



***Fostering Governmental Support for Open Educational
Resources Internationally (FGSOERI)***

Commonwealth of Learning (COL) and UNESCO

Regional Policy Forum for Africa
Pretoria, South Africa
21-22 February 2012

REPORT

REPORT

Background

The project *Fostering Governmental Support for Open Educational Resources Internationally (FGSOERI)*, is organising six regional policy forums (RPF), one in each UNESCO region, between January and May 2012.

The objectives of these forums are to reach a worldwide audience of government policy-makers in order to: 1) engage Member States in the project; 2) raise awareness about the transformative potential of OER for education; 3) enrich the information that Member States provided in response to the COL/UNESCO questionnaire survey on OER policy; and 4) provide input to the draft Declaration that will be submitted to the UNESCO World OER Congress in June 2012.

A second regional policy forum was organized in Pretoria, South Africa, for the Member States from the African Region from 21 to 22 February 2012.

The Africa RPF was co-organised by COL and UNESCO (HQ and Windhoek Office) and hosted by the University of South Africa (UNISA), which provided excellent working conditions, hospitality and expertise.

The present report constitutes the recommendations from Africa to the project. It also provides specific African inputs to version 2 of The Declaration, produced after the RPF.

Participants

The Forum brought together some 50 participants nominated by their governments, representing both practitioners familiar with OER and government policy-makers. The participants included English-speaking, French-speaking and Portuguese-speaking African countries.

Fifteen countries participated in the Forum: Botswana, Burkina Faso, Burundi, Cameroon, Ghana, Kenya, Mauritius, Mozambique, Namibia, Rwanda, Seychelles, South Africa, Swaziland, Tanzania and Uganda.

(Annex1: List of participants).

The programme was structured so as to promote a dialogue between governments and practitioners.

(Annex 2: Agenda).

Information base

Replies to the Survey

By the time the Africa RPF was held COL and UNESCO had received replies to the Survey from 17 African countries: Botswana, Cameroon, Ghana, Kenya, Lesotho, Madagascar, Malawi, Mauritius, Mozambique, Namibia, Niger, Rwanda, Seychelles, South Africa, Swaziland, Tanzania and Zambia.

Replies from these 17 countries demonstrated that although none, with the exception of South Africa, has a distinct governmental policy on OER, the majority are active in the OER movement, mainly through institutions and individuals.

Most respondents associated OER with the introduction of ICT in education or the development of open and distance learning, or both.

In South Africa, the Department of Higher Education and Training has included the development of an Open and Distance Learning Policy Framework into its strategic plan for 2010 to 2014 and this will include OER. A policy decision on sharing OER under Creative Commons Licences is already included in its Integrated Strategic Planning Framework for Teacher Education Development.

Some countries (Botswana, Lesotho, Seychelles, and Malawi) report that they have joined sub-regional prospective strategies and policies on ODL such as SADC and the Distance Education Association of Southern Africa (DEASA).

Others mention existing or prospective national documents that place OER within a wider ICT integration policy (Ghana, Kenya, Madagascar, Mauritius, and Rwanda).

Finally, countries that do not yet have any policies or documents on OER, believe that their governments should develop these in the future (Cameroon, Namibia, Niger, Swaziland, Tanzania, Zambia).

Most countries perceive the benefits of OER to be flexible learning opportunities and cost-efficiency.

Major obstacles to OER use are copyright, sustainability and above all connectivity constraints (even in South Africa).

Two countries (Mozambique and Niger) report lack of active participation in the OER movement due to language problems but also connectivity issues, although they express interest in becoming more active because of a growing need for quality educational resources both for students and teachers.

An important positive element stressed in all replies is the importance of all countries, cultures and languages in the region being part of the knowledge production process, an issue that is taken up in the Declaration. This has particular significance for developing countries.

Publications, background documents, website

Two publications produced by UNESCO and COL were made available to the participants at the meeting: *Guidelines on OER in Higher Education*, which addresses six stakeholder groups in higher education, and *A Basic Guide to OER*.

On-line versions are available at:

<http://www.col.org/OERGuidelines>

<http://www.col.org/OERBasicGuide>

Two OER Declarations – *the 2007 Cape Town Open Education Declaration* and the *2009 Declaration de Dakar sur les Ressources éducatives libres* were provided as information documents.

