



REPORT

Africa Regional Consultation on Open Educational Resources

OER for Inclusive and Equitable Quality Education: From Commitment to Action

Date: March 2-3, 2017
Venue: Hotel Voila, Bagatelle, Mauritius



**REPUBLIC OF SLOVENIA
 MINISTRY OF EDUCATION,
 SCIENCE AND SPORT**





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1. Background:

1.1 Overview of the African Regional Consultation

The World OER Congress 2012, organised by the Commonwealth of Learning (COL) and UNESCO with the generous support of The William and Flora Hewlett Foundation, led to the adoption of the *OER Paris Declaration*¹ by delegates from 70 countries. At that time, the global open educational resources (OER) community focused on securing governmental support for OER. Since 2012, many governments and educational institutions have committed to policies in support of OER, and there is increased awareness and funding in many countries for the creation and distribution of OER. To mark the five-year anniversary of the OER Paris Declaration, and to review the progress made so far, the Hewlett Foundation supported COL in organising six regional consultations in collaboration with UNESCO, the Government of Slovenia, and other partners. These consultations will lead to the 2nd World OER Congress, which will be held in Slovenia in September 2017 and will be organised by UNESCO and the Government of Slovenia.

The African regional consultation provided a renewed commitment by the African participants to develop policies around Open Educational Resources with the help of COL and UNESCO. The theme of the regional consultation was “OER for Inclusive and Equitable Quality Education: From Commitment to Action.” Africa has different priorities and needs, namely electricity, water and health. However quality basic education remains an important area to meet SDG4 and the expected outcome of the meeting was to devise collaborative consensus-based strategies to reach this goal, building on the shared goals of the African nations. Held over two days, the workshop suggested examples and models available for mainstreaming OER in support of achieving SDG4. Annex 1 of this report contains the programme schedule.

1.2 Goals

The main goals of the regional consultation were to:

- identify the current status of the recommendations made at the World OER Congress 2012, amongst the key stakeholders, the policy makers, and the OER communities;
- initiate discussions regarding the identified challenges to mainstreaming OER, and formulate strategy recommendations to mitigate the challenges;
- build awareness amongst key stakeholders about the objectives of the 2nd World OER Congress and make recommendations for consideration; and
- encourage more governments to commit to the adoption of open licensing policies for educational materials developed with public funds.

¹ http://www.unesco.org/fileadmin/MULTIMEDIA/HQ/CI/CI/pdf/Events/Paris%20OER%20Declaration_01.pdf

1.3 Partners

The Africa RCOER was organised by COL with the collaboration and support of the following partners:

- UNESCO
- Ministry of Education and Human Resources, Tertiary Education & Scientific Research, Mauritius
- Government of Slovenia
- William and Flora Hewlett Foundation

2. Participants

The Africa RCOER brought together government officials and key stakeholders in the region to share policy initiatives and OER practices, and to discuss concerns and issues for mainstreaming OER to support inclusive and equitable quality education. Forty six participants from 23 countries attended the consultation (43% female and 57% male). (See Annex 2 for the list of participants). Participants came from French, Portuguese and English-speaking countries. Translation services ensured that everyone had a voice and was well understood.

3. Information Base:

COL has published a background paper and is in the process of collecting data to prepare the *World OER Report*, which will be presented at the 2nd World OER Congress. The relevant information is as follows:

- *Background Paper: Regional Consultations*²
- A government survey sent by Member States of COL and UNESCO (available in English and French) which was also distributed to participants at the meeting to fill in manually.
- A stakeholder survey, which COL posted online at <http://rcoer.col.org/surveys.html> and publicised via social media.
- *The OER in the Commonwealth 2016 survey and results*³

² http://rcoer.col.org/uploads/2/2/8/4/22841180/oer_rc_-_background_paper.pdf

³ <http://oasis.col.org/handle/11599/2441>

4. Proceedings of the Technical Sessions:

Day 1 (March 2nd 2017)

4.1 Opening Session: Inauguration

4.1.1 Welcome by Prof. Asha Kanwar, President and CEO, COL

Professor Asha extended a very warm welcome to the participants of the fourth OER regional consultation and thanked the Minister Hon Leela Devi Dookhun Luchoomun for her support in hosting the meeting in Mauritius. She highlighted that Mauritius has played a key role in the Commonwealth and hosted the 18th Conference of Commonwealth Education Ministers in 2012 that highlighted in its Communique the role of OER. She recalled the mission of COL, highlighting COL's belief that learning must lead to sustainable development. Sustainable Development Goal 4 was echoed in the discourse and it was also argued that early reports revealed that many countries would fall way behind the 2030 target. As such, innovative approaches were required to achieve both speed and scale. Prof Kanwar stated that OER has a tremendous potential for increasing access and reducing the costs of quality education. Professor Kanwar said that COL had been promoting the development and sharing of educational materials even before the term OER had been coined in 2002. Within Commonwealth Africa, national OER policies had been developed in South Africa and Seychelles, and institutional OER policies were already in place in many institutions in Africa including the University of South Africa, National Open University of Nigeria and the Open University of Tanzania. COL is currently supporting three ODL/OER Chairs in Africa working to promote quality teaching and learning.

She also recalled that one of the major global OER statements was the Cape Town Declaration adopted in 2007 and was delighted that the year 2017 is celebrated all over the world as the 'year of the open' and both the OER Regional Consultations together with the 2nd World OER Congress were happening in the same year.

She mentioned that Africa has many successful OER initiatives: OER Africa, Research in OER 4 Development (at University of Cape Town) and SIYAVULA, to name a few. Professor Kanwar urged other institutions to adopt similar approaches and replicate the successful OER examples in their own countries.

