OER for Inclusive and Equitable Quality Education
From Commitment to Action

Professor Asha Kanwar
President and CEO
Outline

• Background
• Regional Consultations:
  • Asia, Europe, Middle East and North Africa, Africa; Latin America & the Caribbean, Pacific
• Government & Stakeholder Surveys
• Towards Inclusive and Equitable Quality Education
Background
The Road to Ljubljana

ASIA
Asia eUniversity: December 2016

EUROPE
Malta Ministry for Education and Employment: February 2017

MIDDLE EAST & NORTH AFRICA
Qatar Foundation: February 2017

AFRICA
Ministry of Education, Mauritius: March 2017

LATIN AMERICA & CARIBBEAN
University of Campinas: April 2017

PACIFIC
Open Polytechnic of New Zealand: May 2017
Regional Consultations for the 2\textsuperscript{nd} World OER Congress:

\textit{Background Paper}

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

\textit{In partnership with}

UNESCO
Slovenian National Commission for UNESCO
UNESCO Chair in Open Technologies for OER and Open Learning (Jozef Stefan Institute, Slovenia)

\textit{With the generous support of}

The William and Flora Hewlett Foundation
OER: Then and Now

Focus was on Governments, Policies, Commitment

Additional focus on stakeholders, Mainstreaming OER, Concrete Actions
Regional Consultations
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
Highlights: 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.
Priorities: Asia

• Need for improved connectivity
• More attention to content for people with disabilities
• Increased awareness and capacity to use/develop OER
• Need for OER in local languages
• National policies to guide OER
Highlights: Europe

- Mostly led by institutions in project mode
- Advanced technologies for multi-lingual searches possible
- OER as part of a wider open ecosystem
- Many initiatives but fragmented
Priorities: Europe

- Need for political will and national level policies
- Teachers critical in mainstreaming OER
- Need for business models
- Institutions must invest in QA and evidence
- Move towards open education practices
Highlights: Middle East & North Africa

• National OER Policies: Bahrain & Oman
• Institutional initiatives: Open University of Sudan
• National Portals: Morocco, Jordan
• Emphasis on translating content into Arabic
Priorities: Middle East & North Africa

- More awareness
- Capacity-building
- Policies at national and institutional levels
- Regional cooperation
- More original content needed in Arabic
Highlights: Africa

- National OER Policies: South Africa, Seychelles
- Institutional initiatives: eg. National Open University of Nigeria, and Open University of Tanzania
- Siyavula model in South Africa
- OER Africa supporting institutions to mainstream OER
Priorities: Africa

- Improved access to Internet and electricity
- Enhanced awareness and capacity to use/develop OER
- Policies required at national and institutional levels
- Attention to local language resources
Highlights: Latin America & the Caribbean

• Public funded educational materials openly licensed (Antigua and Barbuda)
• Institutional policy for Open Access and Open Data (Brazil and Chile)
• Commitment to OER at provincial and city level (Sao Paulo)
• A general awareness and a willingness to pursue OER (Grenada, Guatemala, Honduras, Mexico)
Priorities: Latin America & the Caribbean

- Need for OER in national languages
- Better connectivity
- Accessible content required for people with disabilities
- Increased capacity to use and contribute to OER
- National policies needed to guide OER
Highlights: Pacific

• National Policy in Australia, New Zealand, Fiji
• Need to reduce spending on textbooks and copyright clearance
• OER being used in Kiribati, Samoa, Solomon Islands, Vanuatu
• OERu
Priorities: Pacific

- OER policy to align to Regional Pacific Education Strategy
- Emphasis on indigenous knowledge and culture
- Better infrastructure and connectivity
- OER as freedom, human rights and a people’s movement
Actions: Stakeholders Identified

- Governments
- Educational Institutions
- Teachers
- Learners
- QA Agencies
- Publishers
- Civil Society
- Associations
- Librarians
Findings of the Regional Consultations

• More governments commit to support OER
• Specific projects on OER are supported mainly through government funds
• Still focused on OER creation rather than OER use
• All regions want more collaboration
The Surveys
Two Surveys

• A government survey
  • sent by COL to Member States
  • Sent by UNESCO to Member States in English and French

• COL: stakeholder survey posted online and publicised via social media.
Government Responses: 102 countries

<table>
<thead>
<tr>
<th>Region</th>
<th>Government</th>
</tr>
</thead>
<tbody>
<tr>
<td>Africa</td>
<td>28</td>
</tr>
<tr>
<td>Middle East and North Africa</td>
<td>12</td>
</tr>
<tr>
<td>Asia and Pacific</td>
<td>28</td>
</tr>
<tr>
<td>Europe and North America</td>
<td>21</td>
</tr>
<tr>
<td>Latin America and Caribbean</td>
<td>13</td>
</tr>
</tbody>
</table>
Government Responses: Policies

Policies Supporting OER

Types of OER Policies

- National: 34
- Institutional: 22
- Project: 9

Legend:
- No
- Yes
- Don’t know
Government Responses: Policies Considering National OER Policy Development

![Pie chart showing responses](image)
Government Responses: Actions
How are they engaged in OER Activities?

