

Korea National Open University



KNOU Seminar
24 September 2012

What you need to know about OER

Sir John Daniel

Fellow Korea National Open University

Online version of
this document:



PROGRAMME



United Nations
Educational, Scientific and
Cultural Organization



Open
Educational
Resources

**2012 World
Open Educational Resources
Congress** Paris
20-22 June
UNESCO Headquarters
Paris, France

Plan

- History and Background
- Regional meetings
- Your questions

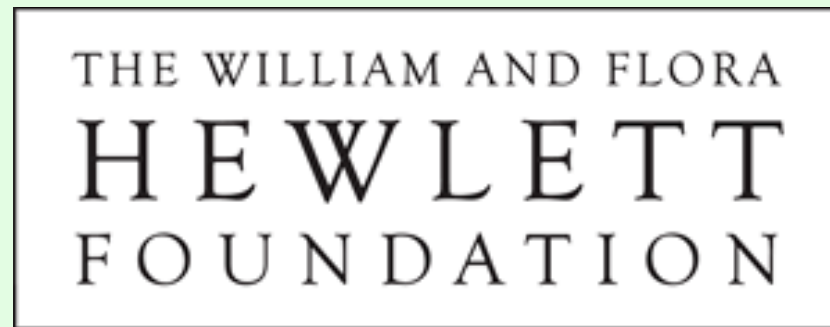
Fostering Governmental Support for OER Internationally