All participants had in their Conference packages the first draft of the Declaration, a background note for the project and a flyer for the 2012 World OER Congress. A dedicated web-space (<http://oercongress.weebly.com>) has been created for the project and is being updated regularly.

DAY 1: 21 February 2012

Opening plenary

Professor MS Makhanya, Principal and Vice-Chancellor of UNISA opened the Forum. In his welcoming address, he evoked a number of significant issues relevant to the OER movement in Africa. He alluded to the digital divide and the challenges of limited or non-existent technological infrastructure and access to the Internet. He quoted the figure of 68 million OER created between 2002 and 2006 he worried about the potential for neo-colonialism in this growing movement.

In this context he emphasized that Africans must generate their own new knowledge. As examples of how to achieve this he gave a comprehensive overview of UNISA's vision and its approach to OER. First, UNISA as "The African University in the service of humanity" is committed to sharing and making accessible its considerable resources and capacities across the continent of Africa. Second, UNISA's contribution to social justice is based on providing access to quality education to the marginalised. It is only right that

educational resources created with public funds should be made available freely. Citing numerous examples from UNISA, the African Virtual University (AVU) and the African Council on Distance Education (ACDE), Prof. Makhanya concluded that “OERs are on the map in this region”. This statement set the scene for discussions throughout the meeting.

Professor Makhanya’s address was followed by an introductory address by Sir John Daniel, Project Director for the project “Fostering Governmental Support for OER Internationally” and Stamenka Uvalić-Trumbić, Senior Consultant.

(<http://www.col.org/resources/speeches/2012presentations/Pages/2012-02-21.aspx>).

Sir John’s presentation echoed Prof. Makhanya’s statement that OER were indeed on the map in Africa. He noted other initiatives on the African continent, particularly the African Virtual University and the significant work of OER Africa. African OER in Health Sciences from the Kwame Nkrumah University of Science and Technology in Ghana are being used at the University of Michigan in the USA, and OER in Nursing from Malawi are in use in universities across Africa. He also mentioned the workshop held in 2010 in Bamako, Mali which profiled similar developments in French-speaking Africa. Finally, he highlighted two important OER declarations that had originated in Africa: the 2007 Cape Town Declaration on Open Education and the 2009 *La déclaration de Dakar sur les REL* supported by UNESCO, COL, l’Agence Universitaire de la Francophonie (AUF) and the Organisation Internationale de la Francophonie (OIF).

Stamenka Uvalic-Trumbic then introduced the project *Fostering Governmental Support for Open Educational Resources Internationally* and explained its three interlinked activities: 1) a survey of all the world’s governments, being conducted collaboratively by COL and UNESCO, to find out whether they already have, or intend to develop, policies on OER (see analysis of responses from Africa in text above); 2) Regional Policy Forums such as this one in Africa and, 3) the drafting of a Declaration on OER that will be presented to the World OER Congress in Paris in June.

Firoz Patel, Deputy Director General of Human Resource Development, Planning and Monitoring Coordination – Department of Higher Education and Training (DHET), South Africa, welcomed participants and delivered an eloquent keynote address entitled “OER – a matter of public policy?” He went straight to the heart of the matter by emphasizing that OER are indeed a matter of public policy because education is a public good. He assured the meeting that in South Africa there will be no need to “foster governmental support” as it was already there. He presented a comprehensive overview of South African higher education policy in 11 points. Most importantly, he noted that the Minister had announced, in January 2012, the launch of a consultation period, until 30 April 2012, for a new *Green Paper on Post-school Education and Training*. In this document an argument is made for national support for the development of OER as a capacity-building exercise, drawing on the existing digital learning environments already available in many universities and citing mainstream national initiatives by UNESCO, the Commonwealth of Learning, and the initiatives by the governments of Brazil, New Zealand, and the US as models.