4.1.2 Remarks from UNESCO by Zeynep Varoglu, UNESCO

Ms Zeynep Varoglu, Programme Specialist, Communication and Information Sector, UNESCO introduced the 2030 Agenda for sustainable development and commented that

according to the 2016 UNESCO monitoring report⁴, it would be almost the 22nd century before we truly achieve SDG4 worldwide. She cautioned against the “education as usual” approach and stressed the fact that OER could provide an opportunity for harnessing ICT to share knowledge in an open and cost-effective manner world-wide. She highlighted how UNESCO has partnered with COL and other partners to implement the Paris 2012 Declaration with a focus on supporting policy and capacity building. The 2nd World OER congress would now emphasise the progress made and identify the solutions to the challenges of mainstreaming OER. Ms Varoglu gave an overview of how the Regional consultations organised by COL were an integral part of the 2nd World OER Congress and concluded by stating that OER, which represent an innovation for sharing knowledge, is a vital tool in our efforts to support quality lifelong learning opportunities for all.

4.1.3 Remarks from Government of Slovenia by Gasper Hrastelj, Deputy Secretary General, Slovenian National Commission for UNESCO

Mr. Hrastelj began by expressing his appreciation for everyone playing an active role in preparing for the 2nd World OER Congress, as well as for Professor Kanwar and the COL team, and Ministry of Education and Human Resources, Tertiary Education & Scientific Research, Mauritius for hosting the workshop. He was confident that Slovenia would manage the upcoming congress well, as there is political support from the Slovenian government and financial support from donors. The Congress, he said, would move from commitments made in the 2012 Paris Declaration to establishing a plan of action for international collaboration in OER. He extended the country’s invitation to participants to attend the 2017 congress.

4.1.4 Address by Hon. Mrs Leela Devi Dookun-Luchoomun, Minister of Education and Human Resources, Tertiary Education and Scientific Research

The Minister welcomed the participants from the Africa region recognising the importance of the consultation to bring together government officials and key stakeholders in the Africa Region to share policy initiatives and OER practices. She highlighted two recommendations from the Paris OER Declaration namely:

- 1) The promotion and use of OERs clearly help to both increase and widen access to education at all levels, lifelong learning and non-formal education.
- 2) Encourage the open licensing of educational materials produced with public funds.

⁴ Global Education Monitoring Report 2016, Education for People and the Planet, Creating Sustainable Futures for All : <http://unesdoc.unesco.org/images/0024/002457/245752e.pdf>

She stressed that both public and private providers of education in countries are entitled to access OER and that the keyword is sharing and addressing the challenge for the development of a supportive policy environment.

The Hon minister assured the participants that the New Strategy paper on Special Education Needs would use OER as well as the Student Support Programme for lower secondary students in Mauritius. This would be in the form of a dedicated website where the students would be able to access quality additional support material to consolidate their learning.

She ended her speech by thanking COL, UNESCO and all participants for the buoyant atmosphere and quoted Nelson Mandela “When water starts to boil, it is foolish to turn off the heat.” She then declared the Africa Regional Consultation on Open Educational Resources (OER) open. Full text of her speech is at Annex-3.

4.1.5 Vote of Thanks by Dr. Sanjaya Mishra, COL.

Dr Sanjaya Mishra expressed thanks to the Ministry of Education and Human Resources, Tertiary Education and Scientific Research on behalf of COL and the partners. He acknowledged the strong support received from the staff at the Ministry and conveyed his appreciation and sincere gratitude for the collaboration.

Dr Mishra thanked all the delegates for joining the meeting despite the challenges of long travel. He assured that at the end of the two days meeting, the delegates working together would be in a position to come out with concrete action and that the list of commitments would add to the global report leading to the 2nd World OER Congress. He once again thanked everyone, especially the honourable Minister Mrs. Leela Devi Hookun-Luchoomun.

4.2 Technical Session-1: Overview of the Regional Consultations by Prof Asha Kanwar and Sanjaya Mishra, COL

Prof Kanwar presented an overview of the surveys currently in progress to provide a context for detailed deliberation. She shared the processes behind the regional consultations and the surveys, and share the data analysed as of February 5, 2017. During her presentation she also provided an overview of the discussions in the Asia, Europe and Middle East and North Africa (MENA) regional consultations. Some of the highlights of her presentation are:

Government Survey:

- Of the 55 responses to the Government survey, the highest number came from Africa with 22.

- 36 countries had indicated the existence of policy support for OER; of which 26 indicated policy being available at the national level. This was in contrast to the 25 national level policies documented in the Creative Commons policy registry.
- Many were considering the development of national OER policy.
- Barriers to OER included: insufficient access to quality content (72.73%); lack of appropriate policies (67.27%); lack of users' capacity (60%); unavailability of credible business models (49.09%); language and cultural barriers (43.64%).

Stakeholder Survey:

- There were 499 responses to the survey at the cut-off date, of which 57.52% were male and 41.28% were female.
- Asia and the Pacific region submitted the maximum number of responses while the MENA region had the least.
- The majority (44.29%) of the respondent had over 20 years of experience. Their main experience was in teaching (43.89%). The majority of the respondents were from colleges and universities (64.93%).
- 80% of the respondents were aware of OER: did it mean that there was increased awareness or were only the converted being surveyed?
- While there are many OER repositories, awareness and use by the stakeholders was limited.
- Some of the major benefits perceived by the stakeholders included: reduced costs of learning materials, access to quality materials, continuous quality enhancement, saving teachers' time.
- Barriers indicated by the stakeholders were: lack of policy (60.12%), inadequate capacity (55.31%), and insufficient quality resources (48.9%).

Prof. Kanwar indicated that COL will continue to collect data till 15 June 2107, and then prepare two documents - one Global OER report, and the other a synthesis of the concrete actions recommended from all the regional consultations. Professor Kanwar emphasised that both these reports will suggest ways in which the community can contribute to promote the use of OER for inclusive and equitable quality education and how the community can collectively move from commitment to action. Full presentation of Prof. Kanwar is available at COL website⁵.

