



# REPORT

## Asia Regional Consultation on Open Educational Resources

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

1–2 December 2016  
Hotel Impiana, Kuala Lumpur, Malaysia





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# 1. Background

## 1.1. Overview of the event

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*<sup>1</sup> 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 2<sup>nd</sup> World OER Congress, which will be held in Slovenia in September 2017 and will be organised by UNESCO and the Government of Slovenia.

The Asia Regional Consultation on Open Educational Resources (RCOER) was organised by COL and held on 1–2 December 2016 in Kuala Lumpur, Malaysia, in partnership with Asia eUniversity, Kuala Lumpur. 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 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 2<sup>nd</sup> 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 Asia RCOER was held with the collaboration and support of the following partners:

- COL
- Asia eUniversity, Malaysia
- UNESCO
- Slovenian National Commission for UNESCO

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<sup>1</sup> [http://www.unesco.org/new/fileadmin/MULTIMEDIA/HQ/CI/CI/pdf/Events/Paris%20OER%20Declaration\\_01.pdf](http://www.unesco.org/new/fileadmin/MULTIMEDIA/HQ/CI/CI/pdf/Events/Paris%20OER%20Declaration_01.pdf)

- UNESCO Chair on Open Technologies for OER and Open Learning (Jožef Stefan Institute, Slovenia)
- The William and Flora Hewlett Foundation

## 2. Participants

The Asia 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. A total of 48 participants from 24 countries attended the consultation. Among the participants, 21% were female and 79% were male. (See Annex 2 for the list of participants.)

Country	Number of Participants	Country	Number of Participants	Country	Number of Participants
Bangladesh	2	Iran	1	Philippines	2
Bhutan	1	Japan	1	Slovenia	2
Brunei	1	Korea	1	Thailand	1
Canada	6	Malaysia	11	Timor-Leste	1
China	2	Malta	1	UNESCO	2
France	1	Mongolia	1	USA	4
India	2	Nepal	1	Uzbekistan	1
Indonesia	1	Pakistan	1	Vietnam	1

## 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 during the 2<sup>nd</sup> World OER Congress. The relevant information are as follows:

- *Background Paper: Regional Consultations*<sup>2</sup>
- 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> and publicised via social media
- The *OER in the Commonwealth 2016* survey and results<sup>3</sup>

<sup>2</sup> [http://rcoer.col.org/uploads/2/2/8/4/22841180/oer\\_regional\\_consultations\\_-\\_background\\_paper.pdf](http://rcoer.col.org/uploads/2/2/8/4/22841180/oer_regional_consultations_-_background_paper.pdf)

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

## 4. Proceedings of the Technical Sessions

### DAY 1 (December 1, 2016)

#### 4.1. Opening Session: Inauguration (09:00–10:00)

##### 4.1.1. Welcome remarks from Professor Asha S. Kanwar, President and CEO, COL

Professor Asha warmly welcomed all participants to the workshop, the first of six regional consultations that will be organised by COL. She said that this workshop would be a testing ground, and that the template emerging from this workshop would be used in the other regional consultations. She noted that six COL staff members were participating in this workshop to learn and then implement the model in other regional consultations, where only two COL staff members would be participating in each case. She urged all participants to actively engage in the discussion. She also thanked the local host for partnering with COL to organise this important event.



##### 4.1.2. Remarks from the host institution by Professor Dato' Dr. Ansary Ahmed, President of Asia eUniversity

Professor Dato' Ansary greeted all participants with a “Selamat Datang” (meaning “Welcome”) to Kuala Lumpur and wished all the participants a pleasant stay. He hoped the participants would find time to visit the city, if not the country, as the programme would be intense. He provided a brief background on the university—its origins and where it is heading. Established in 2007, Asia e University (AeU) is the youngest university in Malaysia, and from day one it has been an online university. It offers courses in three modes: blended, online, and face-to-face.



AeU strives to harness appropriate technologies to improve the institution's quality of teaching and learning and to reach out to its diverse learners.

AeU is one of the early adopters of OER. The university has been using OER to develop courses, especially teacher training programmes. The president indicated that the university still had a long way to go and was looking forward to learning from others, especially from the participants in the two days of this workshop.

He thanked COL for partnering with AeU to host this important event.