The DHET will support efforts that invest a larger proportion of total institutional expenditure in the design and development of high quality learning resources, as a strategy for increasing and assuring the quality of provision across the entire post schooling system. These resources should be made freely available as Open Educational Resources (OER) for use with appropriate adaptation. This would be in line with a growing international movement, supported by organizations such as UNESCO and the Commonwealth of Learning (COL) that advocate the development of OER. DHET proposes to:

- Determine ways to provide support for the production and sharing of learning materials as OER at institutions in the post schooling sector. In the first instance all material developed by the soon-to-be-established South African Institute for Vocational and Continuing Education and Training will be made available as OER.
- Consider the adoption or adaptation, in accordance with national needs, of an appropriate Open Licensing Framework for use by all education stakeholders, within an overarching policy framework on intellectual property rights and copyright in higher education.

Mr Patel ended by supporting the objectives of the FGSOERI initiative and the declaration to be submitted to UNESCO's *2012 World Open Educational Resources (OER) Congress* to be held in Paris on 20-22 June 2012, which will include a clear definition of open licenses and encourage governments to support the principle that the products of publicly funded work should carry such licences. He expressed the wish that more governments will adopt policies that include OER.

Plenary discussion: Why OER should become a matter of public policy?

Facilitator: Sir John Daniel

Following the introductory presentations a plenary discussion addressed the issue why OER should become a matter of public policy.

Points in the discussion included:

- A call for new publishing models: after asserting that governments had a decision-making role in publishing matters, the need for dialogue between governments and publishers, and owners of journals was underlined. New publishing models needed to be developed.
- Awareness raising among different stakeholders: the need to raise awareness within governments about OER benefits, the merits of open licences and the positive aspects of OER and the benefits of sharing.
- Crisis of confidence and quality: the discussion then shifted to issues of the confidence of academic staff in their ability to produce learning resources of

quality. However, some examples demonstrated that ‘success breeds success’ and was a good way to build confidence and quality.

- OER for different levels of education and for different disciplines: the importance of strengthening Technical and Vocational Education and Training (TVET) at pre-tertiary level is particularly significant for Africa.

Panel Discussion: Voices of Practitioners

Chair: Ms Jennie Glennie, (South Africa)

1. OER Africa: An initiative of SAIDE
Catherine Ngugi (Kenya)

OER Africa was founded in 2009 to facilitate OER creation in Education, Health, Agriculture and Teacher Education. Its aim is to make African intellectual output available since the cost of copyright licences is very high in Africa. Collaboration increases the quality of OER because expertise can be shared to plug curriculum gaps. A critical success factor for OER is that it must not be a stand alone activity. Therefore OER Africa helps to conduct policy reviews across institutions, e.g. to ensure that Human Resource policy is supportive. It is important to have champions at the top of the institution and staff skills need to be developed. Governments can help with a supportive OER policy, by expanding connectivity, investing in curriculum design and supporting sharing. A coordinated approach works best.

2. OER Health Alliance (7 Public Health Schools in Africa: Congo, Ethiopia, Kenya, Rwanda, Tanzania, Uganda, Burundi)
David Serwadda on behalf of seven Deans in the Health Alliance.

These countries have challenging health problems, low capacity to meet student demand in the teaching institutions and a shortage of learning resources. The OER that are created attempt to integrate the experience of students and teachers. The project involves, alongside the African partners, the Hewlett Foundation, OER Africa and the University of Michigan. One challenge is to create student demand for OER. We need policies to encourage OER use from primary school onwards.

3. International Institute for Water and Environmental Engineering (2iE)
Francis Sempore, (Burkina Faso)

In 2012 2iE has 1,000 students in 35 countries and 100,000 digital pages of OER for ODL. These are linked to other francophone resources. It aims to have all its courses online by 2015. OER are important because the digital divide is about learning materials as well as connectivity. The OER encourage student-directed, independent learning. It is necessary for OER to be part of ICT policies supporting education and for this the engagement of management is essential. I2E uses team approaches to OER development and has a good technical framework.

4. TESSA

Salome Okyerewa Essuman (Ghana)

TESSA involves 13 universities in 9 countries. It began in 2005 and creates teacher education resources for teachers in classrooms. It now has 19 programmes that reached 700 teacher educators and 300,000 classroom teachers in 2010. TESSA OER are now being adopted in India and Bangladesh. Research shows that TESSA materials improve classroom practice because they are school based. There is very good collaboration and coordination within the network, which takes a bottom up approach to creating OER with solid quality assurance. These OER are available as print, CD-Rom and online. However the lack of policy for OER use in the various countries is a challenge. At first teachers hesitate to adopt learner-centred pedagogy.

