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

Professor Asha Kanwar, Sanjaya Mishra, and Ishan Abeyawardena
Commonwealth of Learning, Canada
Kuala Lumpur, Malaysia | December 1, 2016
World OER Congress – Paris 2012

Sir John Daniel, Former President of COL

The Congress at UNESCO HQ Paris
• 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.
2nd World OER Congress

Ljubljana, Slovenia – 18-20 September 2017

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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 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

<table>
<thead>
<tr>
<th>2012</th>
<th>Now</th>
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<tbody>
<tr>
<td>• Focus was on Governments</td>
<td>• Additional focus on stakeholders</td>
</tr>
<tr>
<td>• Policies</td>
<td>• Strategies</td>
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<tr>
<td>• Commitment</td>
<td>• Concrete action</td>
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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 sent the survey in English & French to Member States

• A stakeholder survey, which COL posted online at http://rcoer.col.org/surveys.html and publicized via social media.
## Government Responses

<table>
<thead>
<tr>
<th>Region</th>
<th>Government</th>
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</thead>
<tbody>
<tr>
<td>Africa</td>
<td>3</td>
</tr>
<tr>
<td>Arab States</td>
<td>0</td>
</tr>
<tr>
<td>Asia and Pacific</td>
<td>6</td>
</tr>
<tr>
<td>Europe and North America</td>
<td>1</td>
</tr>
<tr>
<td>Latin America and Caribbean</td>
<td>2</td>
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</table>
Stakeholder Responses

- 89 completed stakeholder survey responses received.

<table>
<thead>
<tr>
<th>Region</th>
<th>Stakeholder</th>
</tr>
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<tbody>
<tr>
<td>Africa</td>
<td>10</td>
</tr>
<tr>
<td>Arab States</td>
<td>4</td>
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<tr>
<td>Asia and Pacific</td>
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<td>3</td>
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</tbody>
</table>
Key Findings from Government Survey

Only 12 responses to date

• 7 respondents indicated that their country has a policy
• 6 respondents (2 in Asia) felt that there are sufficient OER in the main language(s) of education in their country.
• 7 respondents (3 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
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
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.
Uneven awareness of OER

General belief that OER empowers teachers

Only about 50% trained in practice
Perceptions of good quality and cost-efficiency among majority

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
Confidence level about explaining different licences is low

Gap between theory and practice

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

The challenges

Lack of information on quality
Scarcity of OER in video and audio format
Still no concrete action to address 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
Adopting & sharing materials

Most people prefer OER in text format

Ease of adaptation: preferred formats

Most important factor for adopting OER:

- Text materials: 76%
- Lecture notes: 54%
- Slides: 53%

- Word: 85%
- PDF: 52%
- HTML: 21%

- 62% “easy to download”
Most difficult to find:

- 46% OPEN TEXTBOOKS
- 40% COURSE MODULES
- 39% VIDEOS

How OER are found:

- 78% SEARCH ENGINES
- 22% REPOSITORIES

Locating & retrieving OER

The most commonly used repositories were:

- 89% Google
- 36% OER COMMONS
- 32% Wikimedia Commons
- 23% COL’s Directory of Open Educational Resources (COL-DOER).

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