

Introduction to the Policy and Capacity Building Guidelines

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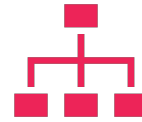
'OER policies' provide no guarantee of openness

Open licensing is **not**, by itself, a meaningful proxy for openness in education (improved access, better quality, greater success after studies, more flexibility, etc.)

Open licensing can just as easily be deployed to entrench rigid, closed systems of education as it can help to create more open learning

Every policy decision we make should be measured against its **real** transformative effects on education

What factors need to be considered?



Policy, strategies, and planning



Training and capacity building



Technology and infrastructure



Creation, translation, and adaptation of high-quality resources



Uploading and hosting resources



Management and curation of OERs

Guideline Development Process

- 5 experts appointed to lead development of guidelines in each of the Action Areas
- Extensive desk research and consultation underway to feed into process
- Area-specific guidelines will be integrated into overarching set of guidelines to support governments
- Emphasis in final guidelines will be on helping governments to make progress in implementing OER Recommendation ahead of reporting to the General Convention in 2023

OER Policy Research Findings in Sub-Saharan Africa

Presentation by Massata Ndeye-Ndiaye

16
countries

Bénin, Burkina Faso, Guinée, Mali, Niger,
Sénégal, Tchad, Togo, Madagascar*,
Mauritanie, République centrafricaine,
République Démocratique du Congo, Congo,
Union des Comores, Burundi, Djibouti

** Only Madagascar has an OER strategy*

Capacity-building needs

Training on :

- Open Education and Science
- The use of OER in education
- OER funding models
- Use and creation of OER for teachers and learners

Targets

- Ministry officials
- Quality assurance agency
- Teachers and learners
- Trainers of trainers

Guidelines

- Develop training materials in French and in official country languages
- Promote digital skills that can be deployed at the national level to support the use of OER
- Recognize OER skills in the teaching profession
- Update the teacher career advancement system with digital OER badges
- Strengthen the capacities of the teacher educators
- Update pre-service teacher training programmes to incorporate focus on OER
- Propose continuing professional development programs for teachers on effective OER use
- Train managers in Ministries on the importance of OER and open licensing
- Create communities of practice on OER at the national level and for each educational level
- Train quality assurance staff on effective use of OER and related quality assurance issues
- Establish a national OER portal with a section on « training and capacity building »
- Identify OER ambassador for each educational level
- Integrate OER into Ministry communications strategies

Plenary Discussion

- 1. What are the biggest capacity challenges in your country that impede effective implementation of OER? Who should be the target audiences for capacity-building responding to these challenges?**
- 2. What are the biggest capacity challenges in your country that impede development of policies that support effective OER implementation?**
- 3. Taking the answers to 1 and 2 into account, what are the most important aspects that you think the capacity-building guidelines should cover?**

Polling Questions

To what extent do you believe the policy environment in your country effectively supports implementation of the OER Recommendation?

- Very Supportive
- Somewhat Supportive
- Neutral
- Somewhat Unsupportive
- Mostly Unsupportive

Which *single* factor do you think most impedes greater progress in OER implementation in your country?

- Lack of awareness amongst key decision-makers
- Unsupportive policy environment for use of open licences
- Lack of capacity to adopt OER amongst educators
- Inadequate, sustainable sources of funding
- Lack of access to good quality openly licensed materials in national languages

Polling Questions

If you had to pick just one Area of Action for focused improvement in your country to advance the OER Recommendation, which would it be?

- Building capacity of stakeholders to create, access, re-use, adapt and redistribute OER
- Developing supportive policy
- Encouraging inclusive and equitable quality OER
- Nurturing the creation of sustainability models for OER
- Facilitating international cooperation

What single form of support would be most useful to you to accelerate implementation of the OER Recommendation?

- Technical assistance on strengthening policy environments
- More information on examples of good OER practice and how to implement them
- Linkages with peers from other countries
- Online capacity-building courses for key stakeholders