4.3 Technical Session-2: OER for equitable and quality education for all in Africa by Jenny Glennie, SAIDE

Jenny Glennie started by presenting the SDG4, as an ambitious goal including all levels of education. Ministers across sub-Saharan Africa (SSA) were working together to achieve these goals. Her presentation was based on four main axes:

⁵ <http://oasis.col.org/handle/11599/2714>

1. The Paris Declaration and SDG4: The value of OER is that it contributes to widening access, improving cost efficiency and the quality of teaching and learning outcomes. She mentioned how language issues need to be addressed for ensuring relevance and accessibility to OER in the African region.
2. Review some ways in which SSA was moving forward towards SDG4: Are we harnessing potential of OER to help solve key education challenges we are facing in Africa?
3. Highlight new initiatives: Real problem of small states is that they don't have a range of schooling programmes. There were also issues of reusing the resources by the institutions. She mentioned the well acclaimed TESSA project and another important initiatives contributing to address real challenges of accessibility and relevance – getting students to read. The African Storybook project was showcased as an open licensed website where you could read, adapt and create stories. To date there were 600,000 downloads of contextualised, multi-lingual story books that help build reading skills. The open license ensured that the barrier for translating the books into different languages was removed. It was also the open licence that allowed for reducing the vicious cycle of cost effectiveness for publishers. Thus, the project demonstrated the use of ICT for scalability and reducing distribution problems. The books were available for viewing on multiple digital devices, offline and online, digital and in print. The website consisted of 3640 stories in 104 languages from across Africa, and receives 35,000 downloads each month. Jennie also related how a laptop and data projector set in a library in slum areas had allowed 70 schools to see the story books, thus increasing possibilities for underserved children to be able to access these resources.
4. Suggest future actions: She suggested that it is important to focus on teacher education and think about how can we build on OER to move away from chalk and talk –towards activity based learning. In Higher Education, too few studies capture local knowledge, and teaching is still concentrated on transmission of knowledge. Textbooks are expensive and mostly out of date and do not reflect local contexts and learning outcomes are not met. We need to think about ways and means for translating and contextualising material to address local needs. Some of the actions mentioned were:
 - Building on the Paris and Qingdao (2015) Declarations, bridging the digital divide for equitable OER creation, redistribution and practices. Reliable bandwidth needed.
 - Encouraging the translation of OER in a variety of languages.
 - Increasing the education budget and making adequate allocations to materials with an open licence.
 - Encourage governments in SSA to take up OER and focus on teacher training for development of OER.

Suggestions/Comments from the floor:

1. Research and education networks responsible for providing bandwidth at university levels should be tapped for providing the required bandwidth.
2. In Togo OER is used to provide teacher training and to share common knowledge and different experiences.
3. Publishers are not ready to let go of their material. In many countries there are import duties on textbooks, and this is a problem. There is need to have the General History of Africa (UNESCO Publication) as OER so that it is available for everyone to access and re-contextualise or translate.

4.4 Technical Session-3: Use of OER and Open Textbooks

Open Textbooks in Africa, Presentation by Mark Horner, Siyavula

In this session, Dr. Mark Horner, the CEO of Siyavula presented a sustainable business model. Dr Horner opened his presentation by relating the philosophy of Siyavula which is a blend of community, openness and technology. Siyavula is a philanthropic foundation and viewed as a social enterprise where technology is used to influence education.

Dr Horner said that a catalogue of openly licenced textbooks both in print and online versions were produced. He stated that access to textbooks is a basic requirement but the format of the book makes no difference to learning.

The Siyavula model is based on a range of skills: from practicing to mastering and it has developed open textbooks with philanthropic support, which are being reprinted by the Government of South Africa to distribute to each of the students in the schools. However, Siyavula uses a service model to provide technology-based solutions to practice and master a subject. The objective is to restore love and passion for mathematics and science in a way that is accessible to all.

He emphasised that a clear policy of how OER are mainstreamed in education is required to be able to convince funders to continuously support new content development.

Open Educational Practices and Resources in the Global South: Recommendations for Government from the ROER4D Project: Presentation by Cheryl Hodgkinson-Williams, University of Cape Town

Cheryl Hodgkinson-Williams, University of Cape Town presented OER in the Global South. She examined the open licencing continuum in an explicit manner prior to clarifying what is OER and what is not OER. She said that instead of a default copyright, the default should be open. She also focused on the following:

- OEP: practices surrounding how we use OER and the pedagogical transformations that are required in the educational systems in the African region.
- Collaboration to leverage the power of technology and OER
- Open peer reviews
- Optimise the use of OER
- Shift from consumers to designers of learning

She emphasised the need for institutional policy for OER, and university lecturer's need to focus on open educational practice (OEP) and integrate OER in their teaching and learning. The latter becomes easier when there is a policy at the institutional level. But, engaging in OEP sometimes leads to policy and more effective adoption. Cheryl recommended:

- Increasing awareness, and advocacy
- Open Access Publishing
- OER repositories and services
- Policy support from government

4.5 Technical Session-4: Exploring National OER Practices and SDG4

Ms. Catherine Ngugi facilitated this session. She made a brief presentation on SDG4 to provide a background to the group work. She also listed the potential benefits of mainstreaming OER when talking about SDG4. Some of the points made in the presentation included:

- Contextualised and relevant materials
- Language and accessibility
- Retention of intellectual property rights
- Cultural relevance
- Increase efficiency and effectiveness of public funds spent on education
- Transformation of teaching and learning and the move towards open pedagogy
- Connecting communities of educators and learners around open content
- Expanding the use of the Internet and digital technologies in education
- Empowering educators

After this presentation, participants were asked to work on groups to discuss what national strategies, examples and models exist for mainstreaming OER, in support of achieving SDG4. Some of the key highlights of the group presentations are as follows:

Mauritius

- At the primary level the textbooks are digitized and available online but not released under Creative Commons.
- No National OER Policy. However the University of Mauritius has an e-learning policy that specifically supports the use of OER in the design and development of

courses. The University of Mauritius through the Centre for Innovative and Lifelong Learning (CILL) has a module on Open Educational Practices which is delivered to the BSc (Hons) Educational Technologies Top-Up programme. The CILL also is working with COL for delivering OER-based accredited courses.

