low



**Reuse, revision,  
remixing and  
redistribution**

**94%**  
Open licensing  
is important  
when using a resource  
in their teaching



**72%**  
of respondents  
don't openly  
share their  
teaching  
materials

# Gap between theory and practice



**Main barriers to using OER:**  
lack of time, lack of awareness and  
low Internet connectivity



## The challenges

the biggest challenges  
in using OER:



**46%**

Lack of  
information on the  
quality of OER

**44%**

Scarcity  
of OER in  
video and audio  
formats



Lack of information  
on quality

Scarcity of OER in  
video and audio  
format

Still no concrete  
action to address  
challenges



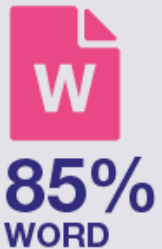


## OER easiest to adopt and reuse:

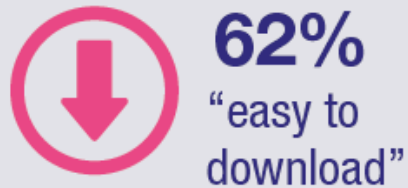


## Adopting & sharing materials

### Ease of adaptation: preferred formats



### Most important factor for adopting OER:



Most people prefer OER in text format

Prefer easy to download content



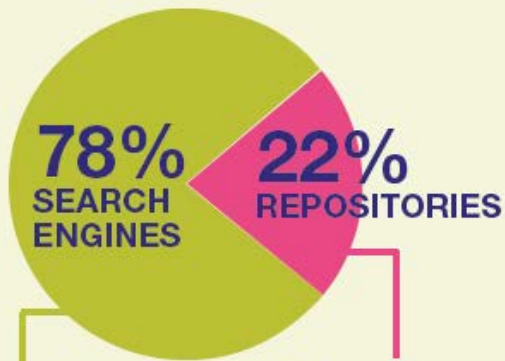
### Most difficult to find:



### How OER are found:



Locating &  
retrieving  
OER



### The most commonly used repositories were:



Majority find  
OER through  
Google while  
22% access  
through  
repositories



# Progress after 2012?

- More policies—institutional level
- More awareness about the benefits of OER
- More champions and advocates
- More content available—repositories
- Better ICT infrastructure and connectivity



# What next?

- Evidence-based advocacy
- More capacity building
- Continue to share experiences across countries and regions
- Targeted interventions





# Thank you

