OER in TVET

A study

Robert Schuwer
Ben Janssen
Agenda

• Method
• Results
• Conclusions & recommendations
Method
Assignment from UNESCO-UNEVOC

- Perform a study on Open Educational Resources (OER) in Technical and Vocational Education and Training (TVET)
- This study intends to fill the gap both on mapping the landscape of the use of OER and open practices in the field of TVET as well as on the policy recommendations to support Member States' efforts in promoting and developing OER
- Study performed June – August 2017
- Draft report delivered 1-9-2017
Data collection

- Literature review
- Survey
- Interviews (10 experts on OER and/or TVET)
Survey, some remarks

• 257 usable responses from 54 countries
• 49% from 3 countries (Nigeria, Kenya, Fiji)
What are we talking about?

- Do you consider yourself an expert in open educational resources (OER)?
- What do you know about this logo?  

<table>
<thead>
<tr>
<th>OER expert?</th>
<th>CC_Logo?</th>
<th>No</th>
<th>Somewhat</th>
<th>Yes</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>I've never seen it</td>
<td></td>
<td>9,3%</td>
<td>0,6%</td>
<td>7%</td>
<td>24,5%</td>
</tr>
<tr>
<td>I've seen it but I don't know what it means</td>
<td></td>
<td>10,5%</td>
<td>18,7%</td>
<td>5,4%</td>
<td>34,6%</td>
</tr>
<tr>
<td>I've seen it and I know what it means</td>
<td></td>
<td>4,7%</td>
<td>23,3%</td>
<td>12,8%</td>
<td>40,9%</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>24,5%</td>
<td>52,5%</td>
<td>23,0%</td>
<td>100,0%</td>
</tr>
</tbody>
</table>

Teachers 53%
Results
Literature review

- No substantial research on OER in TVET
- Uneven pattern of projects and programs
- Main target group: teachers and trainers
- COL is important stakeholder in the field of OER in TVET
Survey

Potential contribution of OER for TVET, national level (N=233)

- Improving the quality of learning and teaching materials
- Development and improvement of curricula and learning and teaching...
- Making educational resources more affordable for TVET
- Enhancing the opportunities for skills development and training
- Stimulating of sharing and collaboration between institutions and...
- Making TVET more flexible / open in terms of time and place
- Helping developing countries improve and expand learning for...
- Serving the needs of particular student populations such as those with...
- Reducing costs for learners/students
- Sharing best practices and helping to avoid re-inventing the wheel
- Offering flexible non-formal and informal knowledge and skills...
- Establishing better links with the labor market
- Improving personalisation and localisation of TVET
- Serving students in local languages

Legend:
- Not (at all) important
- Neither important or not important
- (Very) important
Motives for creating and/or use of OER in TVET, national (N=197)

- To help to achieve 'non-discriminatory' access to high-quality...
- To continually improve the quality of educational resources for TVET
- To support the acquisition of 'skills for the 21st century'
- To reduce the barriers to learning opportunities in TVET
- To enhance skills of the labor force
- To reduce public and private costs of TVET
- To break down the boundaries between formal, non-formal and...
- To support just in time / just enough learning

Other

- Not (at all) important
- Neither important or not important
- (Very) important
Motives for creating and/or use of OER in TVET, institutional (N=193)

- To improve the quality of learning materials
- To get new ideas and inspiration
- To broaden the range of resources available to learners
- To provide e-learning materials to online learners
- To supplement existing lessons or coursework
- To enhance efficiency of creating learning materials
- To give to learners as optional self-learning materials
- To give to learners as compulsory self-learning materials
- Other

Not (at all) important | Neither important or not important | (Very) important
Challenges for creation or (re)use of OER in TVET, national (N=184)

