Fostering Governmental Support for OER Internationally

INTERNATIONAL ADVISORY AND LIAISON GROUP

2nd Meeting
Paris, 11 May 2012

Project update

Sir John Daniel
Commonwealth of Learning
Fostering Governmental Support for Open Educational Resources Internationally
The Project Team

John Daniel
Stamenka Uvalić-Trumbić
Janis Karlins

Trudi van Wyk
Patricia Schlicht
Zeynep Varoglu
Abel Caine

Sarah Hoosen
Annapaola Coppola
Alison Clayson
The Four Elements of the Project

1. Survey of Governments’ OER Policies and Intentions
2. Regional Policy Forums
3. The World OER Congress
4. The Paris Declaration
THE TREND TOWARDS OPENNESS

- Open Source Software

- Open Access to Research

- Open Educational Resources
OPEN EDUCATIONAL RESOURCES (OER)

educational materials that may be freely accessed, reused, modified and shared.
UNESCO HQ Paris

2002 Forum on the Impact of Open CourseWare for Higher Education in Developing Countries
2002 FORUM on the Impact of Open CourseWare for Higher Education in Developing Countries

Declaration:

Participants expressed:

“their satisfaction and their wish to develop together a universal educational resource for the whole of humanity, to be referred to henceforth as Open Educational Resources”
UNESCO-IIEP

Internet Discussion Forum:

The OER community
WSIS Platform OER Community

- Largest online social network bringing together the wider OER community worldwide
- Launch 2010: To date 1600 Members and growing
- Based on the World Summit on the Information Society (WSIS) Platform
- Built on a Free and Open Source Software (FOSS) ELGG system
BUT...

Awareness of OER is still very limited among educational decision-makers.
The World Conference on Higher Education
Paris - July 2009: New Dynamics of HE
UNESCO General Conference

Paris - 2009
Taking OER beyond the OER Community: Policy & Capacity for Developing Countries

Zeynep Varoglu
Trudi van Wyk
Workshops

South Africa
Namibia
Malaysia
Mali
India
Tanzania
Mozambique

Plus three online forums
A Basic Guide to Open Educational Resources (OER)

col.org/resources
Guidelines for Open Educational Resources (OER) in Higher Education

Zeynep Varoglu

Trudi van Wyk
Fostering Governmental Support for Open Educational Resources Internationally
The Four Elements of the Project

1. Survey of Governments’ OER Policies and Intentions

2. Regional Policy Forums

3. The World OER Congress

4. The Paris Declaration
QUESTIONNAIRE SURVEY

125 responses from 92 countries so far

(82 by the cut-off date of 16 April)
The Four Elements of the Project

1. Survey of Governments’ OER Policies and Intentions

2. Regional Policy Forums

3. The World OER Congress

4. The Paris Declaration
Regional Policy Forums

- Caribbean – January
- Africa – February
- Latin America – March
- Europe – April
- Asia & Pacific – April
- Arab States - May
Project Record

Reports of Regional Forums:
www.unesco.org/oercongress
http://oercongress.weebly.com

Successive drafts of Declaration:
www.unesco.org/webworld/en/oer
http://oercongress.weebly.com

Speeches and slides:
www.col.org/speeches
10 Caribbean jurisdictions reported on the status of OER

- Antigua & Barbuda
- The Bahamas
- Belize
- Grenada
- Guyana
- Jamaica
- St. Vincent & the Grenadines
- St. Kitts & Nevis
- Trinidad & Tobago
- Cayman Islands

Barbados, January 2012

ICT in Education Leadership Forum in the Caribbean & Caribbean OER Policy Forum
Africa Policy Forum
Pretoria (February 2012)
17 African Nations reported on their Status of OER
Results of OER Survey Questionnaires (February 2012)

Botswana  Cameroon  Ghana  Kenya  Lesotho  Madagascar  Malawi  Mozambique
Namibia  Niger  Rwanda  Seychelles  South Africa  Swaziland  Tanzania  Zambia
WCHE session on OERs