5. Commonwealth of Learning involvement in OER

Sir John Daniel (COL)

Trudi van Wyk (COL)

COL is the only intergovernmental agency with a corporate policy that requires it to publish its materials as OER wherever possible. Three particularly important projects based on OER are the Virtual University for Small States of the Commonwealth; a collaborative project between Botswana, Lesotho, Namibia, Seychelles, Trinidad & Tobago and Zambia that has created a complete senior secondary curriculum as OER' and the Commonwealth Certificate for Teacher ICT Integration.

6. Siyavula

Neels van der Westhuizen (South Africa)

This project has produced textbooks in Maths and Science for basic education as OER. 2 million copies have been printed, so every child can have a book. The books are collaboratively authored by volunteers, teachers, professors, and academics. The books link to OER in a variety of other media. Getting the texts formally adopted by the Ministry took a lot of lobbying.

7. OER in Francophone Africa

Jibril Koumtouzoua Touzi (Cameroon)

IFADEM is a project to create OER for French teaching at primary level. The FLOSS4Edu project is led by Nicholas Kimolo (Kenya) and is done on WikiEducator.

Discussion

Points raised in discussion included:

- OER are an incentive for pedagogical innovation.
- It is important to invest in curriculum design.
- We need new business models for OER that combine business and openness.

- It is still important to raise awareness about what OER are.
- The emergence of OER communities should be encouraged.
- More research on OER is needed.

Panel Discussion: Voice of Policy-Makers

Chair: Mr Joshua Mallet, (Ghana)

1. Dr Dr El Van Staden, (DHET South Africa)

There are great disparities between the 23 universities in South Africa. The Department of Higher Education is developing a framework of policies to guide the university system, such as policies for ODL or eLearning. Expanding access and promoting equity are priorities for the South African government. Hence, if eLearning and OER can support these objectives, they will have an important role. In the next two years DHET has dedicated funding to technology improvement.

2. Mr Alex Souffe, (Head of Education of the University of the Seychelles, and associated with the Ministry of Education)

There is limited experience in the Seychelles as the University is only two years old. Its Education Department is part of the Ministry of Education. Responsibility for Tertiary Education is devolved to the University. However there is a willingness to get involved in OER in order to become aware of the potential of ODL in general and OER in particular, in order to demonstrate that ODL is not “second-best” and can be better than traditional resources. Seychelles’ involvement in OER related activities includes participation in the Open Schooling project COL (OER4OS) and TESSA. A mechanism exists for accrediting resources produced locally financed by the government. The University of the Seychelles has a partnership with UNISA and is using their programmes. The University would like to tap the potential of OER more widely and engage with new partners.

3. Dr Kilemi Mwiria (Deputy-Minister of Higher Education, Kenya)

The Ministry of Education of Kenya needs to invest more money to find solutions to the dramatic expansion of access to education and ensure its quality. It was proposed to create a department, or a unit, for OER within the Ministry of Education. This unit, which need not be large, would have expertise in OER, champion it, mobilize resources, and organize workshops for parliamentarians on OER benefits so that obstacles can be removed. Supportive policies and incentives need to be developed: improving computer literacy, providing IT facilities for faculty and making publications available. At lower levels of education primary education directors and administrators need to be involved in forming networks, harmonizing initiatives, creating clearing-houses and supporting each other.

Discussion:

Issues raised in the discussion were summarized in the following 9 points:

- Develop adequate policies
- Assure funding (governments, donors, international organisations, institutions)
- Partnerships at different level and with a variety of stakeholders
- Institutionalization of OER (desks, agencies, departments)
- Develop incentives
- Start at basic level
- Lobbying in government: parliamentarians who understand us
- Leadership with vision
- Infrastructure

Plenary Discussion: Policy issues and recommendations from governments

Facilitated by Stamenka Uvalic-Trumbic

The discussion continued the elaboration of the previous panel discussions and is summarized as follows:

- Expand access to education and make it more equitable (democratizing knowledge outputs)
- Connectivity and mobile technology
- Systemic integration of OER as good resource utilization
- Sustainability of OER through partnerships and new business models
- Sharing OER across languages
- Exploiting OER in TVET and links with Industry
- Sharing knowledge about policy making about OER
- Special structure in governments for OER
- Use of open formats
- Resource based education in primary school
- Research on use of OER

DAY 2: 22 February 2012

Presentation: Why the Paris Declaration?

