Report

Pacific Regional Consultation on Open Educational Resources

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

29-30 May 2017
Aotea Centre, Auckland
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1. Background

1.1. Overview of the Event

Open Educational Resources (OER) are increasingly seen as an important strategy to improve access to education. 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 *Paris OER Declaration* by delegates from 70 countries. The *Paris OER Declaration* in 2012 helped to streamline the approach towards OER by governments and other stakeholders by providing ten recommendations. At that time, the global OER community focused on securing governmental support for OER. Since 2012, many governments and educational institutions have developed policies and made commitments in support of OER. In many countries, this has led to increased awareness and funding available for the creation and distribution of OER.

Five years have passed since the *Paris OER Declaration*. In order to review the progress since its implementation, the Hewlett Foundation supported COL to organise six Regional Consultations, in collaboration with UNESCO, the Government of Slovenia, and other partners. The Regional Consultations will lead up to the 2nd World OER Congress, which will be held in Slovenia from 18-20 September, 2017 and will be organised by UNESCO and the Government of Slovenia. COL, in partnership with UNESCO, is also conducting follow-up surveys of governments and key stakeholders around the world.

The Pacific Regional Consultation on Open Educational Resources (RCOER) was organised by COL and held on 29-30 May, 2017 in Auckland, in partnership with the Open Polytechnic of New Zealand. The theme of the regional consultation was “OER for Inclusive and Equitable Quality Education: From Commitment to Action.” 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 key stakeholders, policy makers, and 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.

1.3. Partners

The Pacific RCOER was organised by COL and was co-hosted by the Open Polytechnic of New Zealand, in collaboration with the support of the following partners:
2. Participants

The Pacific RCOER brought together government officials, key stakeholders, and experts 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. A total of 23 participants from Australia, Fiji, Kiribati, New Zealand, Papua New Guinea, Samoa, Tonga and from international and intergovernmental organisations such as COL, UNESCO and the Pacific Island Forum Secretariat attended the consultation. In addition to the government and higher educational institutions, there were participants from civil society speaking on behalf of stakeholders, such as school teachers. Among the participants, 11 were female and 12 were male (See Annex 2 for the list of participants).

3. Information Base

COL has published a background paper on the Regional Consultations and is in the process of collecting data to prepare the World OER Report, which will be presented during the 2nd World OER Congress. The relevant information for this report includes:

- **Background Paper: OER Regional Consultations**
- A government survey sent by Member States of COL and UNESCO (available in English and French)
- A stakeholder survey, which COL posted online at [http://rcoer.col.org/surveys.html](http://rcoer.col.org/surveys.html) and, publicised via social media
- The **OER in the Commonwealth 2016** survey and results

4. Proceedings of the Technical Sessions

**DAY ONE (29 May, 2017)**

4.1. Workshop Inaugural

**4.1.1 Prof. Asha Kanwar, President and CEO, COL** warmly welcomed the participants to the workshop. She appreciated the enthusiasm with which the Open Polytechnic of New Zealand co-hosted the workshop, and thanked Dr. Caroline Seelig, Mr. Doug Strand, Ms. Jo O’Regan of Open Polytechnic for their support in organizing the events. She pointed out that the presence of the Hon. Minister of Education from Kiribati, senior government officials, reputed academics and active civil society members would enable the consultation to get a
multi-stakeholder perspective and contextualise OER to the economic, socio-cultural and environmental needs of the Pacific.

4.1.2 Mr. Joe Hironaka, Programme Specialist, UNESCO reflected that the term “Sustainable Development” was coined during a UNESCO meeting in the late 1960s. By 2015, it had become dominant discourse. Similarly, the term “OER”, which was coined by UNESCO, would acquire strength while addressing the issues of accessibility and quality in education. He felt that the Regional Consultations with various stakeholders were an important step in mainstreaming OER. He appreciated COL and the Government of Slovenia in the organisation of the Regional Consultations. He thanked the organising team from COL and the Slovenian team, including the National Slovenian UNESCO Commission, for their strong commitment to the whole process toward the 2nd World Congress on OER. He also thanked The William and Flora Hewlett Foundation for its financial and strategic support.

4.1.3 Mr. Gasper Hрастелј, Deputy Secretary General, Slovenian National Commission for UNESCO welcomed the participants and said that the Government of Slovenia was looking forward to the discussions and the recommendations of the Regional Consultations. He welcomed the Ministries of Education in the Pacific countries to fully participate in the 2nd World OER Congress.

4.1.4 Dr. Linda Sissons, Chair of the Board of Governors, COL mentioned that the Pacific has been in the forefront of spreading OER. She pointed out that New Zealand has been playing a key role in institutionalising OER in secondary and tertiary education. Referring to “The Framework for Resilient Development in the Pacific”, she emphasised that human resources play an important role in economic growth and social development. Formal education, non-formal learning, in-service training and lifelong learning contribute to strengthening human capital development. Studies show that a lack of quality education in many developing countries affect their growth and sustainable development. A large proportion of the population — particularly marginalised communities, women and youth — lack access to primary, secondary, tertiary education and to non-formal learning. In this context, high quality OER, which can be readily reused, revised, remixed, redistributed and retained, have the potential to reduce the current gap between the haves and the have-nots. She reiterated that in the context of the Pacific, OER have a major role to play in non-formal and informal learning. Dr. Sissons stressed that OER can be mainstreamed only if it becomes a “people’s movement” involving various primary and secondary stakeholders.

4.1.5 Dr. Caroline Seelig, Chief Executive of Open Polytechnic of New Zealand described the efforts of her institution, which is New Zealand’s national open and flexible distance learning (OFDL) institution, in mainstreaming OER. She talked about “IQualify1”, an innovative platform to deliver media rich online courses and teaching across multiple devices which include computers, tablets and smartphones. She pointed out that “IQualify” has characteristics such as extending and re-sharing content using the Creative Commons licence, 

1 https://www.iqualify.com/
sharing through other sites, access to an authoring tool, a self-publishing facility, a facilitator-learner feedback mechanism, and learner analytics, which would help in the effective usage of OER. She thanked COL for inviting the Open Polytechnic of New Zealand to the Consultation and welcomed the participants to the beautiful city of Auckland.

The inaugural speeches were followed by the introduction of the participants.