*Imperative to ensure that all – developed and developing countries - are enabled to contribute to OERs...*
Professor Mandla Makhanya
Principal & VC

UNISA
Kwame Nkrumah University of Science and Technology

The University of Science and Technology succeeded the Kumasi College of Technology which was established by a Government Ordinance on 6th October, 1961. Following the report of a University Commission which came out early 1961, Government decided to establish two independent Universities in Kumasi at Legon near Accra. The Kumasi College of Technology was thus transformed into a full-fledged University Kwame Nkrumah University of Science Technology by an Act of Parliament on 22nd August, 1961. By another act of Parliament, Act 559 of 1998, the University has been renamed Kwame Nkrumah University of Science and Technology, Kumasi.
OER Malawi
Regional Policy Forum for Latin America
March 2012
### 10 Latin American Nations reported on their Status of OER

<table>
<thead>
<tr>
<th>Argentina</th>
<th>Brazil</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chile</td>
<td>Colombia</td>
</tr>
<tr>
<td>El Salvador</td>
<td>Guatemala</td>
</tr>
<tr>
<td>Mexico</td>
<td>Paraguay</td>
</tr>
<tr>
<td>Peru</td>
<td>Uruguay</td>
</tr>
</tbody>
</table>
Europe Regional Policy Forum
Cambridge, UK – April 2012
18 countries reported on their OER policies/intentions

<table>
<thead>
<tr>
<th>Armenia</th>
<th>Austria</th>
<th>Azerbaijan</th>
</tr>
</thead>
<tbody>
<tr>
<td>Belgium</td>
<td>Bulgaria</td>
<td>Canada</td>
</tr>
<tr>
<td>Cyprus</td>
<td>Finland</td>
<td>Hungary</td>
</tr>
<tr>
<td>Italy</td>
<td>Latvia</td>
<td>Lithuania</td>
</tr>
<tr>
<td>Malta</td>
<td>Monaco</td>
<td>Netherlands</td>
</tr>
<tr>
<td>Poland</td>
<td>Slovenia</td>
<td>USA</td>
</tr>
</tbody>
</table>
Asia – Pacific Regional Policy Forum
Bangkok – April 2012
19 countries reported on their OER policies/intentions

Australia, Brunei, China, Fiji, Indonesia, Iran, Kazakhstan, Korea, Malaysia, Mongolia, New Zealand, Pakistan, Philippines, Samoa, Sri Lanka, Thailand, Uzbekistan, Vanuatu, Vietnam
Government policies in place
‘open licensing of materials’

Australia  China  Korea

Indonesia  Thailand
Intellectual Property Policy and Best Practice Guidelines

Geoscience Australia incorporates AusGOAL into IP Policy...
China

Video Open Courseware Project

Open Digital Learning Resources for Continuing Education
Korea

Open Courseware Information Strategy Plan

ISP for National OER Repository
Arab States Regional Policy Forum
Muscat, Oman – May 2012
11 countries reported on their OER policies/intentions

- Algeria
- Bahrain
- Iraq
- Jordan
- Lebanon
- Morocco
- Oman
- Qatar
- Sudan
- Tunisia
- Yemen
No countries have explicit policies on OER

but

five countries have strategies relating to eEducation, eLearning or ICTs that could be extended to OER

Algeria                     Bahrain                Jordan
Lebanon                    Morocco
In Morocco the Ministry of Education has created a National Laboratory of Digital Resources, which is in charge of the production and labeling of digital educational resources. Some resources were produced as OER. In addition, an official ICT website of the Ministry, with a management platform for open source content "DRUPAL“, has been created.
UNESCO supports development of OER in Morocco

Within the framework of UNESCO’s programme to promote Open Educational Resources, the UNESCO Rabat Office is organizing a workshop at the Morocco-Korean Training Centre on ICT in Education in Rabat from 3 to 6 October. The workshop will focus on the use of Scenari-Opale, an editorial chain under the FOSS licence, which allows teachers to easily produce, manage and publish educational resources in various formats.

