Designing Holistic OER Policies for SDG 4

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Ministry of Education
Kingdom of Bahrain
- Sustainable Development Goals
- Economical Vision 2030
- e-Government Strategy
- Government Agenda Program
**SDG4**

**Goal 4**: Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all

**Outcome Targets [7]**

4.1 Quality primary/secondary education for all  
4.2 Early childhood & pre-primary education  
4.3 Equal access to TVET & higher education  
4.4 Relevant skills for work  
4.5 Gender equality & equal access for all  
4.6 Youth and adult literacy  
4.7 Global citizenship education for sustainability

**Means of implementation [3]**

4.a Safe & inclusive learning environments  
4.b Scholarships for higher education  
4.c Teachers’ training and working conditions
OER and SDG4

OER:
✓ enhance access to educational opportunities, informal and formal.
✓ has open license which can be localized and modified.
✓ expand the access to lifelong learning opportunities.
Kingdom of Bahrain provides:

- **free education**
- **for all:** Bahraini and non-Bahraini students in public schools.
- **with compulsory Basic Education.**
Ministry of Education Services

- Providing education to each student in the Kingdom
- Integrating special needs students in schools
- Free text books
- Continuous Professional Development for teachers
- Public libraries and Learning Resources Centers
- Building attractive and friendly school
- Modern and digitally equipped schools
- Free bus transportation
- Scholarships for distinguished and special needs students
- Private universities, private schools and Kindergartens

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SDGs and ICT

- ICTs play an important role in achieving SDGs.
- There are 7 ICT indicators covering 6 targets under Goals 4, 5, 9, and 17.

- Target 4a: Proportion of schools with access to the Internet for pedagogical purposes
- Target 4a: Proportion of schools with access to computers for pedagogical purposes
- Target 4.4: Proportion of youth/adults with ICT skills, by type of skills
- Target 5b: Proportion of individuals who own a mobile telephone, by sex
- Target 9c: Percentage of the population covered by a mobile network, broken down by technology
- Target 17.6: Fixed Internet broadband subscriptions, broken down by speed
- Target 17.8: Proportion of individuals using the Internet
1985
ICT has been taught as a subject.

1997/1998
ICT (Internet) was used as a means for teaching study subjects.

2002
UNESCO and the MOE established partnership and held an international conference to establish a national policy in Science, Technology and Innovation (STI) including ICT in education as an important aspect in that conference.

2005
King Hamad’s schools of the Future Project (Khsfp)

2015
Digital Empowerment in Education Program (DEEP)
Khsfp Outcomes

✓ Basic Infrastructure
✓ Trained Teachers
✓ Supported Schools
What is next? Digital Empowerment

One decade after the initiative of King Hamad’s Schools of the Future.

Looking towards 2030:
To equitable and inclusive quality education and lifelong learning for all.
Why?

Harnessing ICTs to Provide Innovative & Sustainable Solutions for Smart Sustainable Development Model.

– ICT as a Driver of Innovative & Comprehensive Educational Reforms.
Why?
Harnessing ICTs to Provide Innovative & Sustainable Solutions for Smart Sustainable Development Model.
– ICT as a Driver of Innovative & Comprehensive Educational Reforms.

Readiness:
A decade in a national project in ICT in Education E-Government Services

Empower students to be:
✓ productive & life long learner
✓ prepared for the Digital Life in Smart Society (E-Inclusion 4 All Citizens).
✓ citizens with better opportunities to live with quality and happiness.

Productive Teachers & Students
Communication between all Stakeholders
Digital citizens: Productive & Responsible
Professional ism Certified (educators, Teachers & Students)
Digital Empowerment in Education Program

Success Factors

- Supportive Political Leadership
- Community partnership
- Governance
- Trained and qualified personnel
- Centralized and decentralized management
- Real impact on students (our customers/ targets)
Digital Empowerment in Education Projects

1. Educational Portal
2. ICT Mentorship
3. Safe Use of Technology
4. Digital Content
Content Production
Strategy for content

- From where and how: Mix and match content from multiple sources
  - Own production
  - Buying ready made
  - Buying tailored
  - From teachers
  - From students

- Encouragement of Open Educational Resources (OER Policy)
Digital Content

Interactive Books

Outsourcing

In house Production

Teachers & Students Production
In house and Teachers’ & Students’ Production

OER Policy
Authoring tools
Digital Content Production Criteria Guide

Teacher & students training:
✓ Authoring tools
✓ OER
✓ Open License: Creative commons
King Hamad’s School’s of Future Project

UNESCO
King Hamad Bin Isa Al-Khalifa Prize for the Use of Information and Communication Technologies in Education

RCICT
Regional Centre for Information and Communication Technologies

Digital Empowerment in Education
OER Policy
Survey on Governments’ Open Educational Resources (OER) Policies

Prepared for the World OER Congress

June 2012

Tables 1 and 2 provide a breakdown of responses received.