Abel Caine from UNESCO Headquarters presented the OER Congress and the process leading to the drafting of the Paris Declaration. The Declaration drafting process will involve all the regional inputs, giving ownership to those that have participated in the broad consultative process. Although the Declaration will not be legally binding, it will serve to inspire governments in further policy development related to OER. Following the World OER Congress, depending on UNESCO decision-making bodies and processes, the Declaration may well develop into a stronger instrument and be presented at the 2015 General Conference of UNESCO as an element of contributing to the Millennium Development Goals. Abel Caine invited participants to contribute to the Declaration by breaking into five discussion groups.

Issues and Recommendations for the Paris declaration: input from Africa

Facilitators: Abel Caine and Jaco du Toit

Recommendations from the five groups included the following:

Preamble and structure:

- make reference to the Universal Declaration of Human Rights and the two OER Declarations
- Place the present 'Conclusions' at the beginning.

Recommendations to the text of the Declaration:

- Give more emphasis to connectivity and infrastructure: i.e. affordable internet connectivity, widespread mobile technology and reliable electrical power are essential for effective use of ICTs in Africa;
- Flag OER benefits more prominently: especially in contributing to social justice agendas of widening access and social inclusion, not neglecting special needs education;
- Make reference to OER benefits of cost-efficiency and contribution to learning outcomes;
- Emphasise relevant local content;
- Include OER across all levels of education;
- Call for governments to adopt local licences themselves;
- Promote partnerships with a wide range of actors/stakeholders: education ministries, telecommunication, industry, media as part of creating new business models for OER;
- Encourage research on OER to support public investment;
- Make reference to sharing OER across languages;
- Mention the need for capacity building for OER including computer literacy;
- Recommend that materials produced with public funds be made available under open licenses.

These recommendations will constitute the Africa-specific input to the Paris Declaration and serve as basis for the elaboration of version 2 of the Declaration.

Wrap-Up and Way Forward

In his concluding remarks Sir John Daniel detailed the next steps in the project and expressed his great pleasure at the richness, the outputs and the high standards of the discussions. He also expressed his deep gratitude to UNISA for its generous hospitality and excellent facilities.

The next steps are as follows:

- The redrafted Paris Declaration v.2 will be made available for comments for one week time on the OER Congress Weebly;
- The finalised Declaration v.2 will be taken to the Latin American Forum for further input at the end of March.
- A final draft of the Declaration will be submitted to the International Advisory and Liaison Group (IALG) at its meeting on 11 May 2012. This Group will also constitute the Drafting Group at the Congress itself.
- A Summary Report from the Africa Forum will be produced and posted within a week; this report, together with the Declaration v.2 will constitute the specific input from Africa.
- The Summary Report and the Paris Declaration v.2 will be sent to all Ministers from Africa that were invited to the Forum and to all participants.

(Annex 3: Paris Declaration v.2)

Stamenka Uvalić-Trumbić
Senior Consultant
2012-02-27

Annexes:

1. List of participants
2. Agenda
3. Paris Declaration v.2

OER Regional Forum - Africa
Participants List

Last Name	First Name	Country	Gender	Institution
Tau	Dr. Daniel	Botswana	M	BOCODOL
Thebenala	Ted	Botswana	M	Ministry of Education and Skills Development
Sempore	Francis	Burkina Faso	M	International Institute for Water and Environmental Engineering Institut International d'Ingénierie de l'Eau et de l'Environnement (2iE)
Jibril	Koumtouzoua Touzi	Burundi	M	Great Lakes Consulting FLOSS4EDU
Daniel	John	Canada	M	Commonwealth of Learning
van Wyk	Trudi	Canada	F	Commonwealth of Learning
Caine	Abel	France	M	UNESCO
Uvalic-Trumbic	Stamenka	France	F	Consultant
Essuman	Dr. Salome Okyerewa	Ghana	F	University of Education, Winneba
Mallet	Joshua Caleb	Ghana	M	Centre for National Distance Learning and Open Schooling (CENDLOS)
Mwiria	Dr. Kilemi	Kenya	M	Ministry of Higher Education, Science and Technology
Ngugi	Catherine	Kenya	F	OER Africa
Oojorah	Vicky Avinash	Mauritius	M	Mauritius Institute of Education [Centre for Open and Distance Learning]
Franque	Antonio	Mozambique	M	National Institute of Distance Education (INED) Ministry of Education
Rainde	Remigio Ernesto	Mozambique	M	
Du Toit	Jaco	Namibia	M	UNESCO Windhoek

