Fostering Governmental Support for OER Internationally

World OER Congress
Paris, 20-22 June 2012

Summary of 6 Regional Forums

Sir John Daniel
&
Stamenka Uvalic-Trumbic
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
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
The Paris Declaration

- Principles and aims – not implementation
- Focus on OER – not open source/access
- Avoid technical language
THE TREND TOWARDS OPENNESS

- Open Source Software

- Open Access to Research

- Open Educational Resources
The Paris Declaration

• Principles and aims – not implementation

• Focus on OER – not open source/access

• Avoid technical language
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
“The Cyril Potter College of Education found that by taking existing OER from a variety of sources and adapting them to Guyanese needs they had greatly reduced both the cost and the time required to offer good materials to the teachers”
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
• Connectivity/electricity
• Sharing OER across languages
• Research on OER
• New business models to include industry
10 Latin American Nations reported on their Status of OER

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<th>Argentina</th>
<th>Brazil</th>
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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
18 countries reported on their OER policies/intentions

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<thead>
<tr>
<th>Armenia</th>
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Europe Regional Policy Forum
Cambridge, UK – April 2012

• Longer definition of OER (earlier formulation)
• Encourage private sector and NGOs to participate
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... more info
China

Video Open Courseware Project

Open Digital Learning Resources for Continuing Education
Korea

Open Courseware Information
Strategy Plan

ISP for National OER Repository
• Add CONFINTIA in preamble
• Open licensing does not affect authorship
• Capacity building; incentives, indigenous knowledge
• Action verbs instead of statements
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.

Morocco –Korean Training Centre on ICT in Education
• Add reference to Millennium Declaration in Preamble
• Add item on the need for policies and strategies
• Refer to “open standards digital formats”
Regional Policy Forums

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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.
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
World Congress on
Open Educational Resources
Paris – June 20-22 – 2012

Category IV – Expert Meeting
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Category IV – Expert Meeting
“We, the participants…”
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V. 7 Presented to World OER Congress, June 20-22
THE AIM

“to encourage governments to promote OER and the use of open licences.”
Thank you from the Project Team

John Daniel  Stamenka Uvalić-Trumbić  Janis Karklins

Trudi van Wyk  Patricia Schlicht  Zeynep Varoglu  Abel Caine

Sarah Hoosen  Annapaola Coppola  Alison Clayson
THANK YOU

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