- A national policy on OER, funding aspects for OER development, and capacity building of staff in OER adoption are required.

Namibia

- No National policy on OER. NAMCOL has approved a policy for ODL, making provision for OER adoption.
- In 2008, NAMCOL developed 5 subjects at secondary level with support of COL on a Moodle and NotesMaster platforms.

Malawi

- No OER policy yet, but some projects to develop OER materials in the College of Nursing, the College of Agriculture and Malawi College of Distance Education.
- Repurposing existing materials for ODL but not yet released as OER.
- COL supported the college to develop OER for some technical subjects. These are not yet on a platform.
- Need for an OER policy - Need to strengthen existing projects and to find sustainability for the projects after funding phases out.

Zambia

- In 2015 Zambia began to revisit existing policies, and Zambia College for Distance Education was identified for adopting OER. Worked with COL to train teachers (secondary education).
- Radio content is provided as free resources.
- A coherent policy is needed to implement the framework focusing on teacher training, strategies for adoption of OER and reuse.
- Broadband strategy and an OER portal (elearning) for the Ministry of General Education in progress.

Mozambique

- Has an ODL policy. No OER policy
- Training ongoing to put materials online
- Government provides facilities -resource centres for ODL access.

During the presentations, it was clear that with the exception of South Africa and Seychelles, no other country has an OER policy at the national level, though many institutions have developed OER policies. Ghana indicated that the OER policy development process is over, and a draft OER policy is currently available.

4.6 Technical Session-5: Strategies for Mainstreaming OER

This session was facilitated by Ms Zeynep Varoglu of UNESCO. She made a short presentation to highlight the challenges to mainstream OER.

- Capacity of users to access, re-use and share OER
 - Skills needed to find/share/create/re-mix OER effectively.
 - Simplification and popularization of OER storage and retrieval systems.
- Language and culture issues
 - Use of OER in different languages (focus on languages other than English)
 - Issues related to the sharing of knowledge in different cultural contexts (who can produce, what makes it relevant, value of sharing knowledge freely)
- Ensuring inclusive and equitable access to quality OER
 - Accessibility issues vs creating, sharing, and/or re-mixing OER (emphasis laid on accessibility for persons with disabilities as 15 % of the world's population of 7 billion people has a disability)
 - Quality Assurance: Further study and dissemination of best practices of quality assurance mechanisms applicable to all educational resources including OER, including through further peer review mechanisms
 - ICT Environments: OER is mobile-friendly both to share, create, and/or re-mix. There is call for a shift from not only consuming OER but also producing OER using available technologies.
- Changing business models
 - The digitization of information, combined with its increasingly widespread dissemination
 - Issue related to a win-win situation to address the business model so that publishing industry could also benefit.
- The development of supportive policy environments
 - Governmental, institutional policy to support the use of OER

Participants worked in groups to discuss the challenges to mainstreaming OER and presented their views in a plenary session:

Business Model: While there is lack of information on business models for OER, it is important to focus on the following:

- Breakdown to the basic components of a Business Model, eg. costs of creating OER, training of trainers, awareness campaigns, teaching and learning materials for inclusiveness (Braille, translation costs)
- A model to empower teachers to create their own OER
- Engaging with the publishers to follow a service model (eg. Siyavula)

Ensuring Equitable Access to OER: Electricity and connectivity is still a problem in many parts of Africa, and there is need for governments to focus on increasing basic facilities and broadband connections. The solutions lies in:

- Providing alternative access to digital textbooks by providing printed hard copies.
- Making OER available on mobile devices, as these are available to many in Africa.

Capacity Building: Awareness and understanding of OER is a major problem in governments as well as in teaching institutions. The following approach may be taken:

- Focus on continuous capacity building and advocacy as a regular practice.
- Focus on training in-service and pre-service teachers on OER.
- Training students and librarians in the use of OER.

Language and Culture: Africa is a multi-lingual continent, and a melting pot of different cultures. As most of the OER are available in English, it is important to build capacities to translate available OER into local language to make these effective in teaching and learning. Developing local culturally sensitive OER needs to be encouraged. Governments need to promote:

- Translation of existing OER
- Development of fresh OER in local languages
- Creation of OER on local heritage and culture.

Policy: Policy plays an important role, as funding is attached to policy. There is a need for national policies that encourage institutional policy development on OER. Governments need to provide adequate funds on OER integration in schools.

Day 2 (March 3rd 2017)

Dr. Sanjaya Mishra started the second day of the workshop with a summary of the Day 1 activities. He reminded participants who had not yet filled in the survey questionnaire for stakeholders to do so by clicking on <http://rcoer.col.org/>. The purpose of the survey was to establish a global understanding of national OER development. Participants completed the surveys before the technical session started.

4.7 Technical Session-6: Overview of the 2nd World OER Congress

Mr. Hrastelj invited all participants to attend the 2nd World OER Congress, scheduled to be held in Ljubljana, Slovenia, from 18 to 20 September 2017.

He provided a short background summary of events leading to the organisation of the Congress and the involvement of the Government of Slovenia in the process. He informed participants that Slovenia had the UNESCO Chair on Open Technologies for OER and Open Learning since 2014, and participated in the OER Road Map Meeting organised by UNESCO in Paris in March 2016. Through a resolution, the UNESCO Executive Board recommended that a feasibility study be conducted to consider proposals for the next steps regarding international collaboration on OER. Slovenia had taken the initiative to liaise with UNESCO to host the 2nd World OER Congress to mainstream OER and foster international collaboration. He informed that ministers, officials, experts and stakeholders in the OER landscape will be invited to chart the next course of action. The

event will provide sufficient opportunity for networking and collaboration and side events.