Last Name	First Name	Country	Gender	Institution
Karipi	Edwig	Namibia	F	
Sakatolo Zambeze (Jean Baptiste)	Kakoma	Rwanda (Democratic Republic of	M	National University of Rwanda School of Public Health
van Staden	Dr EL	SA	F	Department of Higher Education and Traning
Souffe	Alex J.	Seychelles	M	School of Education University of Seychelles
Botha	Dr JC	South Africa	F	UNISA
Bulling	Pat	South Africa	F	Department of Higher Education and Traning
Butcher	Neil	South Africa	M	SAIDE
Czerniewicz	Associate Professor Laura	South Africa	F	University of Cape Town
Glennie	Jennie	South Africa	F	SAIDE OER Africa
Joshua	Dr. Jenny	South Africa	F	Department of Basic Education
Koen	Monica	South Africa	F	Department of Higher Education and Traning
Majhile	Oupa	South Africa	M	UNISA
Makoe	Dr Makoe	South Africa	F	UNISA
Mays	Tony	South Africa	M	SAIDE
Mokwena	L.	South Africa	F	Department of Higher Education and Traning
Patel	Firoz	South Africa	M	Department of Higher Education and Traning
Ryan	Prof PD	South Africa	F	UNISA
Shasha	M.R.	South Africa	F	Department of Higher Education and Traning
Singh	Aruna	South Africa	F	Department of Higher Education and Traning

Last Name	First Name	Country	Gender	Institution
Singh	Divya	South Africa	F	UNISA
van der Westhuizen	Neels	South Africa	M	Siyavula, OER Publisher
Sukati	Professor C. Walter	Swaziland	M	University of Swaziland IDE
Vilakati	Nokuthula Thembi	Swaziland	F	University of Swaziland IDE
Kwesigabo	Gideon Paul	Tanzania	M	Muhimbiu University
Mafumiko	Dr Fidelice, MS	Tanzania	M	Institute of Adult Education MOEVT
Bazeyo	Dr. William	Uganda	M	School of Public Health Makerere University
Mayega	Dr. Roy	Uganda	M	School of Public Health Makerere University
Nanyanzi	Angela	Uganda	F	School of Public Health Makerere University
Serwadda	Professor David M.	Uganda	M	School of Public Health Makerere University
Hanss	Ted	USA	M	University of Michigan

Fostering Governmental Support for OER Internationally

African Regional Forum

Objectives of the regional policy forum are to:

- intensify dialogue with Governments on OER;
- showcase local OER policies, experts and initiatives; and
- contribute to the drafting of the Paris Declaration

