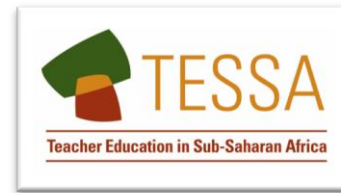


AFRICAN REGIONAL OER POLICY

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PRETORIA-SOUTH AFRICA



Sally Essuman (Dr.)

Institute for Educational Development & Extension
University of Education, Winneba, Ghana

sallyessuman@gmail.com

TESSA Overview

- Research and Development network involving 12 countries in Sub Saharan Africa (since 2005)
- Collaborative creation of highly structured study units (OER) for teachers (www.tessafrica.net)
- Study units adapted and translated for different countries (4 languages English, French, Arabic & Swahili)
- TESSA OER study units supporting school based teacher development in 19 programmes, 700 African teacher educators and 300,000 teachers benefited from engagement with TESSA in 2010

The screenshot shows the TESSA website homepage. At the top, there is a green header with the TESSA logo and the text "TESSA TEACHER EDUCATION IN SUB SAHARAN AFRICA" and "EDUCATIONAL RESOURCES FOR TEACHER EDUCATION IN AFRICA". Below the header, there is a navigation bar with "Logout" and "SEARCH SITE" buttons, and a language selection menu with options: "Karibu", "Welcome", "Bienvenue", "Wamkelekile", and "مرحباكم". The main content area is divided into two columns. The left column contains several orange buttons: "About TESSA", "Getting Started", "TESSA Forum", "News", "Research", "Developmental User-Testing of the TESSA Website", "Using TESSA", "TESSA Share", and "Useful Resources". The right column features a "Teaching with TESSA" section with a "Welcome!" message and a photo of two men. Below this is a "Select your Country from the list below to access the TESSA materials" section with a list of countries and their flags: Ghana, Kenya, Nigeria, Rwanda, South Africa, Sudan, Tanzania, Uganda, and Zambia. A map of Africa is also visible on the right side of the page.

Why Institutions and Governments should harness OER?

- Improve teachers' classroom practices
 - Facilitate networking
 - Supports course design
 - Easy access to learning materials
 - Provides basic teaching & learning materials
 - Ready resource material for INSET & prof. Development
 - Address remote teachers' needs
- Support course/programme development



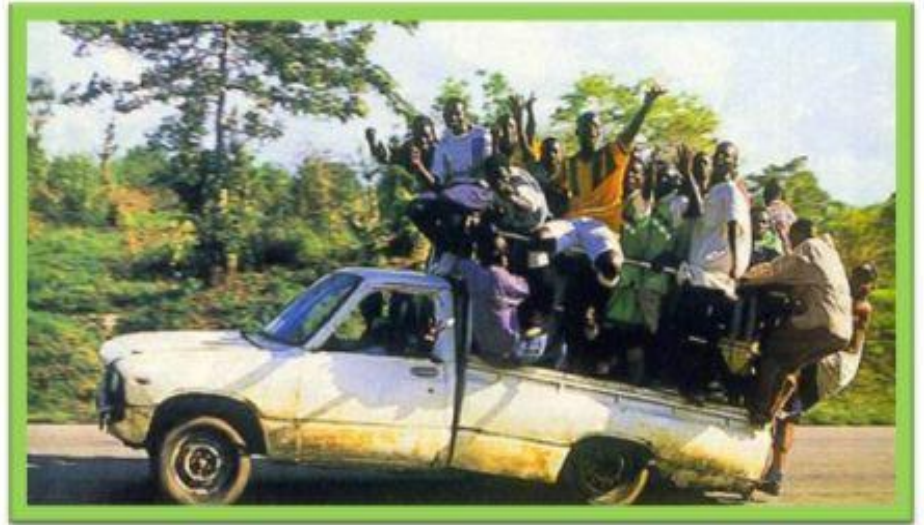
TESSA'S SUCCESS FACTOR

- Collaborative concerns about the real needs of teachers
- Having a Coordinator in institution
- Flexibility in the use of TESSA OERs
- Accessibility & friendliness of website
- Focusing on the classroom teacher
- Ability to customize materials to meet needs of teachers
- Multiple modes of access to contents (CD-Rom, intranet, print)



CHALLENGES

- Absence of a national policy for all to use OERs
- Institutional coordinators as key to the change process
- Lack of engagement with existing structures may lead to limited success
- Lack of confidence or reluctance in applying learner – centered pedagogies



GOVERNMENTS' ASSISTANCE TO INTRODUCE & SUSTAIN OER IN INSTITUTIONS

- Dialogue with institutions to come up with a policy framework on OER- **policy framework**
- Governments to provide support by investing in the development of OERs
- Government to support sensitization & capacity building of OER creators
- Institutional support to encourage creators earn points for promotion