World OER Congress
Paris, 20-22 June 2012

Setting the Context

Sir John Daniel

Fostering Governmental Support for Open Educational Resources Internationally





The Project Team



John Daniel



Stamenka Uvalić-Trumbić



Janis Karklins



Trudi van Wyk



Patricia Schlicht



Zeynep Varoglu



Abel Caine



Sarah Hoosen



Annapaola Coppola

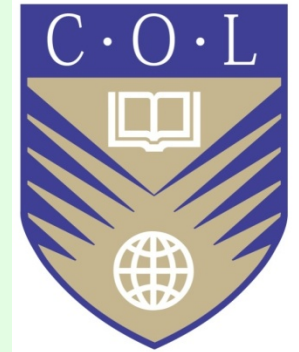


Alison Clayson



United Nations
Educational, Scientific and
Cultural Organization

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



**Zeynep
Varoglu**



**Trudi
van Wyk**

Workshops

South Africa

Namibia

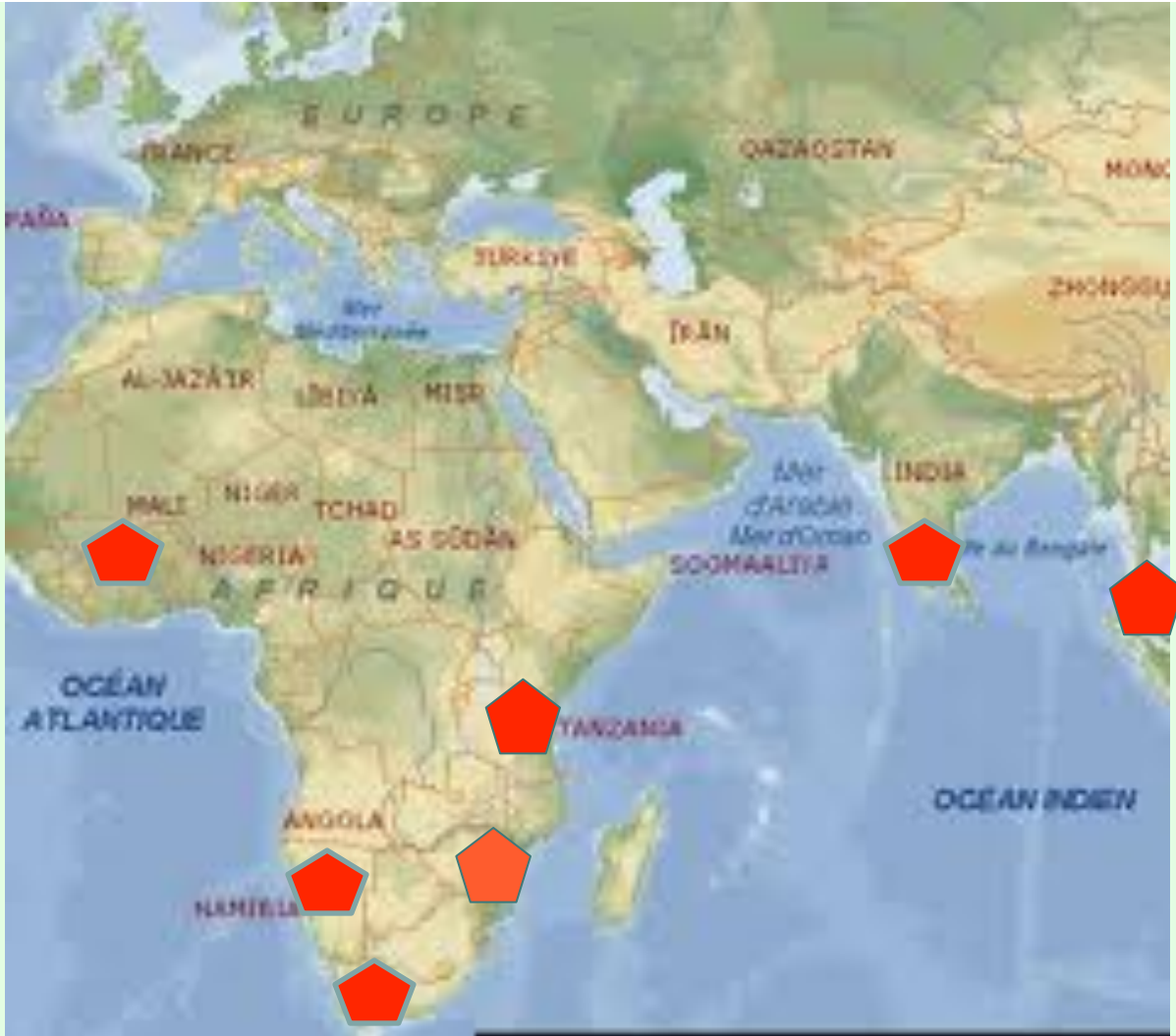
Malaysia

Mali

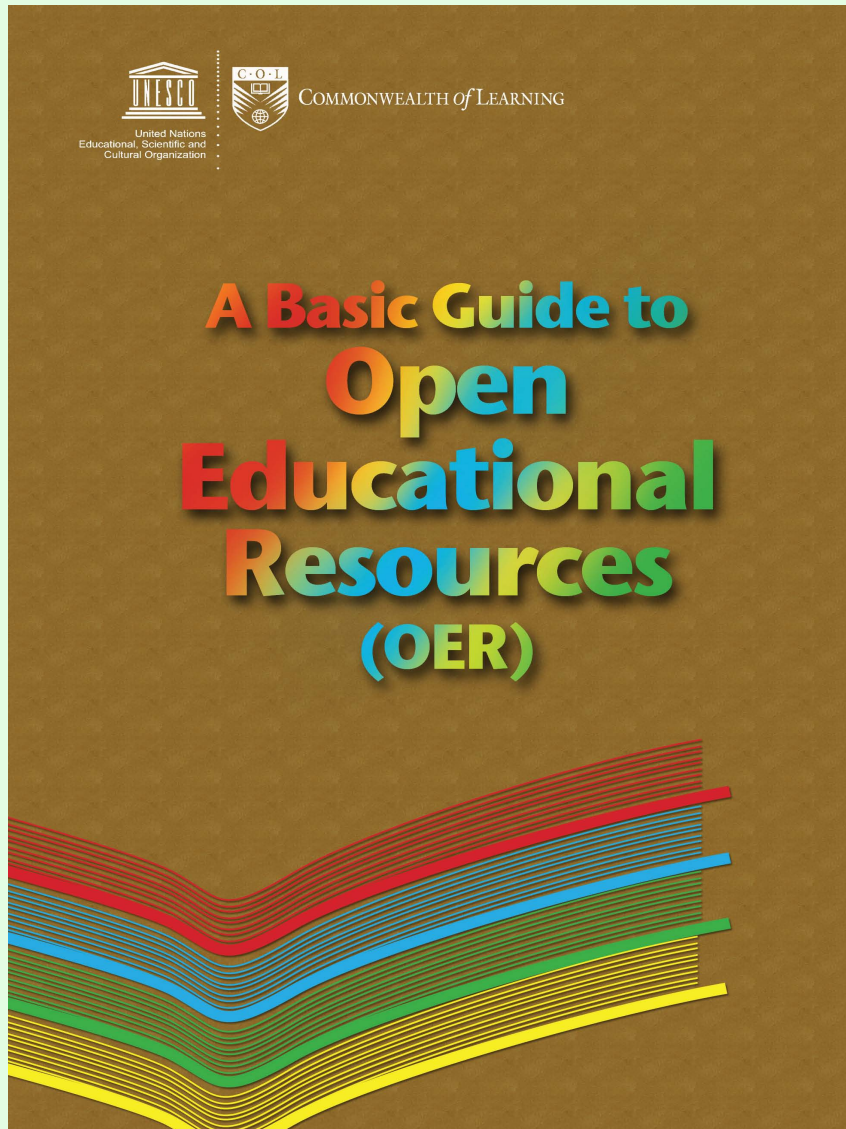
India

Tanzania

Mozambique



Plus three online forums



col.org/resources



Neil Butcher



Stamenka
Uvalić-
Trumbić



Asha
Kanwar

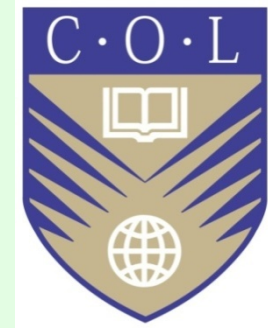
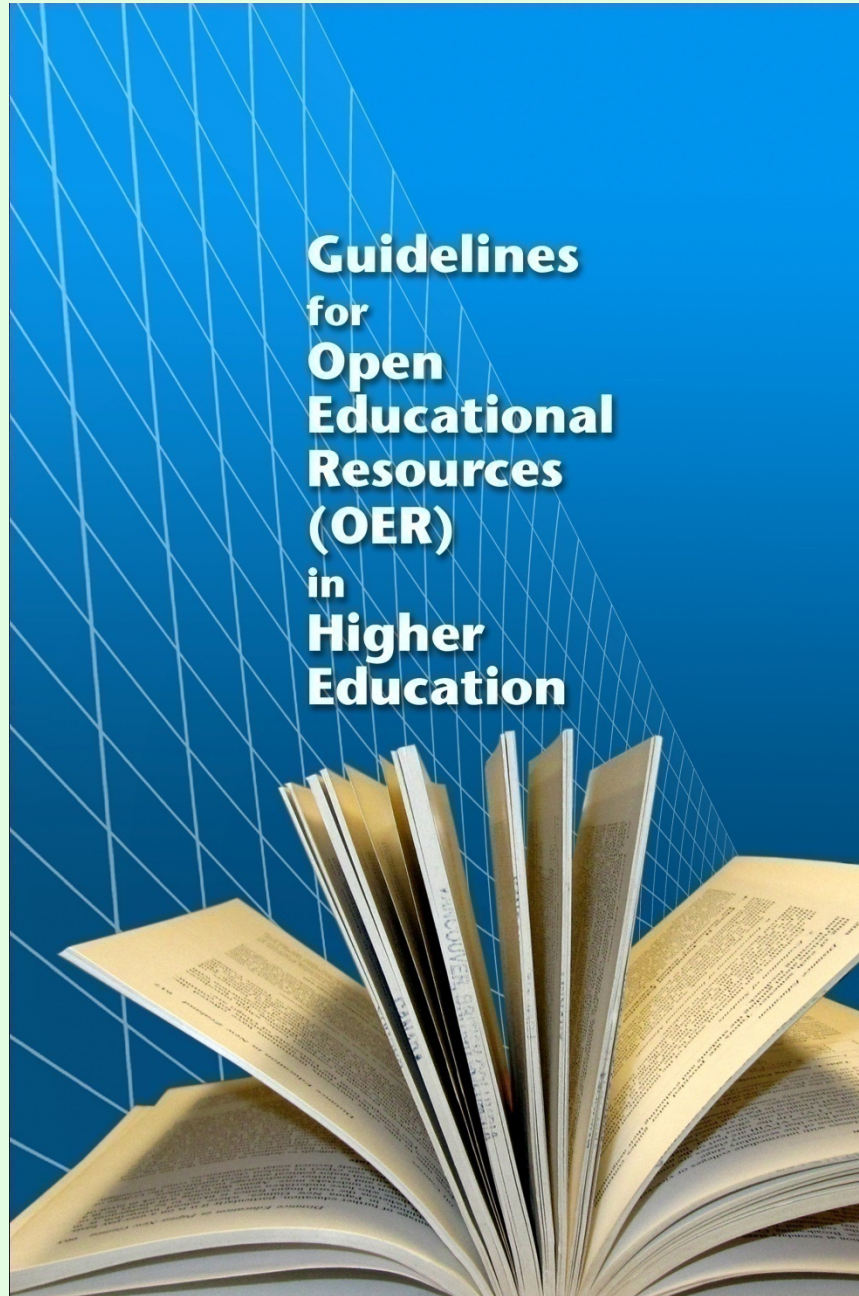


United Nations
Educational, Scientific and
Cultural Organization



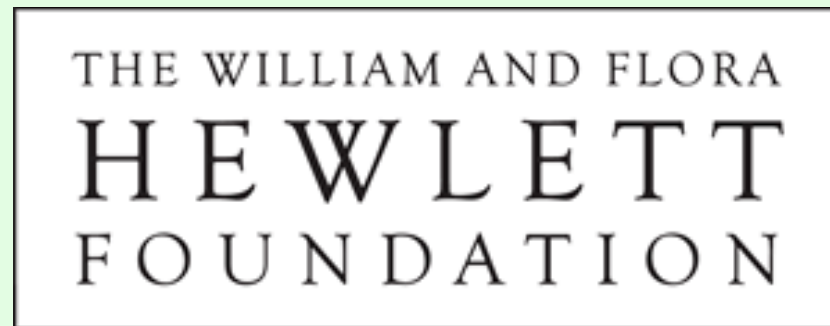
Zeynep
Varoglu

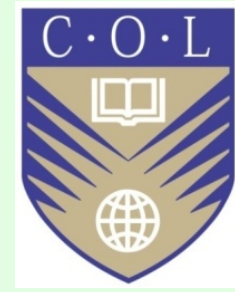
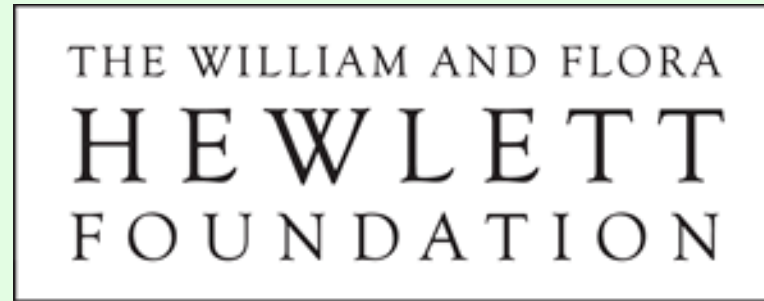
Guidelines for Open Educational Resources (OER) in Higher Education