4.2 Workshop Plenaries

4.2.1 Professor Asha Kanwar

‘OER for Inclusive and Equitable Quality Education: From Commitment to Action’
(co-authors: Dr. Sanjaya Mishra and Dr. K Balasubramanian, COL)

In her plenary address, Professor Kanwar quoted the poet Rabindranath Tagore who envisioned a world, “where the mind is without fear and the head is held high” and said that OER represented free knowledge which would enable learners to have minds without fear and heads that are held high. She traced the evolution of the OER movement and pointed out that the World OER Congress was a milestone in which governments and stakeholders affirmed their commitment to promote the use of OER. The upcoming 2nd World OER Congress, which will be held in September, 2017, will take stock of the global status of OER. It will also identify strategies for reinforcing further commitments, and translating these commitments into action. This will enable OER to play a major role in achieving the Sustainable Development Goals, particularly SDG4.

During the 2012 World OER Congress, governments were urged to address policies and make commitments. In 2017, the emphasis of the 2nd World OER Congress will expand beyond governments to include other types of stakeholders. Prof. Kanwar noted that the OER Regional Consultations reflect this multi-stakeholder emphasis. During these events, various stakeholders from Africa, Asia, Europe, Latin America and Caribbean (LAC), Middle East and North Africa (MENA), and the Pacific regions were provided with opportunities to share their views towards translating OER commitments into action.

In addition to the insight gained during the OER Regional Consultations, two surveys have also been helping to collect global stakeholder feedback: a government survey, and a stakeholder survey. At the time of the Pacific Regional Consultation on OER, 85 different governments and 728 stakeholders had responded to the surveys. About 44% of stakeholder respondents are female.

Professor Kanwar identified certain broad trends which emerged from the government survey. The preliminary results of the survey showed that 47 of the 85 respondents believed that there were OER policies in their countries. The majority (35) of the respondents believed that there was an OER policy at the national level—much higher than the 25 national and provincial policies listed on the Creative Commons website². This was followed by institutional and then

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² https://wiki.creativecommons.org/wiki/OER_Policy_Registry
project-related OER policies. More than 50% felt that they were considering policy development at the national level.

Professor Kanwar felt that all respondents did not share the same understanding of what an OER policy was, which emphasised the need for clarity among policymakers and governments. Officials believed that OER could increase efficiencies, enhance the quality of resources, and provide more flexible learning opportunities for improved access. The government survey identified several barriers to mainstreaming OER. These included: lack of capacity, insufficient access to quality content, lack of appropriate policies, absence of credible business models to form partnerships between Ministers and publishers, as well as language barriers.

The majority of the respondents of the stakeholder survey were from colleges and universities, with more than 20 years of teaching experience. She stressed the need for involving other stakeholders such as youth, and teachers from rural schools. According to the results, 84% of the respondents were aware of OER. In this context, she raised a pertinent question: “Are we only surveying the converted?” She was surprised that there was very scant awareness of some of the well-known international and national repositories. The stakeholders believed that using OER would reduce costs and improve the quality of learning. OER were also seen to be improving the quality of teachers. The barriers identified by stakeholders were lack of policy, lack of capacity and changing business models.

Governments stressed the need for more attention to indigenous languages, culture-specific content and costs. Stakeholders focused on the time-saving opportunities for teachers, and the continuous quality improvement enabled through OER.

Professor Kanwar then described the outcomes of the Consultations in Africa, Asia, Europe, Latin America and Caribbean (LAC), and Middle East and North Africa (MENA). The Asian group raised concerns about poor connectivity, lack of capacity and unavailability of OER in local languages. In some countries, governments are investing vast resources in projects to develop quality content for higher education and lifelong learning. In Europe, OER were seen as part of a wider ecosystem of transforming education. There was reference to Open Educational Practices and the link between OER and Massive Open Online Courses (MOOCs). Although there are many OER initiatives in Europe, they are mostly operating in isolation. The need for complementarity and information-sharing was stressed.

The MENA region is bound by a common language, Arabic, but has a very uneven development of OER. Some countries have already developed national OER policies, while participants from other nations were hearing about OER for the first time when they attended the MENA Consultation. Several initiatives currently exist for the translation of existing OER into Arabic. The African representatives wanted more policies at the national and institutional levels. There was a great deal of discussion on the lack of OER in local languages and suitability for specific cultural contexts. Latin America and the Caribbean stressed the need for OER in Portuguese and Spanish, while voicing their concerns regarding the English language dominance of the OER sphere. In the LAC Regional Consultation, one key aspects
noted was that OER is considered to be a people’s movement. Due to the push from the public, policy makers are strongly encouraged to pay serious attention to mainstreaming OER.

While there was a diversity of concerns in each region, an underlying commonality everywhere was the call for more cooperation and collaboration.

Analysis of the surveys and Regional Consultations will be captured in two reports. These will be submitted to the 2nd World OER Congress; Global OER Survey Report and Synthesis of Actions for Consideration/Adoption.

Professor Kanwar reflected on the progress of OER from 2012 to the present day. Now, more OER policies exist, especially at the institutional level. The circle of champions and advocates has grown, as more people are aware of the benefits of OER. Although there is still low awareness regarding OER, more repositories exist today than did five years ago.

Over the last five years, far more people now have internet access through their mobile devices. This enables them to contribute to global knowledge flows. Despite this, OER have not been adopted at the speed and scale envisaged in 2012.

Regarding OER in the Commonwealth, Professor Kanwar quoted the 2016 Kuala Lumpur Declaration3, which recommends ‘Mainstream[ing] the use of OER by developing strategies and policies at governmental and institutional levels to enhance quality while potentially reducing the cost of education.’

She identified specific actions such as stronger evidence-based advocacy, more dedicated capacity building, targeted interventions, and strengthened collaborations for the mainstreaming of OER. She concluded her address by calling on the Pacific region to integrate OER in education and learning via-a-vis its values, including reciprocity and respect (which resonate vibrantly with the OER movement). In an ideal OER world, learners are not simply consumers of knowledge, but also producers of knowledge. She requested the participants to keep “the last person in the queue” in mind. This person does not have access to quality education, so he/she finds avenues for translating OER into action. This enables the last person to benefit from quality education, which leads to empowerment.

In the Q&A/Discussion, the following issues were addressed:

- Innovative technologies such as Aptus will enable off-line solutions for OER in the Pacific;
- Stakeholders such as rural school teachers, and students, need to be involved in the OER movement;
- Community-Based Groups, Non-Governmental Organisations (NGOs) and religious institutions, such as churches, must be mobilised in the Pacific. These institutions play a crucial role in education.

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3 http://oasis.col.org/handle/11599/2661
4.2.2 Dr. Robin Day  
(Commonwealth of Learning (COL) Chair in OER, Otago Polytechnic New Zealand and Chair of the OER Foundation)

‘OER for Equitable and Quality Education for All in Pacific’

In his presentation, Dr. Day described the evolution of the Open Educational Resource Foundation (OERF), an organisation that provides Pacific nations with greater access to educational materials. This is done through engagement with OER, partnering with a network that is committed to equitable education, reducing barriers to access, and ensuring that quality and standards are maintained. The OERF membership had grown from small beginnings in 2008 to 26 members across five global regions. Core to the OERF is its intent to support and encourage innovative OER projects that show potential in reducing the cost of provision while widening access and improving the quality of education.

