10 Years of OER: enlarging the circle?

Professor Asha Kanwar
President & CEO, Commonwealth of Learning
OER Asia Forum, Sept 20, 2012
Plan

- 10 years of OER
- Lessons
- Enlarging the circle
UNESCO HQ Paris

2002 Forum on the Impact of Open CourseWare for Higher Education in Developing Countries
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
611 institutions in India
- KSS Women’s Engineering College, Andhra Pradesh
- Maya Devi Educational Foundation, Uttarakhand
- Bhilai Institute of Technology, Chattisgarh
Costs per teacher?

- 20 teacher education programmes in 12 countries
- Materials available in 4 languages
- In 2010, 320,000 teachers benefited
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>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Belize</strong></td>
<td><strong>Grenada</strong></td>
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<td><strong>Guyana</strong></td>
<td><strong>Jamaica</strong></td>
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<tr>
<td><strong>St. Vincent &amp; the Grenadines</strong></td>
<td><strong>St. Kitts &amp; Nevis</strong></td>
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<tr>
<td><strong>Trinidad &amp; Tobago</strong></td>
<td><strong>Cayman Islands</strong></td>
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</tbody>
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**Caribbean OER Policy Forum**

Barbados, January 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
10 Latin American Nations reported on their Status of OER

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

<table>
<thead>
<tr>
<th>Armenia</th>
<th>Austria</th>
<th>Azerbaijan</th>
</tr>
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<tr>
<td>Belgium</td>
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<td>Cyprus</td>
<td>Finland</td>
<td>Hungary</td>
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<td>Italy</td>
<td>Latvia</td>
<td>Lithuania</td>
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<tr>
<td>Malta</td>
<td>Monaco</td>
<td>Netherlands</td>
</tr>
<tr>
<td>Poland</td>
<td>Slovenia</td>
<td>USA</td>
</tr>
</tbody>
</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

- Foster awareness and use of OER
- Foster strategic alliances for OER
- Encourage the development and adaptation of OER in a variety of languages and cultural contexts
- Encourage research on OER
LESSONS FROM THE LAST 10 YEARS
1. Beyond Higher Education...

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

Ministries of Education  Schools  Teachers  Consultants
2. Convergence of approaches

- State supported rather than driven by philanthropy in Asia
- OECD: Driven by institutions and individuals
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. Multi-directional exchanges

University of Ghana

Kwame Nkrumah University of Science and Technology
5. 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
Regional Consultations on OER

- Open licensing endorses authors’ rights to ownership of intellectual property
6. Research on OER

- Evidence
- Innovation
- Value for money

Source: International Telecommunications Union
ENLARGING THE CIRCLE
What will COL do?

- Advocacy
- Policy development
- Capacity building
- Publications
The Virtual University for Small States of the Commonwealth

Disaster management
Sustainable agriculture
Business & Entrepreneurship
Gathering Evidence

- 5 OER COURSES FOR SECONDARY SCHOOLS, KENYA;
- DEVELOPING TEXTBOOKS IN ENGLISH AND MATHS USING OER FOR JUNIOR SECONDARY SCHOOLS, NIGERIA;
- 2 OER COURSES IN BUSINESS AND ENTREPRENEURSHIP AND SUSTAINABLE AGRICULTURE FOR SMALL STATES, TRINIDAD & TOBAGO.
Ministers emphasized the need

- ‘to set up a common platform for OER materials for...ease of access’
- ‘for the development and use of OER in providing quality teaching and learning for all’.
Directory of Open Educational Resource (DOER)

- Open Educational Resources directory service
- Only full courses catalogued
- A service provided by COL
DOER: Sample Courses

EDU 240:
SUBJECT METHODS (INTEGRATED SCIENCE)

NATIONAL OPEN UNIVERSITY OF NIGERIA

NPTEL
E-LEARNING COURSES FROM THE IITs & IISc

Lectures in this course: 41
1 - Introduction to Adaptive Filters (59:56)
2 - Introduction to Stochastic Processes (69:46)
3 - Stochastic Processes (69:46)
4 - Correlation Structure (57:04)
5 - FIR Wiener Filter (Real) (57:42)
6 - Steepest Descent Technique (55:27)
7 - LMS Algorithm (55:03)
8 - Convergence Analysis (53:25)
9 - Convergence Analysis (Mean Square) (54:41)
10 - Convergence Analysis (Mean Square) (53:39)
## Statistics: Publishers

<table>
<thead>
<tr>
<th>Publisher</th>
<th>Total</th>
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<tbody>
<tr>
<td>1. African Virtual University</td>
<td>70</td>
</tr>
<tr>
<td>2. Athabasca University</td>
<td>10</td>
</tr>
<tr>
<td>3. AU Press</td>
<td>5</td>
</tr>
<tr>
<td>4. Capilano University</td>
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<tr>
<td>5. GetSmarter</td>
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<tr>
<td>6. HSRC Press</td>
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<tr>
<td>7. Indira Gandhi National Open University</td>
<td>113</td>
</tr>
<tr>
<td>8. Intercultural and Diversity Studies of Southern Africa</td>
<td>1</td>
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<tr>
<td>10. National Open University of Nigeria</td>
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<td>11. National Programme on Technology Enhanced</td>
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<td>12. Otago Polytechnic</td>
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<td>13. Quantum computing</td>
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<tr>
<td>14. The Open University</td>
<td>288</td>
</tr>
<tr>
<td>15. The University of British Columbia</td>
<td>1</td>
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<tr>
<td>16. United Nations University</td>
<td>2</td>
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<td>17. University College Falmouth</td>
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<tr>
<td>18. University of Cape Town</td>
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<td>19. University of Nottingham</td>
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<tr>
<td>20. University of Oxford</td>
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</tr>
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<td>21. University of Southern Queensland</td>
<td>10</td>
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<tr>
<td>Virtual University for Small States of the Commonwealth</td>
<td>7</td>
</tr>
</tbody>
</table>

Total: 1150
Can Open Educational Resources thrive in closed educational settings?

WHAT IS THIS OER?
Transforming the curriculum
Involvement of stakeholders

- Involving different stakeholders to participate, collaborate, create and share;
- Encouraging consumers to become the producers of knowledge;
- Extending the boundaries of language.
Reaching the fundamental players: OER for whom?

- Teachers and students in remote/marginalised communities
- How can they become partners in the OER movement?
- What advocacy strategies will be needed to do that?
Tapping tacit knowledge?
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?
Thank you
www.col.org