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 Paris Declaration
4. The World OER Congress

Fostering Governmental Support for OER Internationally

World OER Congress
Paris, 21 June 2012

Summary of 6 Regional Forums

Sir John Daniel
&
Stamenka Uvalić-Trumbić

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.**



TESSA

Teacher Education in Sub-Saharan Africa

**A consortium of 13 African universities...
involving 700 teacher educators.**

**It works across 12 African countries — by
creating teacher education materials in Arabic,
English, French and Kiswahili.**



UNESCO HQ Paris

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



United Nations
Educational, Scientific and
Cultural Organization

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**”

The World Conference on Higher Education Paris - July 2009: *New Dynamics of HE*



UNESCO General Conference

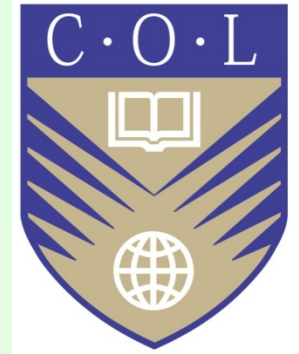


Paris - 2009



United Nations
Educational, Scientific and
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Taking OER beyond the OER Community: Policy & Capacity for Developing Countries

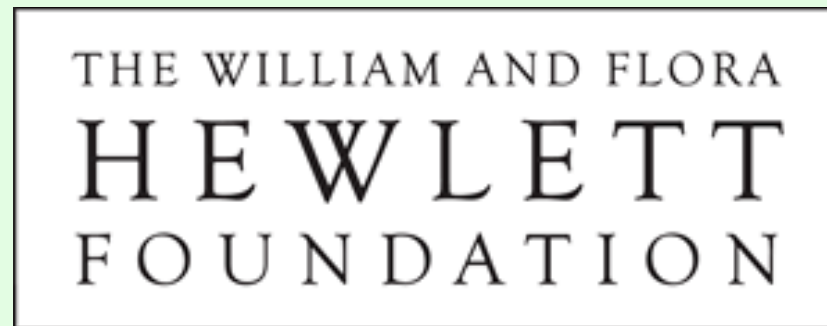


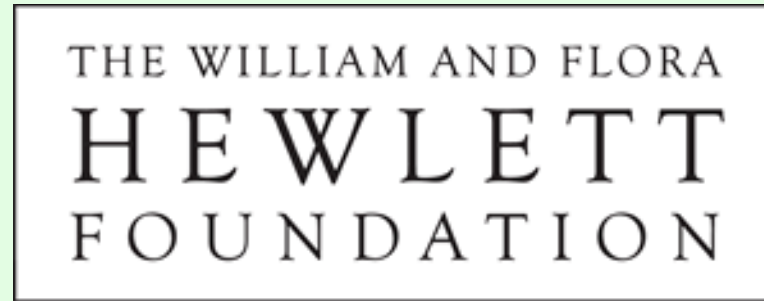
**Zeynep
Varoglu**



**Trudi
van Wyk**

Fostering Governmental Support for Open Educational Resources Internationally





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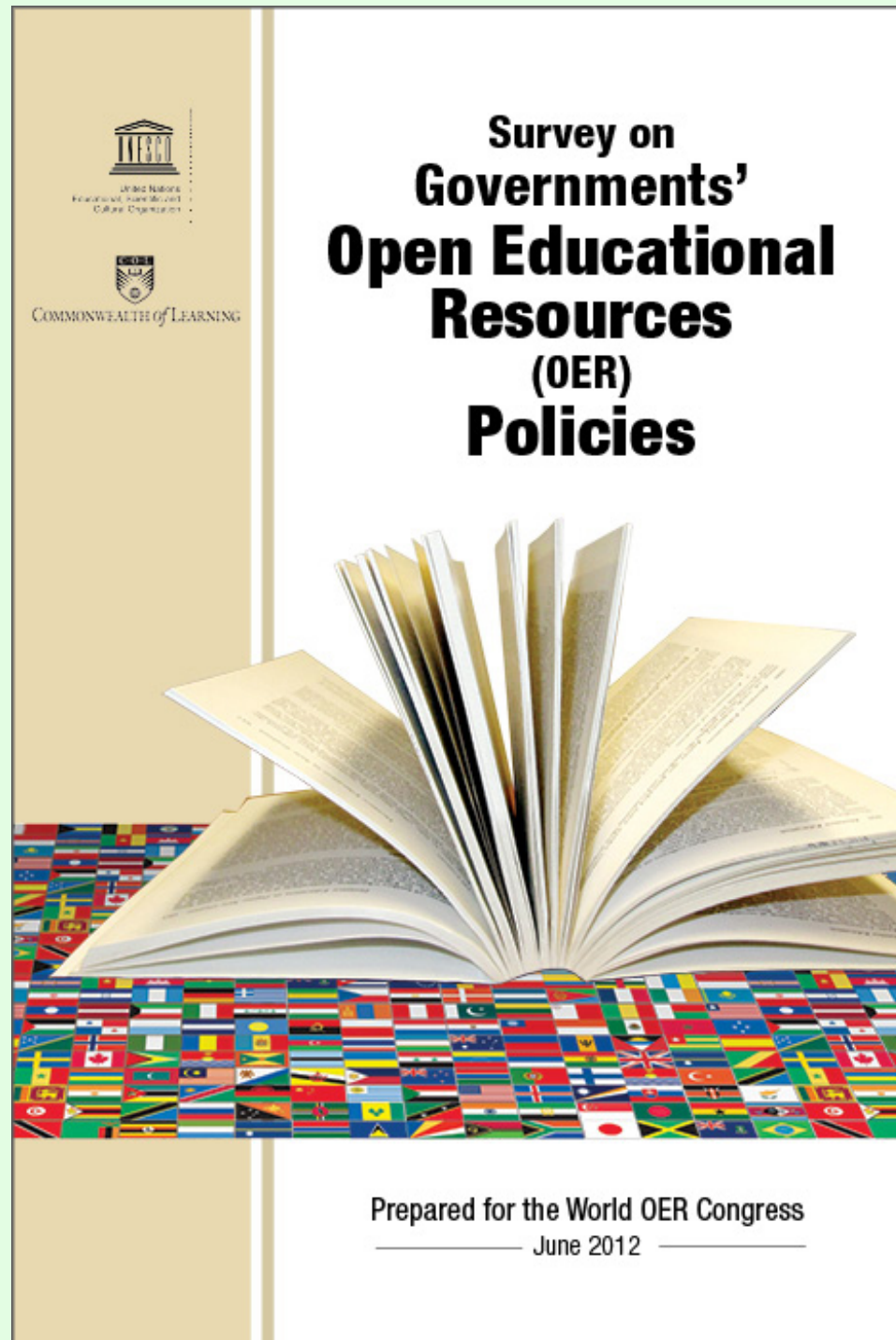
QUESTIONNAIRE SURVEY

