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

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Sanjaya Mishra and John Lesperance
Plan

• Background
• Government & Stakeholder Surveys
• Regional Consultations:
  • Asia and Europe
• Towards the 2\textsuperscript{nd} World OER Congress & Beyond
World OER Congress – Paris 2012

Sir John Daniel, Former President of COL

The Congress at UNESCO HQ Paris

• Foster awareness and use of OER
• Encourage the development and adaptation of OER in a variety of languages and cultural contexts
• Encourage the open licensing of educational materials produced with public funds
2nd World OER Congress

Ljubljana, Slovenia – 18-20 September 2017
The Road to Ljubljana

**ASIA**
Asia e University: 1-2 December, 2016

**EUROPE**

**MIDDLE EAST & NORTH AFRICA**
Qatar Foundation: 27-28 February, 2017

**AFRICA**
Ministry of Education, Mauritius: 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
Steering Committee
Partners

UNESCO
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

Focus was on Governments
Policies
Commitment

Additional focus on stakeholders
Strategies
Concrete action
Objectives of RCOER

• Raise regional awareness about the importance of OER and its relationship to SDG4
• Identify strategies and solutions to overcome the challenges or barriers to mainstreaming OER
• Agree on actions for consideration at the 2nd World OER Congress
The Surveys
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://fluidsurveys.com/s/rcoer-stakeholdersurvey/ and publicized via social media.
Government Responses: 55 countries

<table>
<thead>
<tr>
<th>Region</th>
<th>Government</th>
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<tbody>
<tr>
<td>Africa</td>
<td>22</td>
</tr>
<tr>
<td>Middle East and North Africa</td>
<td>5</td>
</tr>
<tr>
<td>Asia and Pacific</td>
<td>12</td>
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<tr>
<td>Europe and North America</td>
<td>13</td>
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<tr>
<td>Latin America and Caribbean</td>
<td>3</td>
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</tbody>
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Key Findings from Government Survey

Policies supporting OER

- Yes: 36
- No: 18
- Do not know: 7

Types of OER Policies

- National: 26
- Institutional: 15
- Project: 7
Key Findings from Government Survey

Considering National OER Policy Development

- Yes: 28
- No: 15
- No Response: 12
Key Findings from Government Survey

How are they engaged in OER Activities?

- No: 11
- Other ways:
  - Through government initiatives, including specific measures and...
    - Through specific projects or programmes with donor funding: 19
  - Through specific projects or programmes with private funding: 16
  - Through specific projects or programmes with public funding: 29
  - Through initiatives by institutions and engaged individuals: 23
Key Findings from Government Survey

Benefits

• Promote flexible learning
• Improve quality of learning outcomes
• Increase cost-efficiency
Key Findings from Government Survey

Barriers

- Insufficient access to quality content (72.73%)
- Lack of appropriate policies (67.27%)
- Lack of users’ capacity (60%)
- Unavailability of credible business models (49.09%)
- Language and cultural barriers (43.64%)
### Stakeholder Survey: Male/Female

<table>
<thead>
<tr>
<th>Region</th>
<th>Stakeholder</th>
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<tbody>
<tr>
<td>Africa</td>
<td>99</td>
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<td>Middle East and North Africa</td>
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</tbody>
</table>

**Stakeholder Responses: 499**
Stakeholder Responses

Respondents: Experiences

- No work experience: 44.29%
- 01-05 yrs: 15.03%
- 06-10 yrs: 15.63%
- 11-15 yrs: 13.63%
- 16-20 yrs: 9.82%
- Over 20 yrs: 1.00%

Main Area of Experience

- Teaching: 43.89%
- Research: 18.64%
- Administration and management: 24.25%
- Others: 12.22%
Stakeholder Responses

Respondents: Awareness of OER

- Yes: 80%
- No: 13%
- No response: 7%

Respondents: Where they work?

- Secondary School: 64.93%
- Vocational and technical training institution: 5.61%
- College or university: 4.01%
- Industrial or commercial organization (including publishers): 2.40%
- Government department or ministry: 2.20%
- Hospital or medical school: 8.02%
- Research institute: 3.01%
- Non-governmental organisation: 0.40%
- Independent consultant: 0.40%
- Others: 0.40%
Stakeholder Responses

Benefits

- Reduced costs of learning materials
- Provides access to quality materials
- Enables continuous quality enhancement
- Save teachers time

Benefits of OER

- OER save teachers time: 60.72
- OER lower the cost of learning material: 70.54
- OER do not require permission for reuse: 54.31
- Open licensing of OER enables continuous quality improvements: 65.33
- OER assist developing countries in accessing quality materials: 68.14
Stakeholder Responses

Barriers

- Lack of policy (60.12%)
- Lack of Capacity (55.31%)
- Insufficient quality resources (48.9%)
Governments and Stakeholders: Commonalities

• Has the potential to lower cost of learning materials
• Provides access to quality materials
• Lack of policy solutions is a concern
• Insufficient quality OER
• Poor awareness and capacity of users
Different Focus?

Governments:
Credible Business Models
Language & Cultural Issues

Stakeholders:
Saves time for teachers
Enables continuous quality improvement
Regional Consultations
Key Practices - Asia

• Free supply of textbooks at school Level (Bangladesh)
• NME-ICT follows CC BY-SA licence (India)
• Commitment to OpenCourseWare in eLearning policy (Malaysia)
• OER repositories in India, Indonesia, Malaysia, Pakistan, Philippines, Vietnam.
Barriers to OER - Asia

• Low bandwidth and Internet access
• Low attention to content for people with disabilities
• Lack of awareness and capacity to use and contribute to OER
• Lack of availability of OER in local languages
• No national policy to guide OER
EUROPE
Regional Consultation
23-24 February, 2017
Rich & Diverse initiatives - Europe

• Mostly led by institutions/project mode
• Advanced technologies for multi-lingual searches possible
• OER as part of a wider Open ecosystem
• Many initiatives but fragmented
Actions - Europe

• Need for political will and national level policies
• Teachers critical in mainstreaming OER
• Need for business models
• Invite publishers to enter the world of ‘open’
• Institutions must invest in QA and evidence
Actions: Stakeholders Identified

- Governments
- Educational Institutions
- Teachers
- Learners
- QA Agencies
- Publishers
- Civil Society
- Associations

International Cooperation
Mainstream the use of OER by developing strategies and policies at governmental and institutional levels to enhance quality while potentially reducing the cost of education.
Towards 2\textsuperscript{nd} World OER Congress & Beyond
Next 3 Regional Meetings

Port Louis, Mauritius

Sao Paulo, Brazil

Auckland, NZ
Outcomes of the Regional Consultations

Global OER Survey Report

Synthesis of Actions for consideration/ adoption
Progress after 2012?

- More policies—institutional level
- More awareness about the benefits of OER
- More champions and advocates
- More content available—repositories; but low awareness of repositories
- Better ICT infrastructure and connectivity
What next?

• Evidence-based advocacy
• More capacity building
• Targeted interventions
• Continue to build and strengthen collaborations
Where the mind is without fear and the head is held high

Where knowledge is free

Tagore, 1910
Thank you