21 February 2012

8:30 – 9:00	Opening and welcome	Professor MS Makhanya Principal and Vice Chancellor, UNISA
9:00 – 9:30	Presentation: Background to the Regional Policy Forum and Update on Progress	Sir John Daniel President and CEO, Commonwealth of Learning & Ms Stamenka Uvalić-Trumbić Senior Consultant
9:30 – 10:00	Keynote: OER – a matter of public policy?	Mr Firoz Patel: Deputy Director-General: Human Resource Development, Planning and Monitoring Coordination Department of Higher Education and Training South Africa
10:00 – 10:30	Plenary Discussion: Why OER should become a matter of public policy?	Facilitated by: Sir John Daniel Project Director
10:30 – 11:00	Tea/Coffee	
11:00 – 13:00	Panel Discussion: Voice of practitioners Chairperson: Ms Jenny Glennie, South Africa	<ul style="list-style-type: none"> • OER Africa, An initiative of SAIDE Ms Catherine Ngugi, Kenya • OER Health Alliance Dr David Serwadda, Uganda • International Institute for Water and Environmental Engineering Mr Francis Sempore, Burkina Faso • TESSA Dr Salome Okyerewa Essuman, Ghana • COL OER Initiatives Sir John Daniel/Trudi van Wyk, Canada • University of Yaounde Dr Laurent Marcel Fouda, Cameroon • Siyavula Mr Neels van der Westhuizen, South Africa • OER in Francophone Africa Mr Jibril Koumtouzoua Touzi, Cameroon
13:00 – 14:00	Light Finger Lunch	
14:00 – 15:00	Panel Discussion: Voice of policy makers Chairperson: Mr Josua Mallet, Ghana	<ul style="list-style-type: none"> • Dr Kilemi Mwiria, Kenya • Mr Alex Souffe, Seychelles • Mr Hadji Ndiaye, Senegal • Dr EL van Staden, South Africa
15:30 – 16:30	Plenary Discussion: Policy issues and recommendations from governments	Facilitated by Ms Stamenka Uvalić-Trumbić Senior Consultant
16:30 – 17:00	Wrap Up and Closure Day 1	
17:00 -	Tea/Coffee	

22 February 2012

8:30 – 8:45	UNISA – A Video Introduction	
8:45 – 9:15	Presentation: Why the Paris Declaration? Draft Declaration	Mr Abel Caine - UNESCO
9:15 – 10:30	Group Discussions (Working Session): Issues and recommendations for the Paris Declaration	Chair persons: <ul style="list-style-type: none">• Sir John Daniel – Project Director• Ms Stamenka Uvalić-Trumbić - Senior Consultant• Ms Trudi van Wyk - Project Officer, COL• Mr Abel Caine - Project Officer, UNESCO• Mr Jaco du Toit – Project Officer, UNESCO
10:30 – 11:00		Tea/Coffee
11:00 – 12:30	Group reports Plenary discussions Issues and recommendations for the Paris Declaration	Facilitators: Mr Abel Caine and Mr Jaco du Toit - UNESCO
12:30 – 13:00	Wrap Up and Way forward	Sir John Daniel President and CEO, Commonwealth of Learning
13:00 – 14:00		Light Finger Lunch

**2012 WORLD OPEN EDUCATIONAL RESOURCES (OER) CONGRESS
UNESCO, PARIS, JUNE 20-22, 2012**

DRAFT DECLARATION (VERSION 2) (AFTER AFRICA POLICY FORUM - 2012-02-23)

Note on the drafting process

A first version of a Draft Declaration on OER for submission to the World OER Congress was prepared by the Secretariat following the first meeting of the International Advisory and Liaison Group (IALG) held at UNESCO, Paris on December 19, 2011. It was presented for further comment and editing at a regional policy forum for Africa held in Pretoria on 21/22 February 2012. This second version was prepared following discussions at that event. It will be further refined at similar policy forums in all UNESCO regions and the resulting text will then be reviewed by the IALG when it meets on May 11, 2012 prior to submission to the Congress. Successive drafts will be posted on the UNESCO (www.unesco.org/oercongress) and Commonwealth of Learning websites (<http://oercongress.weebly.com/paris-declaration.html>).*

**The IALG to the COL/UNESCO project Fostering Governmental Support for Open Educational Resources Internationally is composed of up to 15 members identified by UNESCO's regional electoral groups and representatives from NGOs and other IGOs (e.g. OECD, Creative Commons, OER Africa). It is co-chaired by the UNESCO ADG/CI and the President of COL.*

Preamble

The Universal Declaration of Human Rights (Article 26.1) states that: "Everyone has a right to education".

In 2000 the Millennium Declaration and the Dakar World Forum on Education for All defined a challenging agenda for the expansion and improvement of education and training, setting a number of targets to be achieved by 2015.

Information and communications technologies (ICTs) can help to ensure equitable access to educational opportunities throughout the world. Having learning materials freely available for adaptation and repurposing can reduce the cost of expanding educational opportunities.

Open Educational Resources (OER) are teaching, learning and research materials in any medium that reside in the public domain or have been released under an open licence that permits access, use, repurposing, reuse and redistribution by others with no or limited restrictions. The term OER was coined in 2002 at a UNESCO Forum on the Impact of Open Courseware for Higher Education in Developing Countries.