Dr. Day illustrated the following key initiatives of OERF:

1. OERu⁴, which facilitates the collaboration of institutions committed to creating flexible pathways for OER learners to gain formal academic credit.
2. The OERu partners have undertaken extensive work in developing open qualifications frameworks. These include learning materials, support mechanisms, credit transfer regulations and assessment agreements, all of which enable learners to access quality learning materials and to prepare themselves for assessment against Quality Assured Qualifications of the partner institution in their area.
3. The OERu project has developed open online courses for the OERu 1st year of study, leading to two exit qualifications launched in 2017. These are a Certificate of Higher Education in business studies, University of the Highlands and Islands in Scotland; and the Certificate of General Studies, Thompson Rivers University in Canada.
4. Otago Polytechnic contributed with micro-courses in areas such as sustainable practice, education, digital learning and project management in 2016. Micro courses are generating a lot of interest with employers who see these as beneficial to building industry capability.
5. The Wikieducator platform, which is part of the OERF, provides innovative online learning materials. It had 60,000 registered account holders in 2016 and served over 6.8 million page views.
6. The hosting of CCANZ – Creative Commons Aotearoa New Zealand⁵. This arrangement is in its 3rd year now and provides a synergy of ‘fit’ between CCANZ and the OERF who provide the infrastructure support for CCANZ.

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⁴ https://oeru.org/
⁵ http://creativecommons.org.nz/
He shared the experience of his involvement with OER and OERF. As the Deputy Chief Executive of Otago Polytechnic in 2006, Dr. Day was asked to develop a policy on Intellectual Property for the Polytechnic. Prior to this initiative, the Polytechnic had no formal policy on intellectual property (IP) and, having sought legal expertise from IP lawyers to help draw up an initial framework, this was put out for consultation.

This initial framework was one typically used in Universities and research organisations. It focused on institutional ownership of the copyright of materials developed at the institution, and was based around the view that the institution was the funder of the work, through a variety of mechanisms. From an educational perspective, he felt that a policy of taking ownership of people’s intellectual property may have the unintended consequence of constraining learning and knowledge development.

The result of this, through working with others and listening to staff and student voices, was the development of an Intellectual Property Policy supporting free and open access to material through the “Creative Commons” attribution process.

To ensure the values of New Zealand’s Maori were protected and to accommodate a different concept of ownership, a Maori IP policy was developed in consultation with the local Maori Ngai Tahu Law Office. Broadly speaking, the Polytechnic’s role in this area was one of guardianship of Maori IP and knowledge. The concept of guardianship was also extended to students’ IP.

These experiences led to the evolution of OERF. Dr. Day concluded the presentation with some key aspects of the project’s success:

1. Strategic leadership at an organisational level
2. Having champions throughout the organisation
3. Sector leadership – working with sector organisations to improve understanding and in articulating the vision
4. Sustainability of OER requires partnerships

In the Q&A/Discussion the following issues were addressed:

1. OERF, which started as a movement in the Pacific, has been able to influence OER in various parts of the world.
2. The issue of intellectual property rights of indigenous communities needs to be taken into account while defining OER. According to the Article 31.1 of the UN Declaration on the Rights of Indigenous Peoples "Indigenous peoples have the right to maintain, control, protect and develop their cultural heritage, traditional knowledge and traditional cultural expressions, as well as the manifestations of their sciences, technologies and cultures, including human and genetic resources, seeds, medicines, knowledge of the properties of fauna and flora, oral traditions, literatures, designs, sports and traditional games and visual and performing arts. They also have the right
to maintain, control, protect and develop their intellectual property over such cultural heritage, traditional knowledge, and traditional cultural expressions.”

3. Creative Commons AOTEAROA New Zealand, realising that “Creative Commons licenses will not always be an appropriate legal tool for indigenous groups seeking to make older works more accessible to the public”, is now working on addressing this issue.

4.2.3 Dr. Wayne Mackintosh, Director, International Centre for Open Education Otago Polytechnic, New Zealand, UNESCO/ICDE Chair in OER

‘OER and Licensing: Issues in Pacific Region’

Dr. Mackintosh raised a fundamental issue of what he call as “the absurdity of copyright”. Referring to the appropriation of the public domain, he gave the example of a photo of a 3000 year old archaeological material that was floating around as a copyrighted material. He requested the various Pacific governments and stakeholders to refine their copyrights with Creative Commons. However, he pointed out that all six licenses under Creative Commons cannot be considered free. He explained these licenses in the figure given below, and pointed out that only two licenses (CC BY and CC BY SA) are truly free licenses.

![Creative Commons Licenses Diagram](image-url)

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7 [http://creativecommons.org.nz/indigenous-knowledge/](http://creativecommons.org.nz/indigenous-knowledge/)
Dr. Mackintosh argued that the marginal cost of replicating digital courses is nearly zero. By sharing the costs of OER course development among institutions, access to free learning can be expanded by an order of magnitude. He pointed out that the digital divide can be converted into a digital dividend with the use of free content and open networks. OER offers cost-effective ways of widening access to learners who will not have the privilege of a tertiary education. He referred to the case of Marshall Islands, which is importing textbooks at a huge cost.

His presentation reiterated the fact that OER is to be perceived beyond altruism and philanthropy as it offers a business model solution to the issues of accessibility and quality in tertiary education. He offered two approaches through which OER can be economically and financially viable:

1. By reducing the cost of education which the government and stakeholders are spending.
2. OER based institutions can become self-sustainable with proper planning. OERu has been moving towards achieving a breakeven threshold. Its business model consists of four components: value propositions, social good, customer segments and revenue streams. It works on a cost–recovery model. Membership fees, assessment services on a fee-for-service model, and lower costs of the courses are some of the revenue streams for OERu. “Low cost, low risk and high impact” are the value propositions which strengthen the business model for OERu.

He emphasised that Open and Distance Learning (ODL) and OER are the major tools through which the Pacific region can achieve its education and human resource development goals. He cautioned that the diversity within the Pacific (vis-a-vis Polynesia, Melanesia and Micronesia) needed to be taken into consideration when setting up the strategies for OER.