4.8 Technical Session-7: Concrete action as African inputs to the 2nd World OER Congress

The participants were divided into five groups to address challenges and solutions and to prepare inputs on strategies for mainstreaming OER into the planning of the 2nd World OER Congress. This session was moderated by Dr. Sanjaya Mishra. A Google document was prepared online for all groups to work directly in a collaborative manner. This allowed all the groups to know what the other group was discussing, and therefore this activity was highly appreciated by the participants. The framework developed at the previous regional consultations was used and the groups worked on developing concrete actions that various stakeholders such as governments, educational institutions, quality assurance agencies, private sector (Publishers), civil society, teachers, learners and associations, could undertake. Participants from Africa added an additional stakeholder to the list, and emphasised the role of public libraries and librarians as key players to mainstream OER.

All the suggestions for action received from different workshops/ consultations will be compiled and presented at the 2nd World OER Congress.

4.9 Closing Session

Dr. Sanjaya Mishra initiated the closing session, and expressed thanks to all the participants and said that despite challenges 46 participants from 23 countries could attend this regional consultation. He summarized some of the important highlights as follows:

- There were participants from Spanish, Lusophone, Francophone and Anglophone countries. Thanks to UNESCO for making simultaneous translation from French and English possible as that contributed to the smooth conduct of the proceedings.
- The discussions in the meeting opened up the question of what constitutes a policy, and how a commitment is different from a policy, which is a detailed articulation of intention with clear programmes and schemes to support OER.
- Major challenges remain in providing electricity and connectivity in schools to mainstream OER.
- Mobile access has increased, and mobile friendly OER could be the way forward.
- Several good examples were also shared with respect to OER development and use. Some of these are Siyavula, African Storybook, and OER Africa's several projects.
- Role of libraries and librarians was highlighted as key to mainstreaming OER.

Besides the major discussions around OER and the 2nd World OER Congress, certain important achievements of the regional consultations was to provide sensitization on OER for many of the participants. It helped some participants to become OER champions, and also provided a basis for regional cooperation and understanding amongst participants.

Dr. Mishra shared the information about the several resources on OER that COL has developed and encouraged participants from non-English speaking countries to translate these. There is a short course on OER that can also be completed and a certificate generated. He emphasised that the OER movement is all about content development, continuous capacity building, and collaboration to avoid reinventing and duplication of efforts.

He thanked all the participants, the Ministry of Education, Human Resources, Tertiary Education and Scientific Research, with special thanks to Honourable Minister, Mrs. Leela Devi Dookun-Luchoomun. He also thanked all the partners: UNESCO, Government of Slovenia and Hewlett to make this whole process a success.

Closing remarks were shared from UNESCO and Government of Slovenia by Ms Zeynep Varoglu and Mr Gašper Hrastelj respectively. Mr Kiran Bhujun, Director, proposed a vote of thanks on behalf of the host, the Ministry of Education and Human Resources, Tertiary Education and Scientific Research, Mauritius. He expressed gratitude to COL for choosing Mauritius as the venue for the regional consultation, and all the participants from 23 countries to have joined the meeting. He also appreciated the contributions of all the people working behind the scenes to make the event a success, including the interpreters and the hotel staff.

ANNEX-1: Agenda for Africa Regional Consultation for OER

Date: March 2-3, 2017

Venue: Hotel Voila Bagatelle, Mauritius

Theme

OER for inclusive and equitable quality education: from commitment to action.

Objectives

1. Review the progress of OER since the World OER Congress 2012;
2. Identify strategies for mainstreaming OER;
3. Agree on action points that can be presented at the 2nd World OER Congress;
4. Showcase innovative and promising practices in OER policies and initiatives in the region.

Expected Outcome

Strategies, examples and models available for mainstreaming OER in support of achieving SDG4.

This Regional Consultation will be held in the format of a workshop.

Day 1: March 2, 2017	
Time	Session
8:30-9:00	Workshop Registration
9.00 – 9.45	Workshop Inauguration <ul style="list-style-type: none"> • Welcome by <i>Prof. Asha Kanwar, President, COL</i> (10 mins) • Remarks from UNESCO by <i>Zeynep Varoglu, UNESCO</i> (5 mins) • Remarks from Government of Slovenia by <i>Gašper Hrastelj</i> (5 mins) • Address by <i>Mrs. Leela Devi Dookun-Luchoomun, Minister of Education and Human Resources, Tertiary Education and Scientific Research</i> (20 minutes) • Vote of thanks and introducing the Workshop by <i>Sanjaya Mishra, COL</i> (5 mins)
09:45 – 10:30	Group Photo and Tea/Coffee Break
10:30 – 11.00	Overview of the Regional Consultations <i>by Prof. Asha Kanwar and Sanjaya Mishra, COL</i> (20+10 mins) - Plenary Q&A.
11.00 – 11.30	OER for equitable and quality education for all in Africa by <i>Jenny Glennie, SAIDE</i> (20+10 mins) - Plenary Q&A.
11.30 – 13.00	Use of OER and Open Textbooks (20+20+ 20 mins) – Plenary and QA <ul style="list-style-type: none"> • Open Textbooks in Africa, Presentation <i>by Mark Horner, Siyavula</i> (20 minutes) • What OER research in Global South has for the Governments? Presentation <i>by Cheryl Hodgkinson-Williams, University of Cape Town</i> (20 minutes)
13.00 – 14.00	Lunch
14:00 – 15:30	Exploring National OER Practices viz SDG4 (Facilitator: <i>Catherine Ngugi, OER Africa</i>)