In 2003 the World Summit on the Information Society (WSIS) adopted specific targets in its Action Plan, namely by 2015:

- To connect universities, colleges, secondary schools and primary schools with ICTs
- To adapt all primary and secondary school curricula to meet the challenges of the Information Society, taking into account national circumstances;
- To encourage the development of content and to put in place technical conditions in order to facilitate the presence and use of all world languages on the Internet; and

- To develop distance learning, training and other forms of education and training as part of capacity building programmes. The steady expansion of the availability of ICTs can contribute to the attainment of these goals, in particular by facilitating the creation, distribution, repurposing and use of OER.

In 2007 over 2,000 institutions and individuals signed the Cape Town Open Education Declaration which included a call for governments and institutions to make open education a high priority. In 2009 the Dakar Declaration on OER (La déclaration de Dakar sur les REL), supported by UNESCO, l'Agence universitaire de la francophonie (AUF) and the Organisation Internationale de la francophonie (OIF) emphasised 'awareness raising among policy makers ...to promote the emergence of regulation on OER'.

These declarations attest that OER can contribute to human development by:

- assisting the achievement of Education for All;
- giving greater impact to public funds invested in education; and
- facilitating the creation of a global intellectual commons

The roles of governments/competent authorities in education and their relationships with institutions in different education sectors vary widely from country to country. However, governments/competent authorities usually have an important policy-setting role in their education systems.

In this context, governments/competent authorities may choose to require that educationally useful material developed with public funds be made available under open licences. Sharing educational materials widely has significant potential to improve the quality, transparency, accessibility and local relevance of learning resources. Likewise, governments/competent authorities can use open licensing regimes to increase the leverage of public investments in learning resources by facilitating their widespread re-use with minimal additional investment.

In this context, governments/competent authorities attending the UNESCO World OER Congress declare that they will:

- Contribute to raising awareness of key OER benefits.* The use of OER can help to widen access to education at all levels and contribute to social inclusion, gender equity and special needs education. Greater use of learning resources can improve both cost-efficiency and learning outcomes.
- Create enabling environments for the promotion and use of ICTs.* Adequate infrastructure, especially affordable Internet connectivity, widespread mobile technology and reliable electrical power is essential for the effective use of ICTs. Improving media and literacy skills and encouraging the development and use of learning materials in digital formats as OER will foster quality teaching and learning.
- Promote and adopt open licensing frameworks.* An open licensing framework could form part of an overall policy framework on Intellectual Property Rights (IPR) and copyright in education spanning both research and teaching activities. It might also cover the copyright and IPR status of educational materials produced by government departments and agencies. In order to use learning resources confidently, education communities need to understand intellectual property rights and the nature of open licensing.
- Promote and adopt open standards.* Adopting appropriate open standards can help to facilitate sharing of educational resources by ensuring the availability of editable electronic documents in diverse media regardless of changing software. Such standards could cover educational materials produced by government departments and agencies and government-supported institutions that develop educational resources.

- e. *Support the sustainable development, quality and sharing of learning materials.*
Education institutions need supporting, individually or collectively, in their efforts to produce and share high quality educational resources. This could include initiatives to develop local content and regional/global efforts to develop OER repositories and directories, as well as fostering quality assurance mechanisms to promote quality and relevance in OER.
- f. *Encourage development of OER in a variety of languages.* Although, as in earlier Internet-related developments, many of the first generation of OER were created in English they are now appearing in many languages. Authorities should encourage the production and use of OER in local languages and intergovernmental organisations should encourage the sharing of OER across languages.
- g. *Foster the emergence of new business models for OER.* As technology creates new opportunities for sharing materials in diverse media, new business models, involving partnerships between the education, industry, media and telecommunications sectors are required to ensure sustainability.
- h. *Encourage research on the use of OER.* More research on the production, use and re-purposing of OER is required to provide a solid evidence base to support public investment in OER.
- i. *Require open licenses for educational materials produced with public funds.*
Governments/competent authorities may require that educationally useful material developed with public funds be made available under open licenses within a broader open access movement.

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