He then described the the Open Content Licensing for Educators⁸ (OCL4Ed) micro Open Online Course (MOOC) facilitated by the UNESCO OER Chair network in support of capability development for the UNESCO 2012 Paris OER Declaration. The course is meant to help educators, policy makers and students to:

- Reflect on the practice of sharing knowledge in education and the permissions educators consider fair and reasonable;
- Define what constitutes an open educational resource (OER);
- Explain how international copyright functions in a digital world;
- Distinguish the types of Creative Commons licenses and explain how they support open education approaches;

⁸ http://wikieducator.org/Open_content_licensing_for_educators/Home
• Acquire the prerequisite knowledge required by educators to legally remix open education materials and help institutions to take informed decisions about open content licenses;

• Use social media technologies to support learning;

• Connect with educators around the world to share thoughts and experiences in relation to copyright, OER and Creative Commons.

It emanated from his presentation that while commitments can emerge out of passion, translating the commitments into action would require understanding and appropriate capacity building among different stakeholders. In the Pacific, countries such as Australia, Fiji and New Zealand are already on the forefront of OER and with their support it can be mainstreamed to strengthen the SDGs in the Pacific.

In the Q&A/Discussion the following issues were addressed:

1. In order to have clarity on the six licenses, Ms. Mandy Henk of Creative Commons, New Zealand was requested to describe the types of licenses.
2. Kiribati wanted the support of OERu in strengthening its secondary school education.

4.2.4 Ms. Robin Wright, Manager, Licensing, Acquisitions & Copyright, Swinburne University of Technology, Australia , Project leader, Open Education Licensing

‘Tasmania OER Project: Relevance to Pacific’

In her presentation Ms. Robin Wright described the Tasmania OER Project and its relevance to the Pacific. She began her presentation explaining the evolution of OER/Open Educational Practices (OEP) policies in Australia vis-à-vis online education. According to her, Australia had challenges since it had not addressed unresolved issues of copyright. The transition to open practices in tertiary education is a key strategic change in enhancing learning and teaching. She pointed out that institutions and individuals implementing OER/OEP needed information and tools to make sure that appropriate open licensing solutions were adopted.

She described a survey which was conducted on the current plans and needs of all Australian universities around copyright, licensing and open education practices. The results from 132 respondents from Australian universities highlighted some interesting issues:

1. To the question of the importance of OEP as a part of their institution’s activities, most participants agreed that OEPs were either somewhat important (50% of responses) or very important (13%), with 26% saying those were not important while 11% were unsure.
2. In regards to whether their institution has a current policy or strategic plan which includes in some way OERs or OEPs, a majority participants (43%) replied negatively;

3. In the open ended question a few commented that their existing OER policy is primarily focused on sharing of research, or on MOOCs.

4. Most participants said yes (70%) to the question of whether their institution currently offer any open courses or open educational resources (such as MOOCs, OER repositories, free lecture podcasts or downloads).

YouTube, Vimeo, and iTunesU are some of the common platforms used to deliver open educational services. Among the top five most important factors for participating in OER were ‘enhancing global profile of institution’ with 59% saying it was very important), ‘attracting more/new students’ (54%), ‘innovative design of learning resources’ (53%), ‘exploring new pedagogical practices’ (52%) and ‘marketing opportunities’ (50.5%).

Academic egos, the fear of being ‘left behind’ (when compared to other universities), the easing of first-year student transition into the university and finding new opportunities to upskill/train staff were also named as important factors. The least important factors were found to be: ‘developing of commercial partnerships’ and ‘competition from other providers’.

In regards to the IP issues considered by their institution when deciding whether to participate in open education initiatives, most participants mentioned issues such as ‘complexity of copyright and licensing’ (88%), ‘copyright ownership of material on the internet’ (83%), ‘understanding of open licenses’ (75.5%) and ‘risk of infringing someone else's copyright’ (71%) as their institution’s primary concerns considered. Regarding ownership of the teaching materials 48% of the respondents thought that their institution was the primary owner of copyright in their teaching materials - with some rights granted to them. 30% of the respondents believed their institution was the sole copyright owner - with no rights granted to them. The overall finding of the study shows that:

- Open online content doesn’t always allow re-use
- Over 50% see OEP as important
- There is a high volume of open video on public platforms
- Policies are still being developed
- There is a lack of knowledge / concern about the complexity of open licensing
- If copyright is too difficult, OER is not developed or disseminated

In order to address these complexities and assist universities and institutions to move forward in OER, an “Open Educational Licensing Toolkit” 9 was developed by the project. The toolkit has the following characteristics:

- Has a decision tree interface
- Is structured around OER development /production cycle

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9 http://oel.edu.au/toolkit/
She suggested that national level policies in the Pacific should be undertaken after a clear understanding of the legal dimensions of copyrights. She felt that toolkits similar to the OEL toolkit could be developed for the region, which would enable the countries to take appropriate decisions. She urged institutions such as PIFS, PACFOLD and universities such as USP to play a major role with the support of institutions in Australia and New Zealand.

4.2.5 Exploring National OER Practices - Summary of Discussions

Group discussions on national OER practices took place in three groups. Before the group discussions, Mr. Matai Tagicaki, presented a framework for exploring national OER Practices vis-à-vis SDG4:

1. The reflected values of OER are access, equity, quality, efficiency and effectiveness, education as human rights, holistic approach, diversity, harmonization and partnership.

2. OER should be mainstreamed keeping in view the strategic goals, guiding principles and values underpinning the regional documents such as "Pacific Education Development Framework" (PEDF) and "Framework for Action on ICT for Development in the Pacific" (FAIDP).

3. OER should also be perceived in the context of climate change, which will be affecting many Pacific countries. Such a situation may lead to the displacement of many communities and hence education and learning with the help of OER should support the process of “migration with dignity”.

During the discussion it was pointed out that apart from Australia, Fiji and New Zealand, there were very few discourses on OER policies in the Pacific region. The experience of Fiji was elaborated as one of the good practices. The efforts began with advocacy and awareness campaigns followed by extensive public consultation. These consultations with stakeholders led to a policy document and with appropriate political and administrative support was translated into a policy with a clear implementation plan. Capacity building, plan of action, practices and application were the components of the implementation plan.

The other major OER practices in the Pacific which were discussed in the consultation were:

1. The role of Virtual University for Small States in Commonwealth (VUSCC) which has been promoting OER in the region through its courses and learning materials. Its Transnational Qualification Framework (TQF) has been strengthened due to the predominance of OER, which are being developed by various stakeholders through a participatory process.
2. Raspberry pi and Banana pi projects are providing open source hardware materials to schools in some of the Pacific Island states.

3. Aptus, an innovative instrument developed by COL for off line learning with OER materials in Fiji, Samoa, Vanuatu and Kiribati has been shown to enhance the motivation and the interest of learners in school.