##### 4.1.3. Remarks from Dr. Indrajit Banerjee, Director, Knowledge Societies Division, Communications and Information Sector, UNESCO, Paris

Dr. Banerjee began by thanking Professor Kanwar and her COL team for UNESCO's excellent partnership with COL as well as with Ms. Barbara Chow and Dr. T. J. Bliss of The William and Flora Hewlett Foundation. He noted that this event would not have been possible without their support, and he also thanked Slovenian colleagues Gasper Hrastelj and Dr. Mitja Jermol, along with Asia eUniversity, for hosting the event.



Dr. Banerjee said that the World OER Congress 2012 had been “a shot in the dark.” At that time, there were many initiatives but no cohesion among the players. An outcome of the 2012 Congress was the Paris Declaration, which encourages governments to:

- foster awareness and use of OER;
- reinforce the development of OER strategies and policies;
- promote the understanding and use of open licensing frameworks; and
- support capacity building for the sustainable development of quality learning materials.

UNESCO, with its 195 member states, realised that relying on enthusiasm for OER was not enough. Commitment needs to be put into action.

The 2<sup>nd</sup> World OER Congress will have three objectives, which will differ from those of the 2012 Congress. The regional consultations will be based on these objectives:

- Examine solutions for meeting the challenges of mainstream OER practices in education systems worldwide.
- Showcase the world's experts as well as best practices in OER policies and initiatives.
- Provide recommendations for mainstreaming OER to expand the reach of best practices.

Dr. Banerjee emphasised that this workshop was critical for the success of the coming congress, saying, “We need to move from commitment to action,” including offering strategies and specific recommendations for the mainstreaming of OER. He highlighted five challenges to mainstreaming OER:

- The capacity of users to access, reuse, and share OER
- Language and cultural barriers
- The guarantee of inclusive and equitable access to quality content
- Shifts in business models
- The development of appropriate policy solutions

#### **4.1.4. Remarks from the Government of Slovenia by Mr. 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 2<sup>nd</sup> World OER Congress, as well as for Professor Kanwar and the COL team, and Asia eUniversity for hosting the workshop. He indicated that Slovenia has OER initiatives underway and that recently, UNESCO signed an agreement to establish a UNESCO Chair on Open Technology for OER and Open Learning in Slovenia.

He was confident that Slovenia would manage the upcoming congress well, as there was 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.

#### **4.1.5. Introduction to the workshop, by Dr. K. Balasubramanian, Vice President, COL**

Dr. Balasubramanian welcomed participants and informed them about the workshop's contents and goals. He reiterated that this workshop needed to move from commitment to action—that the participants should aim to provide answers, and the organisers would take solutions to the next level. He acknowledged that there might be discussions about the need to create policies, but he emphasized that participants also needed to determine how to translate discussions and policies into action, because participants' actions would impact policy makers. He advised participants to talk in realistic terms.



He then facilitated a get-acquainted session wherein participants were asked to have a short conversation with a participant he/she had not met before, asking them to talk about their job and other matters, and then to briefly introduce the new friend to the others in the room. This became a quick and interesting ice-breaker.

#### **4.2. Technical Session 1 (10:00–10:30): Background to the Regional Consultations**

This presentation was conducted by Professor Asha Kanwar, Dr. Sanjaya Mishra, and Dr. Ishan Abeywardena. Professor Kanwar initiated the presentation and provided the context, objectives, and processes to be followed for organising the regional consultations. She indicated that all of the discussions and data collection would be brought to the 2<sup>nd</sup> World OER Congress.

Dr. Mishra presented the responses received so far for the government survey of OER and the stakeholders' survey. Some of the findings presented by Dr. Mishra are summarized below.



##### **4.2.1. Responses**

Government responses: three from Africa, none from Arab States, six from Asia and the Pacific, one from Europe and North America, and two from Latin America and the Caribbean.

Stakeholder responses: 89 completed the stakeholder survey. The country-aggregated responses were: 10 from Africa, four from Arab States, 41 from Asia and the Pacific, 31 from Europe and North America, and three from Latin America and the Caribbean.

#### **4.2.2. Key findings from the government survey<sup>4</sup>**

- Policy and quality issues
  - Seven respondents indicated that their country has a policy.
  - Six respondents (two in Asia) felt that there were sufficient OER in the main language(s) of education in their country.
  - Seven respondents (three from Asia) felt that their country addressed issues of quality assurance related to OER.
- Trends
  - OER activities were mostly at the post-secondary and tertiary levels.
  - The main reasons for countries becoming active in OER were:
    - gaining access to the best possible resources;
    - bringing down costs for students;
    - reaching disadvantaged communities;
    - creating more flexible materials; and
    - improving teacher professional development via OER.
  - The main barriers to mainstreaming OER were:
    - lack of users' capacity to access, reuse, and share OER;
    - lack of funding and/or incentives; and
    - lack of appropriate policy solutions.
  - The main challenge to translating OER into local languages related to costs and lack of skills. Key skills gaps identified were:
    - how to find OER;
    - evaluating the usefulness, value, and quality of OER;
    - understanding licences and how they work; and
    - ICT skills.