Table 1 Responses by region

<table>
<thead>
<tr>
<th>Region</th>
<th>Number of survey responses</th>
<th>Number of countries</th>
<th>Number of letter responses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Africa</td>
<td>24</td>
<td>20</td>
<td>0</td>
</tr>
<tr>
<td>Arab States</td>
<td>9</td>
<td>8</td>
<td>0</td>
</tr>
<tr>
<td>Asia and Pacific</td>
<td>23</td>
<td>19</td>
<td>4</td>
</tr>
<tr>
<td>Europe and North America</td>
<td>20</td>
<td>16</td>
<td>0 (0 from Canada)</td>
</tr>
<tr>
<td>Latin America and Caribbean</td>
<td>22</td>
<td>10</td>
<td>0</td>
</tr>
<tr>
<td>TOTAL</td>
<td>98</td>
<td>82</td>
<td>13</td>
</tr>
</tbody>
</table>

Table 2 Responses by countries

<table>
<thead>
<tr>
<th>Region</th>
<th>Countries</th>
</tr>
</thead>
<tbody>
<tr>
<td>Africa</td>
<td>Botswana, Burkina Faso, Cameroon, Ghana, Kenya, Lesotho, Madagascar, Malawi, Mauritius, Mozambique, Namibia, Swaziland, Tanzania, Zambia</td>
</tr>
<tr>
<td>Arab States</td>
<td>Algeria, Iraq, Kingdom of Bahrain, Lebanon, Morocco (2), Qatar, the Sultanate of Oman, Tunisia</td>
</tr>
<tr>
<td>Asia and Pacific</td>
<td>Australia (2), Brunei Darussalam, People’s Republic of China, Cook Islands, Fiji, Kiribati, Timor-Leste (1), Indonesia (2), Fiji, Japan, Korea, Mongolia, New Zealand, the Philippines (2), Republic of Kazakhstan, Republic of Korea, Sri Lanka, Thailand, Uzbekistan, Vanatu, Vietnam</td>
</tr>
<tr>
<td>Europe and North America</td>
<td>Austria, Azerbijan, Belgium, Bulgaria, Canada (4), Cyprus, Finland, Hungary, Italy (2), Latvia, Lithuania, Malta, the Netherlands, Poland, Republic of Armenia, Slovenia</td>
</tr>
<tr>
<td>Latin America and Caribbean</td>
<td>Antigua and Barbuda, Argentina, Bahamas, Belize, Brazil (2), Colombia, Costa Rica (2), El Salvador C.A., Grenada, Guatemala, Jamaica, Mexico, Paraguay, Peru, Saint Vincent and the Grenadines, Sint Kitts and Nevis, Trinidad and Tobago (2), Uruguay</td>
</tr>
</tbody>
</table>

Respondents either completed the questionnaire online or sent electronic or paper copies to COL and UNESCO. Responses submitted via email or in print were captured by COL/UNESCO staff into the online questionnaire tool (SurveyMonkey). The results contained in the online tool form the basis of this analysis.
Bahrain OER Initiative

1. Establish a Team
2. Create OER System
3. Create a plan
4. Implement the Plan
5. Assessment & Evaluation
OER TEAM
Establish a Team
Create OER System
Create a plan
Implement the Plan
Assessment & Evaluation
OER System: Sustainability

- Access to a venue for sharing open educational resources
- Sources and Methods for collecting and creating OER
- Infrastructure: Technology tools
- Quality of resources (standards, responsible teams)
Bahrain OER Initiative

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OER Plan

Raising Awareness

Building Capacity

Technology Infrastructure

Develop & Publish the OER Policy

Implementation

Monitoring & Evaluation
Raising Awareness:
Communicating with stakeholders
OER School Activities

School Publications
Social Media
Building Capacities:
Workshop for all stakeholders
Introducing OER Policy to stakeholders
OER training for Teachers and students

Moebahrain

20 likes

Q va noama desiia llibna ba'tamawun m'mshaur
Jaala' al-mak Mddar asoqal, w.j. oq m'ishor um'ikum al-khi ma
al-ta'lim, b'tamawun abna' azizat al-ta'lim al-aqad.
OER Implementation

Open Licensing: release of copyright through Creative Commons

Gathering Materials

Making Materials Available: Access to content
Challenges (The Educational Content)

• Cultural and Linguistic Compatibility
• Quality Assurance: Content quality must be monitored and evaluated
• Licensing and Copyright: ensuring CC BY-SA licences are used
• Production/Adaptation Cost
Quality Assurance of E-Content

✓ A Digital Content Production Guide was developed as a guideline for content production.
✓ The content should be revised and through the following phases:
  • Technical revision from the Educational Technology Specialist within the school according to the Guide.
  • Revision and approval by the Senior Teacher and school principal.
  • Uploading the revised and approved content.
  • Final revision by Educational Specialists (Curricula & Supervision Directorates)
http://unesdoc.unesco.org/images/0024/002443/244365e.pdf

https://www.col.org/resources/open-educational-resources-policy-costs-and-transformation