4. The University of South Pacific, National University of Samoa and Solomon Islands National University are already involved in developing OER materials.

The analysis of best practices during the discussions resulted in the following recommendations:

1. While policies and plans are being addressed, more efforts are needed to embed OER in the curriculum.
2. The “Value for Money” approach, and the innovativeness of OER in enhancing the equity and learning outcomes will help to change the mindset of the governments.
3. Teachers, particularly in rural areas, are yet to be convinced by OER and some of them fear that it may increase their workload. Similarly students are also yet to play a major role in OER. There is a need to mobilise these stakeholders towards OER.
4. The discussions pointed out that OER should look into the experiences of "Common Property Resource Management", "Community Knowledge Management", traditional knowledge, intellectual property and world trade agreements etc. The World Intellectual Property Organization (WIPO) has provisions to restrict third parties from gaining illegitimate or unfounded IP rights over traditional knowledge. The Pacific has many experiences in this. Community-based organizations and NGOs have played a major role and hence OER should also involve these groups. Otago Polytechnic is moving in this direction. To ensure the values of New Zealand’s Maori are protected and to accommodate a different concept of ownership, a Maori IP policy was developed in consultation with the local Maori Ngai Tahu Law Office. Broadly speaking, the Polytechnic’s role in this area was one of guardianship of Maori IP and knowledge.

5. In countries like Kiribati access to hardware and software for learners is needed, which will in turn help to reduce the costs of the textbooks.

4.2.6 Strategies for Mainstreaming OER - Summary of Discussions

This session was facilitated by Mr. Joe Hironaka of UNESCO. He pointed out that Pacific had certain specific characteristics which needed to be addressed in relation to OER. In addition to issues such as climate change, the Pacific has a substantial proportion of its population which is disabled or differentially challenged. According to him, around 17% of the population had disability challenges. Keeping these issues in view, Mr. Hironaka requested three groups to discuss the following issues:

- Capacity of users to access, re-use and share OER (ease of search/retrieval, usable formats/open-licensing)
- Language and cultural barriers
- Ensuring inclusive and equitable access to quality content (vulnerable populations, minorities, persons with disabilities)
- Evolving business models (movement to licensing models for e-textbooks, cooperation/division of labor)
- Development of appropriate policy solutions (government policy, assessment/reward of time and skills of educational staff)

The group discussions led to some interesting findings and conclusions:

1. There is a general lack of awareness among various types of stakeholders about the relevance of OER. Hence, even before carrying out capacity building programmes, mobilisation and awareness campaigns are crucial.
2. Awareness about copyrights and open-licensing is limited.
3. The digital divide is a major challenge in many Pacific countries. Access to OER, its use, re-use and sharing are big challenges. Print media is still a dominant mode of educational resource; hence, off-line solutions and appropriate technologies need to be innovated and used. However, in recent times, infrastructure for broadband access has been strengthened and it is expected to boost the internet and online learning over a period of time.
4. The Pacific has a strong tradition of rich linguistic diversity and mainstreaming of OER depends on its ability to integrate language diversity.
5. OER has a strong business or “social enterprise” model, which can help in two ways: a) help the governments in reducing the delivery cost of the education; b) enable a self-sustaining model for learning material generation and sharing. Such a model can also ensure quality outcomes.
6. From the discussion it emerged that gender is not a strong element in OER discourses and hence there is a need to integrate gender aspects in OER policies and programmes. Similarly, inaccessible communities in the Pacific islands need to be brought into the OER movement. Specific efforts have to be made to address the issue of disabled people in the Pacific.
7. The experiences of New Zealand and Australia show the economic and educational value of OER. Countries like Kiribati, Marshall Islands etc. invest a substantial amount of their financial resources in buying textbooks from abroad. If the value of OER is established vis-à-vis the context of these countries, the policy-makers and the government will be convinced to mainstream OER at the national as well as at the institutional level.
8. The Pacific has had some good experiences at the national level (in countries like Australia, Fiji and New Zealand) and at institutional level (like USP, National University of Samoa, SINU). There is a need to share these experiences and practices much more widely. PACFOLD in USP has recently taken up training programmes in OER.
9. Technology service providers (such as mobile phone and internet services) stand to gain from OER and their involvement will be crucial in strengthening the OER movement in Pacific.

5. DAY TWO (30 May, 2017)

5.1 Plenary Sessions

5.1.0 Summary of Day One by Dr. K. Balasubramanian

Dr. Balasubramanian summarized the discussions of the first day of the consultation. Synthesizing the issues and challenges in mainstreaming, he identified two broad trends in mainstreaming OER (Figure):

He pointed out that while the “supply side” of OER is discussed in detail, the focus on the “demand side” is limited. Such a situation leads to a “top down” “blueprint” approach. He pointed out that OER as a movement required a “greenhouse” approach, based on the premise that stakeholders including teachers, students, parents and community will organise and institutionalise OER if provided with stimuli and incentives. He gave the example of the microfinance movement, which became a stakeholder movement due the stimuli provided.

5.1.1 Plenary Session: Overview of the 2nd World OER Congress and its Objectives by Mr. Gašper Hrastelj and Dr. Mitja Jermol

Mr. Gašper Hrastelj gave an overview of the partnership between UNESCO and Slovenia in conceptualising the Congress and the partnership with COL and WFHF to initiate the process
of regional consultations. He pointed out that Slovenia was presently engaged with Member Countries of UNESCO to seek their support to propose a normative instrument for the adoption of a broad OER policy that could help governments to develop procedures and practices related to the promotion of OER. Invitations were being extended to ministers of education and/or ICT in every member country of UNESCO and the Commonwealth. The Congress would also provide opportunities for a number of smaller events and a section of the upcoming website would be devoted to that. Slovenia’s “OpeningUpSlovenia (OuS) initiative and the work carried out at the Josef Stefan Institute on a variety of technologies that have a bearing on learning were the reasons why Slovenia was hosting the Congress, which would be the largest international event in Slovenia this year. He made a specific request to the Pacific countries to send their ministers and senior officials to the conference which would enable them to represent the issues of the Pacific.

Dr. Mitja Jermol gave a comprehensive overview of research in the Josef Stefan Institute in the broad area of artificial intelligence, most of which could be transformed into applications in support of learning. Examples are the facility for multi-lingual searches online and for the automatic, high quality translation of content in multiple languages; another is the availability of an automated online system to track information on OER anywhere. A study of social networks showed that teachers were already involved in sharing educational resources in their online communities where the transaction was based on trust. Viable ICT infrastructure for ICT in teaching institutions had been created but teachers were not the key stakeholders in it yet. The Congress would provide opportunities for the technology and business sectors to showcase best practices. Dr. Jermol pointed out that the experiences of the Josef Stefan Institute would be of help to Pacific countries in the automated translation of English language materials into local languages and vice versa.