#### **4.2.3. Key findings from the stakeholder survey<sup>5</sup>**

- Awareness of, access to, and use of OER
  - 87% were aware of OER activities in their country.
  - Almost a third (31%) noted good access to teaching and learning materials.
  - 76% reported reusing OER, 61% adapting/remixing OER, and 57% releasing original content as OER.
  - 67% reported using a Creative Commons licence, but 28% reported not using any licence.

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<sup>4</sup> Only 12 government officials responded.

<sup>5</sup> A total of 89 stakeholders responded, 49% male and 51% female.

- Attitude toward OER
  - There was a generally positive attitude towards OER.
  - OER lower the cost of learning materials (89%).
  - Open licensing of learning materials enables continuous quality improvement (85%).
  - OER assist developing countries in accessing quality materials (83%).
- The most common barriers to OER use are:
  - no support from the management level (64%); and
  - no reward system for staff (60%).

#### 4.2.4. The commonalities between governments and stakeholders regarding OER

- OER have the potential to:
  - lower the cost of learning materials;
  - enable continuous quality improvement; and
  - provide access to quality materials.
- However, there is a lack of:
  - funding and/or incentives;
  - support from management; and
  - appropriate policy solutions.
- Engagement with the private sector is a challenge:
  - Across both surveys, many respondents felt stakeholders would be challenged when trying to balance OER with commercial interests (48% of stakeholders and 82% of government survey respondents).
  - Challenges focused on uneasiness in sharing intellectual property and resultant threats to industries whose business model is based on selling intellectual property.
  - Better ICT infrastructure and connectivity are required.

#### 4.2.5. The way forward

- More data collection
- Regional analyses for each consultation
- Global OER report preparation based on the data collected

Dr. Ishan Abeywardena, Adviser, Open Educational Resources at COL, joined Dr. Mishra to present a report on COL's survey of OER in the Commonwealth.

The report had recently been presented at the 8<sup>th</sup> Pan Commonwealth Forum on Open Learning, held on 27–30 November 2016 in Kuala Lumpur. This study was conducted as part of COL's OER for Skills Development project, supported by The Hewlett Foundation. The objective of the study was to collect baseline data from Commonwealth institutions with respect to: the development, use and reuse of OER; the availability of support; and challenges faced in fostering the use of OER.



#### 4.2.6. The key findings from studying OER in the Commonwealth

The key findings from the survey are as follows:

- Participation in OER-related training activities is high for faculty/teachers in vocational institutes (64%) and to a lesser extent in open universities (54%). However, respondents who had not participated in OER-related training were the highest users or consumers of OER (47%). Further probing revealed that 39% of those who had not received training had learned about OER through self-study, whilst 43% had learned about OER by working with colleagues on related activities. Training does empower teachers to develop and help others develop OER, which increases OER production. However, OER workshops are short in most cases, with few hands-on activities.
- 68% of the respondents indicated that the use of OER resulted in cost savings for students. The majority perceived OER to be a good solution to improve quality and minimise costs related to a course or programme; 82% found OER to be of good or excellent quality; 56% of respondents preferred to check the authenticity and credibility of a material before using it.
- 94% of respondents emphasised that open licensing is important when using a resource in their teaching. In terms of the Creative Commons licences, respondents were most confident about explaining the CC BY licence (37%), followed by the CC0 Public Domain licence (32.5%). They were not very comfortable with explaining the CC BY-NC-ND licence (36%). In general, the confidence level about explaining the meaning of different types of licences was low.
- Respondents indicated that lack of time, lack of awareness and low Internet connectivity were the main barriers to using OER. Interestingly, they did not consider lack of rewards or recognition to be a major barrier.
- Text materials were considered the easiest to adopt and reuse (76%), followed by lecture notes (54%) and slides (53%).
- 62% of respondents considered “easy to download” to be the most important factor for adopting OER. Respondents indicated that in terms of ease of adaptation, Word (85%), PDF (52%) and HTML (21%) formats were preferred.
- 78% of respondents frequently used search engines to find OER, whilst only 22% used repositories. Amongst the search engines, Google was used more frequently (89%) than other search engines.
- The most commonly used repositories were: OER Commons (36%), Wikimedia Commons (32%) and COL’s Directory of Open Educational Resources (COL-DOER, 23%).
- Respondents indicated that they experienced most difficulty with finding appropriate open textbooks (46%), course modules (40%) and videos (39%).