Responses from ~ 100 countries so far

(82 by the cut-off date of 16 April)



Sarah
Hoosen



“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 Report

WHY OER?

- Idealism
- Economics

Exploring the Business Case for **OER**

Prepared by Neil Butcher and Sarah Hoosen
for the Commonwealth of Learning



Neil
Butcher



Sarah
Hoosen

The Business Case for OER

- Resource-based learning
- OER reduce costs
- Better approaches to textbooks

...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 Report

Open Licensing

AUTHORS

- OER within copyright legislation

USERS

- Assurances & restrictions

Open Licensing

No consensus on
'non- commercial'
restriction

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



Declaration

THE AIM

“to encourage governments to promote OER and the use of open licences...

(because)

...governments will be major beneficiaries thanks to the potential of OER to improve the cost-effectiveness of their large investments in education.”

Plan

➤ History and Background

➤ Regional meetings

➤ Your questions

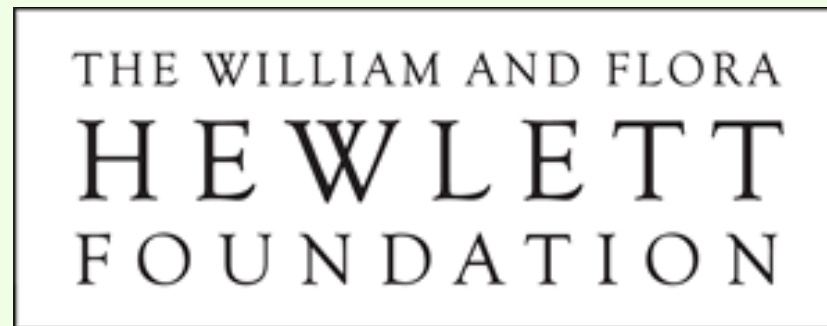
Fostering Governmental Support for OER Internationally

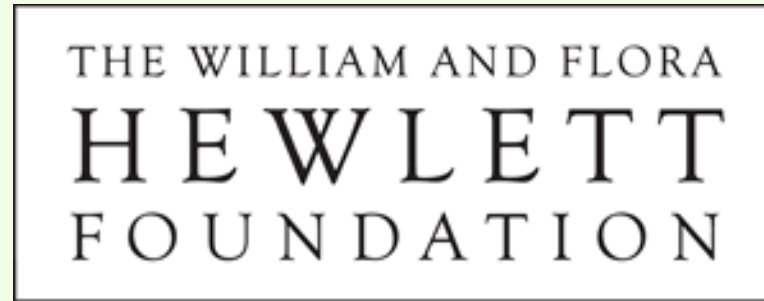
World OER Congress
Paris, 20-22 June 2012

Summary of 6 Regional Forums

Sir John Daniel
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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
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- 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**

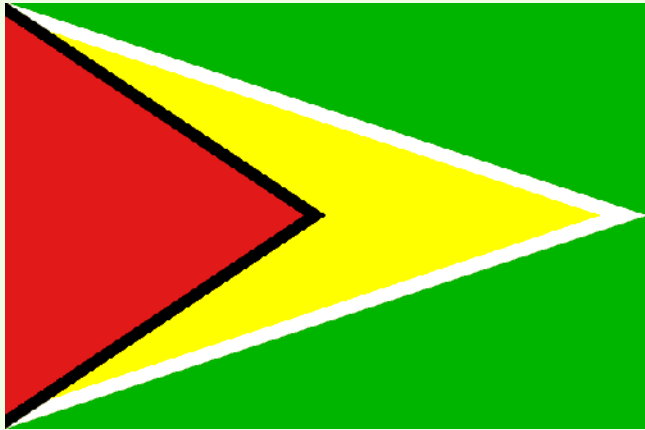
**Trinidad &
Tobago**

**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”

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

Mauritius

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 | 
university
of south africa