	<p>Group work to discuss OER initiatives and best practices in different countries and reporting to the plenary.</p> <p>Group discussion for 40 minutes followed by presentation of 10 minutes each (5 groups).</p>
15:30 – 16:00	Tea/Coffee Break
16:00 – 17:30	<p>Strategies for mainstreaming OER (Facilitator: <i>Zeynep Varoglu, UNESCO</i>)</p> <p>Break into groups to discuss key challenges to mainstreaming OER</p> <ol style="list-style-type: none"> 1) Capacity of users to access, re-use, and share OER 2) Language and cultural barriers 3) Ensuring inclusive and equitable access to quality content 4) Changing business models 5) Development of appropriate policy solutions <p>Propose concrete potential solutions. Group discussion for 40 minutes followed by presentation of 10 minutes each.</p>
19:00 onwards	Dinner Hosted by Honourable Minister of Education and Human Resources, Tertiary Education and Scientific Research at Domaine Anna Restaurant, Flic en Flac, Black River
Day 2: March 3, 2017	
9:00 – 9:30	Welcome and Summary of Day 1
9:30 – 10:30	<p>The 2nd World OER Congress</p> <p>Chair – <i>Zeynep Varoglu, UNESCO</i></p> <ul style="list-style-type: none"> • Plenary presentation by Slovenia/UNESCO: an overview of the 2nd World OER Congress and its objectives, Presentation by <i>Gašper Hrastelj, Slovenia</i>). <p>Plenary discussion on key issues to prepare inputs into the 2nd World OER Congress.</p>
10:30 – 11:00	Tea/Coffee Break
11:00 – 12.30	<p>Identifying Concrete Action: Working Groups: generation of African inputs into the 2nd World OER Congress.</p> <p>Break into groups as agreed to address challenges and solutions and to prepare inputs on strategies for mainstreaming OER into planning of the 2nd World OER Congress.</p> <p>Prepare working group presentations.</p>
12.30 – 14.00	Lunch

14:00 - 15:30	<p>Africa Regional Inputs into 2nd World OER Congress (Continued)</p> <p>Working groups present proposed African inputs into 2nd World OER Congress.</p> <p>Plenary feedback and finalisation of Regional inputs. Forming an informal, regional network including other “Open” stakeholders.</p>
15:30 - 16:00	Tea/Coffee Break
16:00 - 16:30	<p>Closing and Final Remarks.</p> <ul style="list-style-type: none"> • Way forward (Dr. Sanjaya Mishra, COL) • Remarks from UNESCO (MS Zeynep Varoglu) • Remarks from Government of Slovenia (Mr Gašper Hrastelj) • Closing Remarks by Mr Kiran Bhujun, Director, Tertiary Education and Scientific Research, Ministry of Education and Human Resources, Tertiary Education and Scientific Research, Mauritius

ANNEX-2: List of Participants
AFRICA REGIONAL CONSULTATION ON OPEN EDUCATIONAL RESOURCES
Mauritius, March 2-3, 2017

Country	Name	Job Title/Organisation
BOTSWANA	Mrs. Fancy Amey	Director Southern African Development Community - Centre for Distance Education Botswana College of Distance and Open Learning Gaborone, BOTSWANA
BOTSWANA	Ms. Grace Muzila	Permanent Secretary Ministry of Basic Education Private Bag 005 Gaborone BOTSWANA
BOTSWANA	Mr Taolo Tsimanyane	Acting Deputy Director Department of Information Communication Technology and Media Services Ministry of Basic Education Private Bag 005 Gaborone BOTSWANA
CABO VERDE	Ms. Alana Cristina Vieira Monteiro	Técnica da Direção Nacional de Educação Serviço Multimédia e Educação Rua Pedagogo Paulo Freire, nº1, ASA-Praia CABO VERDE
COTE D'IVOIRE	Mr. Bi Sehi Antoine Mian	Enseignant chercheur Ecole normale supérieure Abidjan, CÔTE D'IVOIRE
EQUATORIAL GUINEA	Mr. Santiago Bivini Mangué	Secretary-General National Commission for UNESCO of Equatorial Guinea Ministerio de Educación, Ciencia y Deporte Calle Rey Malabo ECUATORIAL GUINEA
GHANA	Mr. Joshua C. Mallet	Director Centre for National Distance Learning and Open Schooling (CENDLOS) C27 Onyasia Crescent, Roman Ridge PO Box 1627, Castle Osu Accra GHANA
HEWLETT FOUNDATION	Ms. Lisbeth Levey	Hewlett Foundation
IGO - CANADA	Professor Asha Kanwar	President & CEO Commonwealth of Learning CANADA
IGO - CANADA	Dr. Sanjaya Mishra	Education Specialist - eLearning Commonwealth of Learning CANADA

IGO - FRANCE	Mr. Papa Youga Dieng	Coordonnateur IFADEM Direction de l'Éducation et de la Jeunesse Organisation Internationale de la Francophonie (OIF) 19-21 avenue Bosquet 75007, Paris FRANCE
IGO - FRANCE	Ms. Zeynep Varoglu	Programme Specialist, CI/KSD/ICT UNESCO 7, Place de Fontenoy 75352 Paris 07 SP FRANCE
KENYA	Mr. Charles Obiero	Senior Deputy Director Directorate of Higher Education Ministry of Education, Science and Technology Teleposta Towers, 26th Floor PO Box 9583-00200 Nairobi KENYA
KENYA	Ms. Catherine Ngugi	Project Director OER Africa No. 14 Riverside Drive, Westlands, Nairobi KENYA
LESOTHO	Dr. H. Manthoto Lephoto	Director Institute of Extra-Mural Studies (IEMS) National University of Lesotho (NUL) Private Bag A47 Maseru 100 LESOTHO
MADAGASCAR	Ms. Nivo Ralamboranto	Chef de Service des Innovations Technologiques pour l'Éducation Direction des Technologies de l'Information et de la Communication Ministère de l'Éducation Nationale Anosy, Antananarivo 101 MADAGASCAR
MALAWI	Mrs. Ruth Samati-Kambali	Acting Deputy Director Malawi College of Distance Education Private Bag 302, Chichiri Blantyre 3 MALAWI
MAURITIUS	Dr. K. S. Sukon	Director-General Open University of Mauritius Réduit, MAURITIUS
MAURITIUS	Mrs. Vandanah Gooria	Open University of Mauritius Réduit MAURITIUS
MAURITIUS	Ms. Anuradha Gungadeen	Senior Lecturer in Open and Distance Learning Centre for Open and Distance Learning Mauritius Institute of Education (MIE) Soobiah Lane, Reduit MAURITIUS