Through initiatives by institutions and engaged individuals: 50.00%
Through specific projects or programmes with public funding: 46.08%
Through specific projects or programmes with donor funding: 32.35%
Through government initiatives, including specific measures and incentives: 35.29%
Government Responses: Benefits

- Increased efficiency and quality of resources
- Promote flexible learning
- Improve access to resources

<table>
<thead>
<tr>
<th>Description</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>To promote open and flexible learning opportunities</td>
<td>60.78%</td>
</tr>
<tr>
<td>To increase the efficiency and quality of learning resources</td>
<td>61.76%</td>
</tr>
<tr>
<td>The cost-efficiency of OER</td>
<td>48.04%</td>
</tr>
<tr>
<td>For access to quality resources</td>
<td>54.90%</td>
</tr>
<tr>
<td>To make publicly funded resources available to a wide audience</td>
<td>46.08%</td>
</tr>
</tbody>
</table>
Government Responses: Barriers

- Lack of users’ capacity
- Insufficient access to quality content
- Lack of appropriate policies
- Changing business models
- Language and cultural barriers
## Stakeholder Responses: 638

<table>
<thead>
<tr>
<th>Region</th>
<th>Stakeholder</th>
</tr>
</thead>
<tbody>
<tr>
<td>Africa</td>
<td>144</td>
</tr>
<tr>
<td>Middle East and North Africa</td>
<td>26</td>
</tr>
<tr>
<td>Asia and Pacific</td>
<td>253</td>
</tr>
<tr>
<td>Europe and North America</td>
<td>145</td>
</tr>
<tr>
<td>Latin America and Caribbean</td>
<td>70</td>
</tr>
</tbody>
</table>

### Gender Distribution

- **56.9%** Male
- **42.3%** Female
- **0.8%** No response
Stakeholder Responses: Background

Main Areas of Experiences

- Teaching: 43%
- Research: 16%
- Administration and management: 26%
- Others: 14%

Respondents: Experiences

- No work experience: 49%
- 1-5 yrs: 13%
- 6-10 yrs: 15%
- 11-15 yrs: 15%
- 16-20 yrs: 7%
- Over 20 yrs: 1%
Stakeholder Responses: Background

Respondents: Where they work?

- Non-Governmental Organisation: 9%
- Government Department or Ministry: 10%
- College or University: 60%
- Technical and Vocational Training Institution: 6%
- Secondary School: 3%

Respondents: Awareness of OER

- Yes: 93%
- No: 7%
Stakeholder Responses: Awareness of OER Repositories & Platforms
Stakeholder Responses: Benefits

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

<table>
<thead>
<tr>
<th>Benefit</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>OER save teachers time</td>
<td>76.37%</td>
</tr>
<tr>
<td>OER lower the cost of learning materials</td>
<td>88.68%</td>
</tr>
<tr>
<td>OER do not require permission for reuse</td>
<td>67.35%</td>
</tr>
<tr>
<td>Open licensing of OER enables continuous quality improvement</td>
<td>81.34%</td>
</tr>
<tr>
<td>OER assist developing countries in accessing quality materials</td>
<td>85.08%</td>
</tr>
</tbody>
</table>
### Stakeholder Responses: Barriers

- Lack of policy
- Lack of capacity
- Lack of quality content
- Language and culture
- Changing business models

<table>
<thead>
<tr>
<th>Barriers</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lack of users’ capacity to access, reuse and share OER</td>
<td>81%</td>
</tr>
<tr>
<td>Language and cultural barriers</td>
<td>75%</td>
</tr>
<tr>
<td>Insufficient inclusive and equitable access to quality content</td>
<td>80%</td>
</tr>
<tr>
<td>Changing business models</td>
<td>70%</td>
</tr>
<tr>
<td>Lack of appropriate policy solutions</td>
<td>82%</td>
</tr>
</tbody>
</table>
Governments and Stakeholders: Commonalities

- OER provides access to quality materials
- Lack of appropriate policy solutions
- Poor awareness and capacity of users
- Changing business models
Different Focus?

Governments
- Language & cultural issues
- Cost efficiency

Stakeholders
- Saves time for teachers
- Enables continuous quality improvement
Towards Inclusive and Equitable Quality Education
Global Trends

Policies

- Increasing support, not accompanied by policies
- Despite lack of national OER policies, institutional policies have grown
- Regions with extensive OER activities, not always reliant on national policy as the driving force
Global Trends in Repositories

• OER repositories created in the global north more used than those from the global south
• Majority of the repositories are at tertiary level
• Repositories are available in diverse fields, including early childhood education
Global Trends

Awareness

• Many governments and stakeholders not clear about OER
• Increased focus on open textbooks has led to neglect of OER for lifelong learning
• Governments are supporting MOOCs, which are not necessarily “open”
Way Forward

• Greater effort needed in creating awareness of the meaning, purpose and advantages of OER

• **Capacity building** for the use and integration of OER for teachers

• Promote **policy development** at both regional/national and institutional levels. A **normative instrument** on OER may assist Member States to adopt OER policy development
Way Forward

• Better **communication strategies** needed to convey the results of OER research
• **Business models** for OER need to be explored
• Innovations on bridging the digital divide required
• Mechanisms to **monitor the progress** of OER needed