Example of course developed under Scenari-Opale - Creative Commons

Morocco –Korean Training Centre on ICT in Education
Regional Policy Forums

- Caribbean – January
- Africa – February
- Latin America – March
- Europe – April
- Asia & Pacific – April
- Arab States - May
Project Record

Reports of Regional Forums:
www.unesco.org/oercongress
http://oercongress.weebly.com

Successive drafts of Declaration:
www.unesco.org/webworld/en/oer
http://oercongress.weebly.com

Speeches and slides:
www.col.org/speeches
Governments’ Open Education Resources (OER) Policies

Prepared for the World OER Congress
June 2012

by
Sarah Hoosen
Neil Butcher & Associates
South Africa
“There appears to be great interest in OER across all regions of the world, with several countries embarking on notable OER initiatives. Indeed, the survey itself raised interest and awareness of OER in countries that may not have had much prior exposure to the concept.”

Hoosen (draft report)
However, different regions face different obstacles to OER adoption, while few explicit OER policies exist and there appears to be some confusion regarding understanding of the concept and potential of OER. Many projects are geared to allowing online access to digitized educational content, but the materials themselves do not appear to be explicitly stated as OER. Where licences are open, the Creative Commons framework appears to be the most widely used licensing framework, but licensing options varies between countries.

Hoosen (draft report)
The Four Elements of the Project

1. Survey of Governments’ OER Policies and Intentions
2. Regional Policy Forums
3. The World OER Congress
4. The Paris Declaration
Importance of government plans

Most countries require or depend on government plans and would need to have government incentives or action plans to become active with OER.

Responses emphasize that educational materials and textbooks are provided entirely or to a great extent from public funds.
International Advisory and Liaison Group (IALG)

Members

- At least one government chosen by each of UNESCO’s electoral groups

- IGO & NGOs:
  (OECD, WIPO, OER Africa, Creative Commons…)

- Co-chaired by President, COL and ADG-CI
Paris Declaration on OER

- V.1 >> Caribbean Forum – Barbados, January 25
- V.1 >> Africa Forum – Pretoria, February 21-22 >> V.2
- V.2 >> Latin America Forum, Rio de Janeiro, March 28-29 >> V.3
- V.3 >> Europe Forum, Cambridge, April 17 >> V.4
- V.4 >> Asia-Pacific Regional Forum – Bangkok, April 23-24 >> V.5
- V.5 >> Arab States Regional Forum – Oman, May 7-8 >> V.6
- V.6 >> International Advisory and Liaison Group – Paris, May 11 >> V.7

V. 7 Presented to World OER Congress, June 20-22
The Paris Declaration

• Principles and aims – not implementation

• Focus on OER – not open source/access

• Avoid technical language
Africa Policy Forum
Pretoria (February 2012)

• Connectivity/electricity
• Sharing OER across languages
• Research on OER
• New business models to include industry
Regional Policy Forum for Latin America
March 2012

• Preamble: Internationally agreed statements
• Clarify and simplify
• Strategic alliances
• “Appropriate legal frameworks”
• Open licences “with restrictions as judged necessary”
Europe Regional Policy Forum
Cambridge, UK – April 2012

• Longer definition of OER (earlier formulation)
• Encourage private sector and NGOs to participate
• Add CONFINTEA in preamble
• Open licencing does not affect authorship
• Capacity building; incentives, indigenous knowledge
• Action verbs instead of statements
• Add reference to Millennium Declaration in Preamble
• Add item on the need for policies and strategies
• Refer to “open standards digital formats”
World Congress on Open Educational Resources
Paris – June 20-22 – 2012

Declaration – version 7
THE AIM

“to get governments to promote OER and the use of open licences.”
IMPACT
We hope that this joint UNESCO – COL project has helped to get the concept of open availability of materials into the mainstream of education.
The Project Team

John Daniel          Stamenka Uvalić-Trumbić            Janis Karklins
Trudi van Wyk          Patricia Schlicht                  Zeynep Varoglu
Sarah Hoosen          Annapaola Coppola                  Alison Clayson
THANK YOU

For text and slides: 
www.col.org/speeches