MAURITIUS	Mrs Nema Devi Goorah	Permanent Secretary Ministry of Education and Human Resources, Tertiary Education and Scientific Research MITD House, Phoenix MAURITIUS
MAURITIUS	Ms. Sandhya Gunness	Lecturer - Open and Online Learning Centre for Innovative and Lifelong Learning University of Mauritius ICT Avenue Ebene 72201 MAURITIUS
MAURITIUS	Prof. Romeela Mohee	Professor in Chemical and Environmental Engineering University of Mauritius Reduit 80837 MAURITIUS
MAURITIUS	Mr. Kiran Bhujun	Director, Tertiary Education and Scientific Research Division, Ministry of Education and Human Resources, Tertiary Education and Scientific Research MITD House, Phoenix MAURITIUS
MAURITIUS	Mr Philippe Gino David	Administrator Ministry of Education and Human Resources, Tertiary Education and Scientific Research MITD House, Phoenix MAURITIUS
MAURITIUS	Dr. Mohammad Issack Santally	Associate Professor Centre for Innovative and Lifelong Learning University of Mauritius, Reduit 80837 MAURITIUS
MOZAMBIQUE	Mr. Sérgio Cossa	Head, Planning Department National Institute of Distance Education (INED) Av. Salvador Allende 1060 Maputo MOZAMBIQUE
NAMIBIA	Mr. Heroldt Murangi	Director Namibian College of Open Learning Private Bag 15008 Katutura Windhoek NAMIBIA
NIGERIA	Prof. Garba Dahuwa Azare	Director General/ Chief Executive, National Teachers' Institute, Km5 Kaduna-Zaria Express Way, Rigachikum, Kaduna, NIGERIA
NIGERIA	Mr. Imoh Sunday Egbo	Deputy Permanent Delegate Permanent Delegation of the Federal Republic of Nigeria to UNESCO Maison de l'UNESCO, 1 rue Miollis 75732 Paris Cédex 15 FRANCE

NIGERIA	Her Excellency Mrs. Mariam Yalwaji Katagum	Ambassador, Permanent Delegate Permanent Delegation of the Federal Republic of Nigeria to UNESCO Maison de l'UNESCO, Bureau MS1.66 1, rue Miollis 75732 Paris Cédex 15 FRANCE
NIGERIA	Professor Abubakar Adamu Rasheed	Executive Secretary, National Universities Commission 26, Aguiyi Ironsi street PMB 237 Garki GPO, Maitama, Abuja NIGERIA
NIGERIA	Mr. Christopher Jibreel Maiyaki	Director, Special Duties, National Universities Commission 26, Aguiyi Ironsi street PMB 237 Garki GPO, Maitama, Abuja NIGERIA
SENEGAL	Mr. Mar Mbodj	Sciences de l'éducation Technologie éducative Université Gaston Berger de St-Louis (Sénégal) St Louis, SENEGAL
SEYCHELLES	Ms Marie-Reine Hoareau	Technical Advisor International Relations Ministry of Education Mont-Fleuri PO Box 48, Victoria Mahé SEYCHELLES
SIERRA LEONE	Dr. Sahr Fillie	Principal Freetown Teachers' College Freetown SIERRA LEONE
SLOVENIA	Mr. Gasper Hrastelj	Deputy Secretary General Slovenian National Commission for UNESCO Kotnikova ulica 38 - 1 000 Ljubljana SLOVENIA
SOUTH AFRICA	Dr. Mark Horner	CEO / Director Siyavula Education (Pty) Ltd. Open Innovation Studio 27 Buitenkant Street Cape Town SOUTH AFRICA
SOUTH AFRICA	Ms. Jenny Glennie	Founding Director South African Institute for Distance Education (SAIDE) PO Box 31822 Braamfontein SOUTH AFRICA

SOUTH AFRICA	Dr. Cheryl Hodgkinson-Williams	Associate Professor Centre for Innovation in Learning and Teaching University of Cape Town Room 7.53, Floor 7 PD Hahn Building Rondebosch 7701 SOUTH AFRICA
SWAZILAND	Ms Fikile Mdluli	Acting Chief Inspector Tertiary Education Ministry of Education and Training SWAZILAND
TANZANIA	Dr. Kassimu Nihuka	Deputy Director Responsible for Academic Institute of Adult Education P.O.Box 20679, Dar es Salaam TANZANIA
TOGO	Koffi Michel Agboh	Secretary General UNESCO National Commission to UNESCO Ministère de l'Enseignement supérieur et de la recherche 198, avenue des Nations Unies Lome TOGO
TOGO	Kokou Awokou	Maitre-assistant - CAMES Expert en TICE et en ingénierie de la formation Responsable de la Filière Formation des Enseignants du Secondaire. Institut National des Sciences de l'Education (INSE) Université de Lomé BP 1515 - Lomé TOGO
UGANDA	Mr. Lyazi Robinson Nsumba	Director Basic and Secondary Education Ministry of Education and Sports UGANDA
ZAMBIA	Ms. Bridget Moya	Acting Director Directorate of Open and Distance Education (DODE) Ministry of General Education PO Box 50093 Lusaka ZAMBIA

ANNEX-3: Speech of Minister of Education & Human Resources, Tertiary Education & Scientific Research

Address of Hon (Mrs) L. D. Dookun-Luchoomun Minister of Education & Human Resources, Tertiary Education & Scientific Research for the opening of the Africa Regional Consultation on Open Educational Resources (OER) On Thursday 02 March 2017 at Le Voila Hotel "OER for Inclusive and Equitable Quality Education: From Commitment to Action"

It is my pleasure and privilege to welcome participants from the Africa region to the **Africa Regional Consultation on Open Educational Resources (OER)**. This Consultation, as you know, is the fourth Regional one after those held in Malaysia, Malta and Qatar, and it will be followed by two more, in Brazil and in New Zealand respectively.