Professor Kanwar made closing remarks on the findings of the surveys and concluded the presentation with the following highlights:

- Achievements
  - more policies at the institutional level
  - more awareness about the benefits of OER
  - more champions and advocates
  - more content available (e.g., in repositories)

- Moving forward
  - evidence-based advocacy
  - more capacity building
  - continuing to share experiences across countries and regions
  - engaging in targeted interventions

### 4.3. Technical Session 2 (10:30–11:00): Overview of OER in the Asian Region

Professor Patricia Arinto, of the University of the Philippines Open University (UPOU), made a detailed presentation on “OER for Equitable and Quality Education for All in Asia.” She spoke specifically about the findings (as of 2012) from the OER Asia study. The OER Asia study was led by Professor Tan Sri Gajaraj Dhanarajan and Dr. Ishan Abeywardena. A book titled *Open Educational Resources: An Asian Perspective*, published by COL and OER Asia in 2013, contains 10 country reports on China, Hong Kong SAR, India, Indonesia, Japan, Korea, Malaysia, Pakistan, Philippines and Vietnam, plus case studies of OER initiatives in Asia.



Professor Arinto also shared findings from the Research on Open Educational Resources for Development (ROER4D) project. The central project coordination team is based at the host institutions: the University of Cape Town and Wawasan Open University. Associate Professor Cheryl Hodgkinson-Williams is the Principal Investigator, while Professor Arinto acts as the Deputy Principal Investigator. The project’s objective is to improve education policy, practice, and research in developing countries by better understanding the use and impact of OER.

The following summarises the presentation:

*Open Educational Resources: An Asian Perspective* reveals substantial contributions to OER from several countries; examples include China’s National Core Courses project (Jingpinke) and the Japan Open Courseware consortium. The Virtual University of Pakistan’s 6,000 hours of course material on YouTube, and India’s National Programme on Technology Enhanced Learning courses (available on the Web in text and video formats), are important examples of OER in the region.

Generally, the study’s findings revealed a lack of awareness and low uptake in higher education institutions amongst teachers and students. The study identified several barriers: lack of skills, lack of infrastructure and tools, lack of institutional support and policy, lack of pedagogical fit, and negative attitudes.

The objective of the ROER4D projects is to improve educational policy, practice and research in developing countries by better understanding the use and impact of OER. The studies focus on in what ways, for whom and under what circumstances the adoption of OER can positively impact the increasing demand for accessible, relevant, high-quality

and affordable education in the Global South. An overview of the project was also shared.

#### 4.4. Technical Session 3 (10:30–13:00): Open Licensing and the Cost of Open Textbooks

Dr. David Wiley, Chief Academic Officer at Lumen Learning, talked about the cost of open textbooks and open pedagogy.

##### The Efficiency and Cost of Open Textbooks

Dr. Wiley started by describing his concept of a “golden ratio” measurement, with efficacy in the numerator and cost in the denominator. He explained that if we want to actually change the experience of students in the real world, rather than talking about efficacy we need to talk about the relationship between efficacy and cost-efficiency.



Open content can reduce the cost and increase the quality of education. However, open content is not free. Instead, the term indicates that the materials are offered free of charge and are licensed so that users have free and perpetual permission to engage in the “5R” activities:

- Retain: the right to make, own and control copies of the content (e.g., download, duplicate, store and manage).
- Reuse: the right to use the content in a wide range of ways (e.g., in a class, in a study group, on a website, in a video).
- Revise: the right to adapt, adjust, modify, or alter the content itself (e.g., translate the content into another language).
- Remix: the right to combine the original or revised content with other open content to create something new (e.g., incorporate the content into a mashup).
- Redistribute: the right to share copies of the original content, your revisions or your remixes with others (e.g., give a copy of the content to a friend).

There is disagreement in the community about which requirements and restrictions should never, sometimes, or always be included in open licences. For example, Creative Commons offers licences that prohibit commercial use. While some in the community believe there are important use cases where the non-commercial restriction is desirable, many in the community have strong reservations about the non-commercial restriction.