On behalf of Slovenia, Mr. Hrastelj thanked the Open Polytechnic of New Zealand for hosting the consultation and COL for organising the event and extended an invitation to the participants to attend the Congress.

5.2 Recommendations from the Working Groups

The participants came together and discussed the concrete actions which are needed to strengthen OER in the context of the Pacific region. This session was facilitated by Mrs. Kaaro Neeti, Dr. Ioana Chan Mow and Mrs. Seilosehina Fifita.

The groups laid down the premise of OER as a people’s movement enshrined in the 9 reflected values of access, equity, quality, efficiency and effectiveness, education as a human right, diversity, holistic approach, harmonization and partnership. Such a movement should be evolved in the context of culture, language and community’s knowledge management.

Within this broad premise the group identified specific immediate actions and broad actions:

**Specific Immediate Actions:**
1. OER needs to be integrated in the regional agenda of education in the Pacific.

2. In the upcoming Forum Education Ministers’ Meeting (FEdMM) in the Pacific, PACFOLD will develop a strategy paper which will be presented by the Honourable Minister of Education, Kiribati so that OER will be integrated in the FEdMM communiqué. This will help in promoting national level policies. COL will provide support to PACFOLD for developing the strategy paper. PACFOLD will collaborate with Pacific Island Forum Secretariat (PIFS) in introducing the strategy paper in FEdMM.

3. Universities and research institutions in the Pacific along with institutions such as the Josef Stefan Institute in Slovenia will identify strategies for translating learning materials in English to local languages and vice versa using technology.

4. Kiribati will approach institutions such as OERu and VUSSC for introducing OER materials in school and tertiary education.

**Broad Actions:**

In order to realise the full potential of OER, actions have to be taken at two levels: At the level of various stakeholders, and at the level of government.

1) Actions at the level of primary and institutional stakeholders:
   
   (1) Targeting specific stakeholders such as teachers, students, community members and civil society and linking them with the OER community.
   (2) Awareness creation and sensitization.
   (3) Understanding the normative and felt needs of the stakeholders vis-à-vis OER.
   (4) Relating OER to the contexts of the community, culture and language.
   (5) Mobilisation of the involvement of stakeholders in the use, re-use and sharing of OER materials.
   (6) Organising research and development activities establishing the values and benefits of OER. Universities and institutions to intensify research vis-à-vis the 9 reflected values which will help to convince policy makers and governments of the economic and financial efficiency of OER as well as its ability to influence quality learning outcomes.
   (7) Encouraging institutional level OER development (both formal and non-formal) through policies, programmes and integration in the curriculum.
   (8) Supporting infrastructural development, appropriation and domestication of technologies.

2) Actions at the level of Government:

   i) Awareness building and sensitisation in governments (including ministries of education and other ministries that are involved in human resource development activities, such as agriculture, labour industries etc.).
ii) Policy advocacy activities  
iii) Development of OER policies  
iv) Public consultation  
v) Ratification of policies  
vi) Strategies for converting policies into programmes and projects  
vii) Budget allotment for translating policies into programmes.  
viii) Monitoring and evaluation  

3) Actions at the level of international development agencies:  
i) Supporting research and development projects in OER  
ii) Facilitating the involvement of various types of stakeholders  
iii) Encouraging the universities and educational institutions to integrate OER in the curriculum.  
iv) Encouraging the governments to institutionalize OER through policies and programmes  

A matrix of actions, stakeholders and the levels of intensity as proposed in the Working Groups is available in Annex 3.  

5.3 Closing and Final Session  

5.3.1 Remarks by Mr. Joe Hironaka, UNESCO  

Mr. Joe Hironaka appreciated the various governments for responding to the regional consultations. He pointed that the concept of OER, which is of recent origin (having emerged in a meeting organised by UNESCO) is scaling up quite fast, and now more than 1 billion materials are available under Creative Commons licenses. He expressed his hope that the 2nd World OER Congress would give clear guidelines on translating commitment into actions.  

5.3.2 Remarks by Mr. Gašper Hrastelj, Government of Slovenia  

Mr. Hrastelj in his remarks said that Slovenia was excited to host such an important event which would be a milestone in the progress of education. He welcomed the participants to join the Congress in Slovenia and assured the support of the government and people of Slovenia in being a proper host for such an event.  

5.3.3 Remarks by Prof. Asha Kanwar, President and CEO, COL  

Prof Kanwar thanked all the participants for their pro-active involvement in the consultation. She expressed her gratitude to the Open Polytechnic of New Zealand for hosting the consultation in Auckland. She expressed her appreciation for the presence of the Minister of Education, the Hon. David Collins of Kiribati on both days and said such involvement reflected the commitment of governments to translate OER into actions. Such actions are vital for addressing the SDGs, particularly SDG4. She referred to the Kuala Lumpur Declaration of
the 8th Pan-Commonwealth Forum (PCF) which states “Mainstream the use of OER by developing strategies and policies at governmental and institutional levels to enhance quality while potentially reducing the cost of education” and expressed her happiness that the Pacific Consultation had identified specific recommendations for mainstreaming OER.

5.3.4 Closing Remarks of the Minister for Education, the Hon. David Collins of Kiribati

The Hon. Minister thanked COL, UNESCO and the Open Polytechnic of New Zealand for inviting him to the consultation. As a new incumbent to the Ministry of Education, he said that he was looking for innovative ideas which could enhance the accessibility of quality of education in Kiribati. He found OER very interesting and hence he spent two full days listening to the experts and practitioners. He is planning to discuss with his Permanent Secretary and other officials of the Ministry to work out strategies for mainstreaming OER. He agreed that he would help to raise the issue of OER in the forthcoming FEdMM based on the strategy paper to be provided by PACFOLD.
ANNEX-1: Agenda for Pacific Regional Consultation on Open Educational Resources