These Regional Consultations are a lead-up to the 2nd World OER Congress to be organised by UNESCO and the Government of Slovenia in September 2017 in partnership with Commonwealth of Learning (COL).

It is now common knowledge that the main objectives of all the Regional Consultations are four-fold. These have already well documented and I will not take your time to discuss them again.

What is of crucial importance, though, is that this Consultation brings together Government officials and key stakeholders in the Africa Region to share policy initiatives, OER practices and discuss concerns and issues for inclusive and equitable quality education.

I understand that the outcome of this event will be a Global report on OER for the Africa region, which will be used at the 2nd World OER Congress.

Ladies and Gentlemen,

Today, we recognize how important a milestone the Paris OER Declaration, adopted at the World OER Congress, held at UNESCO Headquarters in June 2012, has been in informing Governments and Educational Leaders about the potential of OERs to combat inequality in education.

If you allow me, I will refer to just two of the 10 recommendations made for Member States and therefore policy makers at that meeting.

We know that the promotion and use of OERs clearly help to both increase and widen access to education at all levels. We are talking here in a perspective of lifelong learning and, thus, this is applicable not only to formal education set ups but also to the non-formal ones. The spinoffs for the individual and the society at large are enormous.

The second recommendation in the Paris OER Declaration that I will take up here is the one that states, and I, "*Encourage the open licensing of educational materials produced with public funds*".

Now this is highly pertinent: it means that policy makers should ensure that educational materials developed with public funds are not available exclusively to the recipients of public funds. We are today in a situation where we do have a large number of private providers of education in our different countries. I believe that we all agree that they are as much entitled to access the OERs. Provided these are placed under an open license!

The key word, ladies and gentlemen, is "SHARING". And when public and private providers agree to share know-how and resources, the results will certainly have a telling effect in improving the quality and the accessibility of educational delivery.

But then, sadly, we all know that this is more easily said than done. Often, there is limited sharing among institutions of learning. And this is especially the case for institutions of higher learning. There is a mistrust that has been historically institutionalized and that, for a variety of reasons. One of these could well be the lack of trust in resources created elsewhere, giving rise to the “it is not invented here” syndrome.

I can therefore well understand the reach and the pertinence of the theme of this 2-day Consultation, “From Commitment to Action”.

You, ladies and gentlemen, are professionals in the field. If we are here today, it means that our governments have committed themselves to support OERs internationally such that quality educational resources may reach those most in need of them.

However, commitment is one thing, but commitment without action is hollow. We need to act and I will like to congratulate COL for this push to move from Commitment to Action.

This forum also provides all of us an opportunity to give a thought to one particular challenge - the development of a supportive policy environment. Governmental and institutional decision makers play a crucial role in setting policies that shape the direction of education systems, and we must advocate for policies that can accelerate the adoption and the creation of more Open Educational Resources.

Lest we forget, we committed ourselves in September 2015 to meeting the targets of SDG 4, and OER is one of the ways whereby we can do that.

Hence, we need more countries to commit themselves to the adoption of open licensing policies for educational materials developed with public funds. In fact, the greater the number of countries and Governments that do so, the closer we will be to our ultimate goal of a genuinely inclusive and equitable society.

Allow me, Ladies and gentlemen, to quickly share with you two of the numerous programmes my Ministry has embarked upon to make this a reality.

One relates to the Inclusion concept. We have done a lot to ensure that our learners with disabilities have access to appropriate educational opportunities. We strongly believe that free quality education must be accessible to all, irrespective of their physical, economic, social or psychological situation. We also strongly believe that persons with disabilities, when given the proper support and facilities, can, in accordance with UNESCO’s Guidelines on the Inclusion of Learners with Disabilities, I quote, “contribute to knowledge and skills to their communities as well as change negative attitudes, stigma and discrimination.” Unquote.

Dear participants, rest assured that the new Strategy Paper on Special Education Needs currently being prepared will place a reliance upon the use of OERs to fulfil our vision of a more just, humane and equitable society. The second programme, ladies and gentlemen, is Equity-related.

We call it the Student Support Programme for the Lower Secondary sub-sector.

The aim behind this programme is to provide free additional support to students after school hours so as to consolidate their learning. The flexible mode of delivery will enable them to learn, at their own pace, and from home. Additional learning materials will be available to them—and OERs, both existing and new ones, will be part of those. Moreover, along with a dedicated website, full-time Educators will be recruited to prepare materials that will be quality-assured prior to on-line delivery.

In short, we want to see to it that ICTs contribute fully to equity in education—it is just a question of having the right policies and technologies in place.

Distinguished guests, Ladies and gentlemen, before ending, let me thank COL, UNESCO and all of you for being with us for the next two days. I hardly need to stress the fact that your presence is in itself a testimony of the buoyant atmosphere and attitude towards Open Educational Resources.

Please keep up the momentum and the good work. After all, as Nelson Mandela put it, *“When water starts to boil, it is foolish to turn off the heat.”*

I wish you a fruitful working session and hope that the consultation yields concrete recommendations that can be implemented in the Africa Region.

I now have the honour and privilege of declaring this Africa Regional Consultation on Open Educational Resources (OER) open.

-END-