10 Years of OER: future directions

Professor Asha Kanwar
President & CEO, Commonwealth of Learning
Beijing, October 20, 2012
Plan

- 10 years of OER
- What have we learned?
- Future Directions
10 YEARS OF OER
UNESCO HQ Paris

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

United Nations Educational, Scientific and Cultural Organization

2012 World Open Educational Resources Congress
Paris 20-22 June
UNESCO Headquarters
Paris, France
Fostering Governmental Support for Open Educational Resources Internationally
Survey on Governments’ Open Educational Resources (OER) Policies

Prepared for the World OER Congress
June 2012

Sir John Daniel
Former President & CEO
Commonwealth of Learning
Regional Policy Forums

- Caribbean - January
- Africa - February
- Latin America - March
- Europe - April
- Asia & Pacific - April
- Arab States - May
10 Caribbean jurisdictions reported on the status of OER

<table>
<thead>
<tr>
<th>Antigua &amp; Barbuda</th>
<th>The Bahamas</th>
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<tr>
<td>Belize</td>
<td>Grenada</td>
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<td>Guyana</td>
<td>Jamaica</td>
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<td>St. Vincent &amp; the Grenadines</td>
<td>St. Kitts &amp; Nevis</td>
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<td>Trinidad &amp; Tobago</td>
<td>Cayman Islands</td>
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Caribbean OER Policy Forum
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
10 Latin American Nations reported on their Status of OER

<table>
<thead>
<tr>
<th>Argentina</th>
<th>Brazil</th>
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<td>Chile</td>
<td>Colombia</td>
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<td>El Salvador</td>
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<td>Mexico</td>
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<td>Peru</td>
<td>Uruguay</td>
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18 countries reported on their OER policies/intentions

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<thead>
<tr>
<th>Armenia</th>
<th>Austria</th>
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<td>Belgium</td>
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<td>Poland</td>
<td>Slovenia</td>
<td>USA</td>
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</table>
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
11 countries reported on their OER policies/intentions

Algeria  Bahrain
Iraq      Jordan
Lebanon  Morocco
Oman      Qatar
Sudan     Tunisia
Yemen
World Congress on Open Educational Resources
Paris – June 20-22 – 2012

Paris Declaration
Paris Declaration

- Let me just refer to three that may be of interest to you:
- Foster awareness and use of OER
- Encourage the development and adaptation of OER in a variety of languages and cultural contexts
- Encourage the open licensing of educational materials produced with public funds.
WHAT HAVE WE LEARNED?
1. Beyond Higher Education...

- Surge in secondary education
- Need for skills development
Access: open schooling

Ministries of Education  Schools  Teachers  Consultants
2. Multi-directional exchanges

University of Ghana

Kwame Nkrumah University of Science and Technology
3. Harnessing the potential of Mobile technologies

- Connectivity is less of a concern in Higher Education sector
- Digital divide still exists at the primary and secondary education levels
4. Open Licensing: More Advocacy

Introducing Copyright

A plain language guide to copyright in the 21st century

Julien Hofman

Copyright and Open Educational Resources

Introduction to Copyright and Licensing
What are Open Educational Resources (OERs)?
Key OER Projects from Around the World
Key Licensing Resources

Commonwealth of Learning
learning for development
5. Research on OER

- Evidence
- Innovation
- Value for money

Source: International Telecommunications Union
FUTURE DIRECTIONS
Access: Malawi

- Bunda College of Agriculture
  - 102 page Communications Skills textbook
  - 75% OER
  - Adapted by adding contextually relevant materials, activities, assignments
Access: translation

CORE

COL ID template
translated and adapted by Open University of China

COL materials in Ukrainian
Costs: International developments: OERU

- Athabasca University
- Otago Polytechnic
- University of Southern Queensland
The OER university concept. Adapted from Taylor (2007)
Can OER contribute to Quality?

- 611 institutions in India
  - KSS Women’s Engineering College, Andhra Pradesh
  - Maya Devi Educational Foundation, Uttarakhand
  - Bhilai Institute of Technology, Chattisgarh
1. Can Open Educational Resources thrive in closed educational settings?

WHAT IS THIS OER?
2. Transforming the curriculum
3. Involvement of stakeholders

- Involving different stakeholders to participate, collaborate, create and share;
- Encouraging consumers to become the producers of knowledge;
- Involving teachers and students
OER: Advantages for ODL

- Access to OER can improve quality
- Availability of OER can release resources for improving learner support services
- Diversify provision from full services to services that the learner can choose, reducing costs and increasing flexibility
Complementing rather than duplicating effort

- Strong groups of players in OER have emerged in different regions
- How can these different groups come together as a network of stakeholders?
- Do we have a roadmap?
What will COL do?

- Advocacy
- Policy development
- Capacity building
- Publications
Thank you
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