- Lack of access to infrastructure (e.g. internet connectivity, computers)
- Lack of awareness of OER among policy makers
- Lack of awareness of OER among teachers
- Lack of motivation to create and share OER
- Lack of availability of sufficient capabilities (e.g. necessary technical skills)
- Lack of availability of suitable, high-quality OER
- Insufficient technical/administrative support for locating and/or adapting...
- No alignment with recognition and/or certification
- Lack of motivation to use OER
- Insufficient skills or knowledge to find/locate OER
- No ensuring that OER are appropriately licensed
- Lack of permission to use or create OER
- Insufficient time to create and find OER for reuse
- Other

Legend:
- No challenge
- Small challenge
- Medium challenge
- Big challenge
Challenges for creation or (re)use of OER in TVET, institutional (N=192)

- Lack of motivation to create and share OER
- Lack of awareness of OER among teachers
- Lack of awareness of OER among policy makers
- Lack of availability of suitable, high-quality OER
- Lack of availability of sufficient capabilities (e.g., necessary technical...)
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- Other

Legend:
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Contribution of OER, interviews

- OER can contribute to SDG 4 because:
  - Technical education is more expensive than regular education. OER is one option to extend more equally access to these materials;
  - Especially videos are important means to realize this;
  - They increase efficiency, by sharing short courses among institutions;
  - They contribute to quality improvement when used by teachers: improvement of their own technical knowledge and providing updated learning resources to learners.
Motives to adopt OER, interviews

- Quality improvement of learning materials and education
- Skills development for teachers and learners
- More quickly response to market needs
- Inclusion and increasing equity
- Enabling collaboration
- Cost savings for students
- Increase success for students
Main challenges and barriers, interviews

- Teachers and trainers mostly no educational background
- Repurposing is important; insufficient (ICT-) skills to do this
- Cultural and language issues hinder reuse
- ICT infrastructure inadequate
- Teaching load too high
- No self-learning skills (non-formal TVET)
Conclusions & recommendations
Conclusions

- Large gap between opinion on potentials of OER in TVET, and activities to accomplish actual adoption
- There are big differences between countries, ranging from no awareness to policies developed to adopt OER in TVET
Line of reasoning

• For training purposes for skills development in a certain field X, OER can be useful.
• To enable this, teachers and trainers should have the skills to publish, find and adapt OER.
• To acquire those skills, OER can be used.
• Therefore, many projects on OER in TVET aim at creating awareness and capacity building in countries and institutions.
What is needed

• Programs for awareness and capacity building
• Adoption of OER calls for more than a series of one-off interventions, projects or funding.
  – creation of education and training ecosystems of TVET
  – at national level an enabling policy for adoption of OER in TVET
• Programs to adopt OER should be put into a larger context of innovation and not as a sole activity
More conclusions

• Make a difference between learners and teachers
  – Teachers need the right for repurposing learning resources
  – Learners only need open access to learning resources

• TVET is a complex area
  – Lack of standards, barriers mentioned earlier, fragmented area
OER in TVET: contribution to SDG 4

• Equal access is used in two related meanings:
  – access to (right or opportunity to use or benefit from OER or TVET)
  – access for (equal opportunities). Especially women are often mentioned in this context

• OER helps in decreasing costs, thereby increasing equal access

• Potential of quality improvement
Recommendations for UNESCO-UNEVOC

• Continue current activities on creating awareness on policy level
• Collect good practices
• Formulate guidelines on how to come to policy formulation, based on these good practices
• Develop models and frameworks that governments and institutions can use, modify and apply
• Provide support on systems for quality assurance of OER in TVET
Collaboration and cooperation

• Organize, start with or intensify cooperation and collaboration (e.g. via consortia) with important stakeholders in the field of OER in TVET:
Approach

- Embed activities on adoption of OER in TVET in larger programs using ICT to innovate TVET
- Create national and international repositories of training materials and case studies of good practices
- Make use of national and international “OER-TVET champions”
- Create an evidence base
  - cost effectiveness of adoption of open licensing arrangements and harvesting existing OER
Thank you!

r.schuwer@fontys.nl

b.janssen@fontys.nl