Health OER
Inter-Institutional
Project




[HEALTH OER PROJECT](#)


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

[Home](#) [Log in](#) [Join](#) [Contact](#) [Accessibility](#) [Site Map](#)

 **LIPHEA** The Leadership Initiative for Public Health in East Africa




HEALTH ALLIANCE

- **HEALTH Alliance Home**
- **LIPHEA Project Home**

LIPHEA ARCHIVE

- **Home**
- **Community Area**

LIPHEA



Strengthening public health leadership

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



10 Latin American Nations reported on their Status of OER

Argentina

Brazil

Chile

Colombia

**El
Salvador**

Guatemala

Mexico

Paraguay

Peru

Uruguay



Regional Policy Forum for Latin America

March 2012



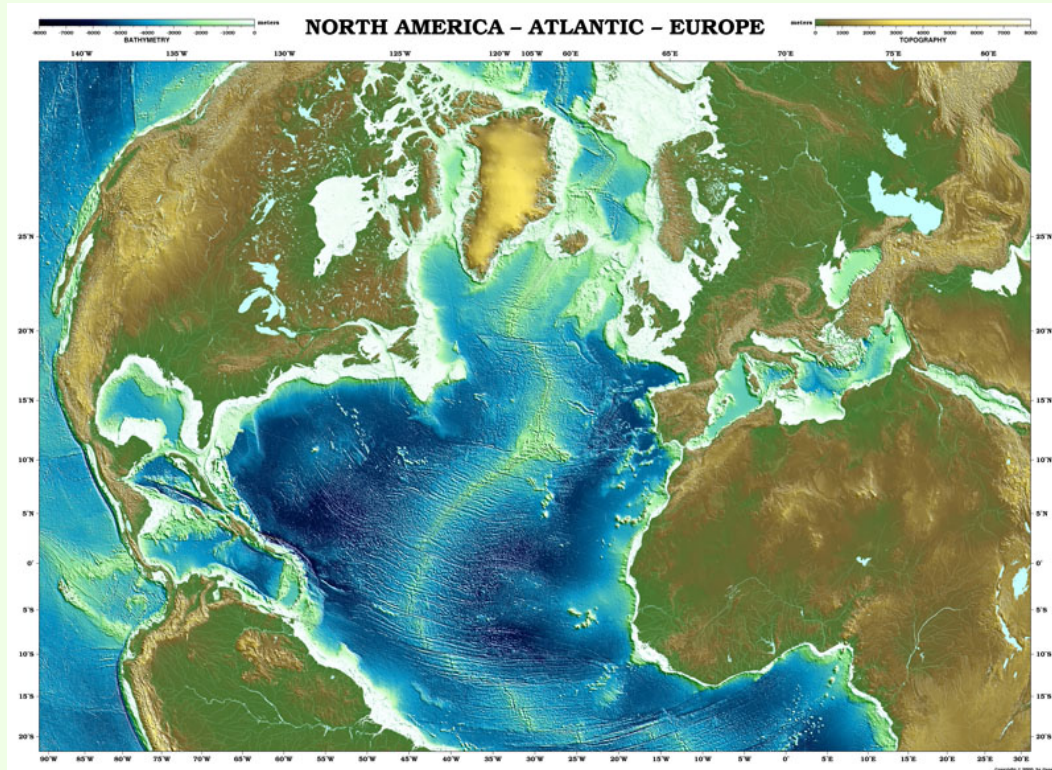
- Preamble: Internationally agreed statements
- Clarify and simplify
- Strategic alliances
- “Appropriate legal frameworks”
- Open licences “with restrictions as judged necessary”

Europe Regional Policy Forum Cambridge, UK – April 2012



18 countries reported on their OER policies/intentions

Armenia	Austria	Azerbaijan
Belgium	Bulgaria	Canada
Cyprus	Finland	Hungary
Italy	Latvia	Lithuania
Malta	Monaco	Netherlands
Poland	Slovenia	USA



Europe Regional Policy Forum Cambridge, UK – April 2012



- Longer definition of OER (earlier formulation)
- Encourage private sector and NGOs to participate

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



AusGOAL

Australian Governments Open Access and Licensing Framework

Overview

Open Access

Using AusGOAL

data.x.gov.au

Research

Inn



Intellectual Property Policy and Best Practice Guidelines

Geoscience Australia incorporates AusGOAL into IP Policy... [more](#)

BEST PRACTICE GUIDELINES

This section addresses typical Geoscience Australia activities, relationships or transaction types in which IP is dealt with.