Agenda

Pacific Regional Consultation on OER

Date: May 29-30, 2017
Venue: Aotea Centre, Auckland, New Zealand

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

<table>
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<tr>
<th>Time</th>
<th>Session</th>
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<tbody>
<tr>
<td>8:30-9:00</td>
<td>Workshop Registration</td>
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<tr>
<td>9.00 – 10.00</td>
<td>Workshop Inauguration</td>
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<tr>
<td></td>
<td>Welcome by Prof. Asha Kanwar, President, COL (10 minutes)</td>
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<td></td>
<td>Remarks from UNESCO by Mr. Joe Hironaka, UNESCO (10 minutes)</td>
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<td></td>
<td>Remarks from Government of Slovenia by Mr. Gašper Hrastelj (10 minutes)</td>
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<td></td>
<td>Address by Dr. Linda Sissons, Member of Education New Zealand Board (10 minutes)</td>
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<td>Remarks by Dr. Caroline Seelig, Open Polytechnic (10 minutes)</td>
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<td>Time</td>
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<td>10.00 – 10:30</td>
<td>Group Photo and Tea/Coffee Break</td>
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<td>10:30 – 11.00</td>
<td>Overview of the Regional Consultations by Prof. Asha Kanwar, COL (20+10 minutes) - Plenary Q &amp; A</td>
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<tr>
<td>11.00 – 11.30</td>
<td>OER for Equitable and Quality Education for All in Pacific by Dr. Robin Day, Capable NZ, COL Chair in OER, Chair of OER Foundation, Otago Polytechnic (20+10 minutes) - Plenary Q &amp; A</td>
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<tr>
<td>11.30 – 12.00</td>
<td>OER and Licensing: Issues in Pacific Region by Dr. Wayne Mackintosh, Otago Polytechnic (20+10 minutes) – Plenary and Q &amp; A</td>
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<tr>
<td>12.00 - 12.30</td>
<td>Tasmania OER Project: Relevance to Pacific (20+10 minutes) By Ms. Robin Wright, Swinburne University of Technology - plenary and Q &amp; A</td>
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<tr>
<td>13.00 – 14.00</td>
<td>Lunch</td>
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<tr>
<td>14:00 – 15:30</td>
<td>Exploring National OER Practices viz SDG4 (Facilitator: Mr. Matai Tagicaki, PACFOLD)</td>
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<td>Group work to discuss OER initiatives and best practices in different countries and reporting to the plenary. Group discussion for 40 minutes followed by presentation of 10 minutes each (5 groups)</td>
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<tr>
<td>15:30 – 16:00</td>
<td>Tea/Coffee Break</td>
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<tr>
<td>16:00 – 17:30</td>
<td>Strategies for mainstreaming OER (Facilitator: Mr. Joe Hironaka, UNESCO)</td>
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<td>Break into groups to discuss key challenges to mainstreaming OER</td>
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<td>1. Capacity of users to access, re-use, and share OER</td>
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<td>2. Language and cultural barriers</td>
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<td>3. Ensuring inclusive and equitable access to quality content</td>
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<td>4. Changing business models</td>
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<td>5. Development of appropriate policy solutions</td>
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<td>Propose concrete potential solutions. Group discussion for 40 minutes followed by a presentation of 10 minutes each.</td>
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**Day 2**

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<tr>
<th>Time</th>
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<tr>
<td>9:00 – 9:30</td>
<td>Welcome and Summary of Day 1</td>
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<td>Time</td>
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<tr>
<td>9:30 – 10:30</td>
<td>The 2\textsuperscript{nd} World OER Congress</td>
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<td>• Plenary presentation by Slovenia/UNESCO: an overview of the 2\textsuperscript{nd} World OER Congress and its objectives, Presentation by Mr. Gašper Hrastelj, Government of Slovenia (20+10 minutes) and Dr. Mitja Jermol, UNESCO Chair, Slovenia (20+10 minutes)</td>
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<td>Plenary discussion on key issues to prepare inputs into the 2\textsuperscript{nd} World OER Congress.</td>
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<td>10:30 – 11:00</td>
<td>Tea/Coffee Break</td>
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<td>11:00 – 12.30</td>
<td>Identifying Concrete Action (K. Balasubramanian, COL)</td>
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<td>Working Groups: generation of Pacific inputs into the 2\textsuperscript{nd} World OER Congress.</td>
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<td>Break into groups as agreed to address challenges and solutions and to prepare inputs on strategies for mainstreaming OER into planning of the 2\textsuperscript{nd} World OER Congress.</td>
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<td>Prepare working group presentations.</td>
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<tr>
<td>12.30 – 14.00</td>
<td>Lunch</td>
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<tr>
<td>14:00 – 15:30</td>
<td>Pacific Regional Inputs into 2\textsuperscript{nd} World OER Congress (Continued)</td>
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<td>Working groups present proposed Pacific inputs into 2\textsuperscript{nd} World OER Congress.</td>
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<td>Plenary feedback and finalisation of Regional inputs. Forming an informal, regional network including other “Open” stakeholders.</td>
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<tr>
<td>15:30 – 16:00</td>
<td>Tea/Coffee Break</td>
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<tr>
<td>16:00 – 16:30</td>
<td>Closing and Final Remarks.</td>
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<td></td>
<td>• Remarks from Mr. Joe Hironaka, UNESCO</td>
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<td>• Remarks from Mr. Gašper Hrastelj, Government of Slovenia</td>
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<td>• Remarks from the Minister for Education, The Hon. David Collins of Kiribati</td>
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<td>• Conclusion</td>
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## Participant List

**Pacific Regional Consultation on Open Educational Resources (OER)**  
29-30 May, 2017 | Aotea Centre, Auckland, New Zealand