- IP transactions or activities differ according to:
- whom Geoscience Australia is dealing with (the stakeholders)
 - what IP subject matter is involved in the dealing
 - when in its life cycle it is to be dealt with
 - whether Geoscience Australia is involved in that activity or transaction
 - opportunities and risks that arise from the activity, relationship or transaction.

unless a waiver with questions employees IP's with their sup

Study

Where the or area of geoscience own IP in a study purpose Where emp Geoscience Geoscience of people in the employ arrangements

HUMAN RESOURCE RELATED IP ISSUES

Second



China

Video Open Courseware Project

Open Digital Learning
Resources for Continuing
Education



Korea

Open Courseware Information Strategy Plan

ISP for National OER Repository

Asia – Pacific Regional Policy Forum

Bangkok – April 2012



- Add CONFINTEA in preamble
- Open licencing 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

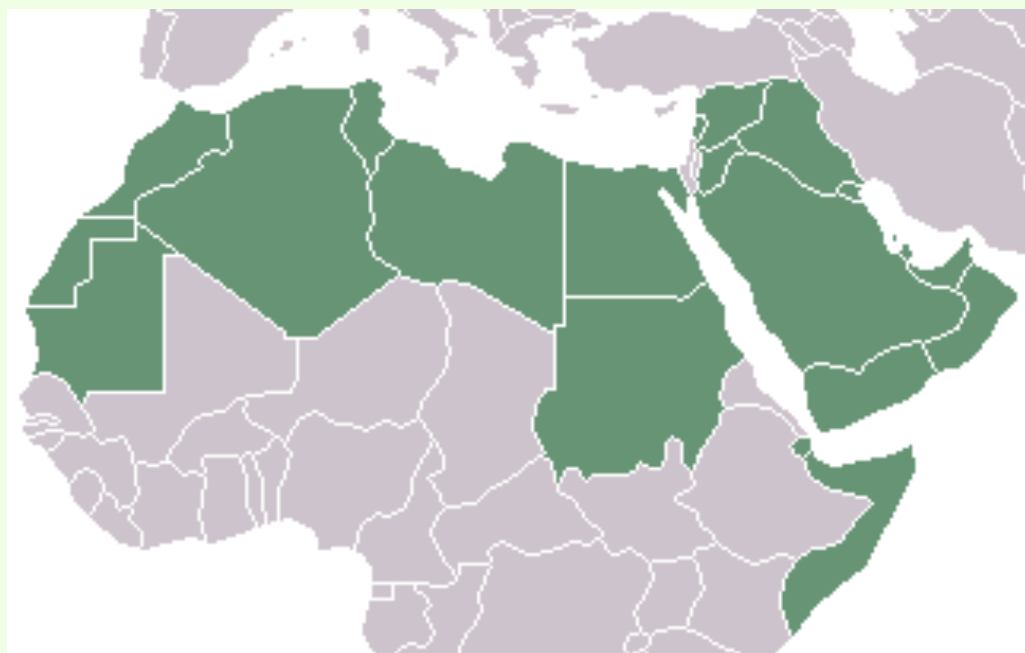
Oman

Qatar

Sudan

Tunisia

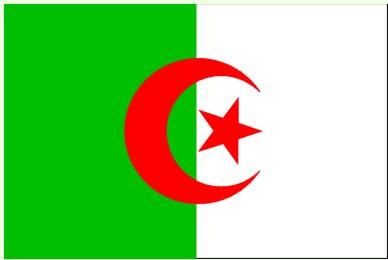
Yemen



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

Arab States Regional Policy Forum

Muscat, Oman – May 2012



- 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

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

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

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...)
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Paris Declaration on OER

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

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United Nations
Educational, Scientific and
Cultural Organization



Open
Educational
Resources

**2012 World
Open Educational Resources
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UNESCO Headquarters
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World Congress on
Open Educational Resources
Paris – June 20-22 – 2012



The Paris Declaration

Paris Declaration on OER

1. Foster awareness and use of OER.
2. Facilitate enabling environments for the use of ICT.
3. Reinforce the development of policies and strategies on OER.
4. Promote the understanding and use of open licensing frameworks.

Paris Declaration on OER

5. Support capacity building for the sustainable development of quality learning materials.
6. Foster strategic alliances for OER.
7. Encourage the development and adaptation of OER in a variety of languages and cultural contexts.
8. Encourage research on OER.

Paris Declaration on OER

9. Facilitate finding, retrieveing and sharing of OER.

10. Encourage open licensing of educational material produced with public funds.



The Paris Declaration

Is not legally binding but
governments use such declarations
as a guide to policy making and this
is already happening with this
Declaration on OER

THE AIM

“to encourage governments to promote OER and the use of open licences...

(because)

...governments will be major beneficiaries thanks to the potential of OER to improve the cost-effectiveness of their large investments in education.”



UNESCO HQ Paris

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

Plan

➤ History and Background

➤ Regional meetings

➤ Your questions

1. Global trends and quality of OER

- OER characteristics in different countries or continents
- Level of OER awareness, use and application
- Is there a difference in OER among regions and countries?

What is the biggest difference?