<table>
<thead>
<tr>
<th>Country</th>
<th>Affiliation</th>
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</table>
| AUSTRALIA | Dr. Carina Bossu  
ASCILTE Fellow  
Lecturer - Learning and Teaching  
Tasmanian Institute of Learning and Teaching  
University of Tasmania  
Australia |
| AUSTRALIA | Ms. Robin Wright  
Copyright Manager  
Swinburne University of Technology  
Australia |
| FIJI | Mr. Laisiasa Merumeru  
Disability Coordination Officer  
Pacific Islands Forum Secretariat  
Fiji |
| FIJI | Mr. Matai Tagicaki  
Project Officer  
Pacific Centre for Flexible and Open Learning for Development  
The University of the South Pacific  
Fiji |
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<tr>
<th>Country</th>
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<th>Position/Role</th>
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<tr>
<td>FIJI</td>
<td>Dr. Ian Thomson</td>
<td>E-Learning Fellow&lt;br&gt;Teachers’ Education Resource and E-Learning Centre&lt;br&gt;Faculty of Arts, Law and Education&lt;br&gt;The University of the South Pacific&lt;br&gt;Fiji</td>
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<tr>
<td>IGO - CANADA</td>
<td>Dr. K. Balasubramanian</td>
<td>Vice President&lt;br&gt;Commonwealth of Learning&lt;br&gt;Canada</td>
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<td>IGO - CANADA</td>
<td>Dr. Asha Kanwar</td>
<td>President&lt;br&gt;Commonwealth of Learning&lt;br&gt;Canada</td>
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<td>IGO - FRANCE</td>
<td>Mr. Joe Hironaka</td>
<td>Programme Specialist&lt;br&gt;ICT in Education, Science and Culture (CI/KSD/ICT)&lt;br&gt;Knowledge Societies Division&lt;br&gt;Communication and Information Sector&lt;br&gt;UNESCO&lt;br&gt;France</td>
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<tr>
<td>KIRIBATI</td>
<td>The Honorable David Collins</td>
<td>Minister for Education&lt;br&gt;Ministry of Education&lt;br&gt;Kiribati</td>
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<td>KIRIBATI</td>
<td>Mrs. Kaaro Neeri</td>
<td>Permanent Secretary&lt;br&gt;Ministry of Education&lt;br&gt;Kiribati</td>
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<td>NEW ZEALAND</td>
<td>Ms. Karina Bird</td>
<td>Senior Professional Adviser&lt;br&gt;New Zealand Educational Institute (NZEI)&lt;br&gt;New Zealand</td>
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<td>NEW ZEALAND</td>
<td>Dr. Robin Day</td>
<td>Lead Assessor, Capable NZ&lt;br&gt;Chair in OER, Commonwealth of Learning (COL)&lt;br&gt;Chair, OER Foundation&lt;br&gt;Otago Polytechnic&lt;br&gt;New Zealand</td>
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<td>NEW ZEALAND</td>
<td>Ms. Mandy Henk</td>
<td>Public Lead&lt;br&gt;Creative Commons Aotearoa New Zealand&lt;br&gt;New Zealand</td>
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<tr>
<td>NEW ZEALAND</td>
<td>Dr. Wayne Macintosh</td>
<td>Director, International Centre for Open Education</td>
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<td>Otago Polytechnic</td>
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<td>NEW ZEALAND</td>
<td>Ms. Amy McAteer</td>
<td>Principal Development Manager, Education</td>
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<td>Sustainable Economic Development Division, Pacific and Development Group</td>
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<td>NEW ZEALAND</td>
<td>Dr. Caroline Seelig</td>
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<td>Dr. Linda Sissons</td>
<td>Chief Executive, Primary ITO</td>
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<td>PAPUA NEW GUINEA</td>
<td>Mr. Charles Mabia</td>
<td>Deputy Secretary, Strategic Policy and Research Wing</td>
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<td>Department of Higher Education, Research, Science &amp; Technology</td>
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<td>Papua New Guinea</td>
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<td>SAMOA</td>
<td>Muagutut’i’a Dr. Ioana Chan Mow</td>
<td>Associate Professor, Computing Education</td>
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<td>National University of Samoa</td>
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<td>SLOVENIA</td>
<td>Mr. Gasper Hrastelj</td>
<td>Deputy Secretary General</td>
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<td>Slovenian National Commission for UNESCO</td>
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<td>SLOVENIA</td>
<td>Dr. Mitja Jermol</td>
<td>UNESCO Chair, Open Technologies for OER and Open Learning</td>
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<td>Head, Centre for Knowledge Transfer</td>
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<td>Jožef Stefan Institute</td>
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<td>SLOVENIA</td>
<td>Mr. Matija Ovsenek</td>
<td>Video Production Specialist</td>
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<td>TONGA</td>
<td>Mrs. Seilosehina Fifita</td>
<td>Chief Education Officer (ICT)</td>
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<td>Tonga Institute of Higher Education</td>
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## ANNEX-3: Matrix of Stakeholders and Actions

### Stakeholder Action Matrix to Translate OER from Commitment into Action in Pacific

<table>
<thead>
<tr>
<th>Type of Stakeholders</th>
<th>Nature of Stakeholders</th>
<th>Some Examples of the Stakeholders in Pacific</th>
<th>Role of the stakeholders</th>
<th>Support required by the Stakeholders</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Secondary Stakeholders</td>
<td>Universities, Educational Institutions, OER Community</td>
<td>USP, National University of Samoa, OERu, SINU, Open Polytechnic, Swinburne University, University of Tasmania, Otago Polytechnic, Open Polytechnic, New Zealand</td>
<td>Facilitation, Research, Technology development and domestication, Policy Advocacy, Partnership building with other stakeholders</td>
<td>Access to financial and technical resources from government, private and international agencies, Policy support at the institutional and government, Capacity building a developing business or social enterprise models.</td>
</tr>
<tr>
<td>2 Secondary Stakeholders</td>
<td>Regional Institutions</td>
<td>PIFS, PACFOLD, OERu</td>
<td>Capacity Building, Networking, Regional Policy Development</td>
<td>Access to financial and technical resources from government, private and international agencies.</td>
</tr>
<tr>
<td>3 Secondary Stakeholders</td>
<td>National and Provincial governments</td>
<td>Government Ministries at the national and state level, Departments of Education and other departments relating to HRD</td>
<td>Policy development, Programme Implementation, Financial Support</td>
<td>Awareness and sensitization, Capacity building in policy development relating to OER</td>
</tr>
<tr>
<td>4 Secondary Stakeholders</td>
<td>International development agencies</td>
<td>DFAT, MFAT, World Bank, COL, UNESCO</td>
<td>Policy and Programme Development, Strengthening the role of OER in SDG4, Funding</td>
<td>Appropriate response from other stakeholders.</td>
</tr>
<tr>
<td>No.</td>
<td>Stakeholders</td>
<td>Technology Providers</td>
<td>Capacity Building and Networking</td>
<td>Need to understand the win-win situation in OER</td>
</tr>
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<td>-----------------------------------------------</td>
</tr>
<tr>
<td>5</td>
<td>Secondary Stakeholders</td>
<td>Technology Providers</td>
<td>Mobile phone, Internet, Radio services</td>
<td>Providing appropriate technology platform for OER</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Enabling the access to technology</td>
</tr>
<tr>
<td>6</td>
<td>Secondary Stakeholders</td>
<td>Civil society</td>
<td>NGOs, Community Based Organizations</td>
<td>Mobilizing stakeholders such as students and teachers</td>
</tr>
<tr>
<td></td>
<td></td>
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<td></td>
<td>Sensitizing the parents and the communities on the relevance of OER</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Understanding the relevance and the challenges of OER from the primary stakeholder’s point of view.</td>
</tr>
<tr>
<td>7</td>
<td>Primary Stakeholders</td>
<td>Students, Teachers, Parents</td>
<td>-</td>
<td>Participating, Using, Re-using, Re Purposing and Sharing OER</td>
</tr>
<tr>
<td></td>
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<td></td>
<td>Sharing the benefits and challenges of OER with other stakeholders</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Awareness and sensitization, Mobilization Access to technology</td>
</tr>
</tbody>
</table>
ANNEX-4: Photos from Pacific Regional Consultation on Open Educational Resources