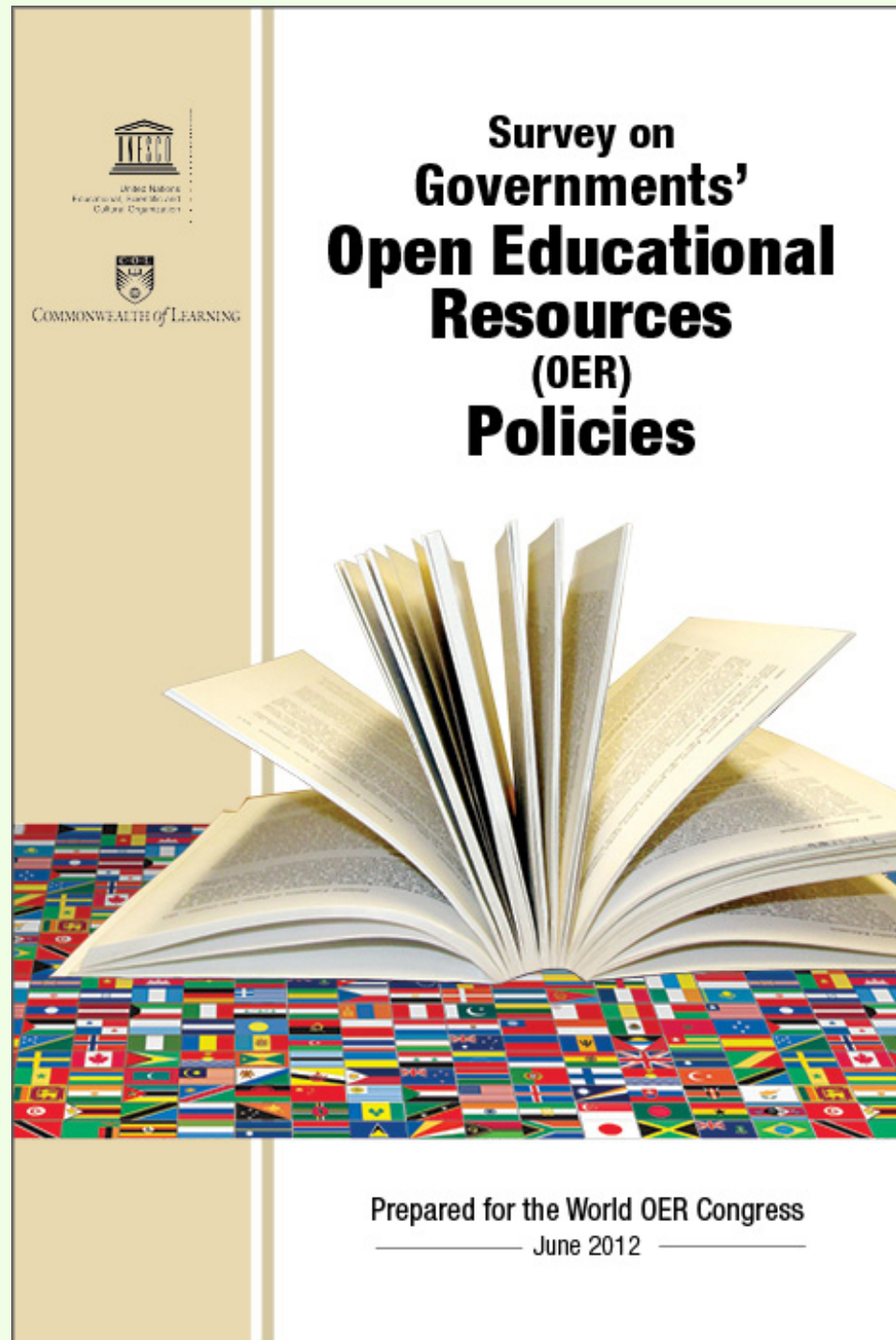
2. Examples of OER use in educational institutes

- Is it being used in various educational fields such as primary, secondary, post-secondary, higher education or lifelong education?
- Specific case studies and their implications
- If there is none, how should it be used?

SEE HOOSEN REPORT



Sarah
Hoosen



3. OER contents and quality management

- What are the strategies to maintain high-quality contents (incentives for content authors)?
- Content quality management measures (screening standards and process)
- What are the things that need to be considered for the content quality management?

4. OER content copyright policies

- Are there guidelines, inspection and verification of copyrights?
- What are the standard copyright guidelines that countries and institutes follow?
- How is copyright infringement dealt?



BY



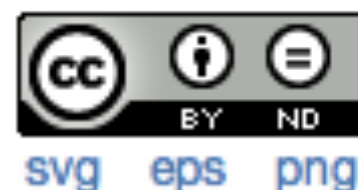
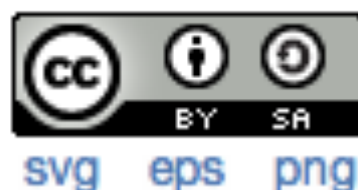
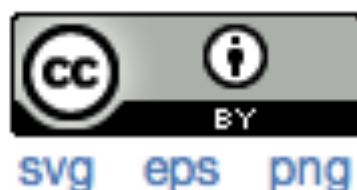
ND



NC



SA



5. OER standardization for OER collaborative service systems

- Is metadata being considered for collaborative use?
- Level of diversification in content types and categories by country
- What direction should we take for the OER standardization?

6. Improving OER content reliability

- In the case of wrong contents, what are the solutions?
- What are the measures to improve the reliability?



THANK YOU

For text and slides:
www.sirjohn.ca