To show the real value of open textbooks and the real costs of traditional textbooks, Dr. Wiley referred to a paper titled “A Multi-institutional Study of the Impact of Open Textbook Adoption on the Learning Outcomes of Post-secondary Students.” The study was conducted by his research team at Brigham Young University, and the paper was published in the *Journal of Computing in Higher Education* in 2015. The research looked at a sample of more than 16,000 students across 10 institutions, which included 4,909

students who used open textbooks and 11,818 in the control group (i.e., without open textbooks), as well as 130 teachers from 50 different undergraduate courses. The purpose of the study was to analyse whether, during and after semesters in which OER were used, the adoption of no-cost open digital textbooks significantly predicted: (i) students' completion of courses, (ii) class achievement and (iii) enrolment intensity. This study utilised a quantitative, quasi-experimental design with propensity–score matched groups to examine differences in outcomes between students who used OER and those who did not. Results showed the opposite of what is commonly believed: expensive textbooks are not superior to free ones. In fact, students assigned free, open textbooks did as well as or better than their peers in terms of grades, course completion and other measures of academic success.

Dr. Wiley also described another study conducted by his research team, which will be published in the paper, “Improving Course Throughput Rates and Open Educational Resources: Results from the Z Degree Program at Tidewater Community College.” The paper is in press at the *International Review of Research in Open and Distance Learning*. This case study compares the performance of Tidewater Community College students using traditional textbooks with the performance of those using OER, based on what the research team calls course throughput rates, which is an aggregate of three variables: dropout rates, withdrawal rates, and C or better rates. Two self-selecting cohorts were compared over four semesters, with statistically significant results. The study found that, subject to certain limitations, students who use OER performed significantly better in terms of the course throughput rate than their peers who used traditional textbooks, in both face-to-face and online courses employing OER. The study seemed to suggest that OER are a promising avenue for reducing the costs of higher education while increasing academic success.

Dr. Wiley also discussed a paper titled “Cost-savings Achieved in Two Semesters through the Adoption of Open Educational Resources,” (Hilton, Robinson, Wiley, & Ackerman, 2014), published in the *International Review of Research in Open and Distance Learning*. This research involved students in 256 faculties at eight colleges; 194 were taught using only traditional commercial textbooks, 48 were taught using only OER and 14 were taught using traditional commercial textbooks and OER. Results showed that the students achieved cost savings when their colleges began using OER in place of traditional commercial textbooks. On average, required traditional commercial textbooks for a course cost USD 90.61 per student, while the value of services supporting OER adoption was USD 5 per student. The study proved that OER were 94% less expensive than traditional printed textbooks.

## **Open Pedagogy**

“Open pedagogy” describes the teaching and learning practices that are possible when one adopts OER but are impossible using traditionally copyrighted materials.

Making progress in open pedagogy is critically important to winning the long-term OER adoption battle. OER adoption focuses on benefits for students, such as improved academic outcomes and cost savings. But it is faculty who must make the OER adoption

choice, often with no incentive other than “doing what’s right for students.” Dr. Wiley argued that powerful examples of open pedagogy will give faculty a specific and direct reason to adopt OER. As faculty come to understand that OER give them more academic freedom than traditionally copyrighted materials, they will significantly accelerate the adoption of OER.

This accelerated adoption will, in turn, significantly increase the quality (through open pedagogy) and affordability (through cost savings) of education for learners everywhere.

## Open Licences

Dr. Cable Green, Director (Education) at Creative Commons (CC), spoke on how open licensing, OER and open policies have the potential to significantly improve access to quality higher education and research resources. He focused on the following:



- Open licensing and why it is so important to get this right
- The definition of OER
- CC: its role as an organization for introducing open licences—started in 2001, it now operates in 85 countries
- CC becoming the legal tool that people use in licensing
- The public domain—materials only become accessible after the creator is dead
- Getting the licensing terms right is critical
- Open education licensing policies
- OER is more than free: open > free
- Retention is fundamental and is a prerequisite to revise and remix; watch out for publishers’ artificial scarcity models
- Licensing is not an alternative to copyright, it is built on copyright; creators keep their copyright
- Google can see only the licensed works that use machine-readable licences; presently, 1.5 billion documents are licensed
- If the licensing terms are not correct, other people cannot work on the materials; a licensing notice is required; CC has several tools to help authors license their work
- Publicly funded resources should by default be open

### 4.5. Technical Session 4 (14:00–15:30): National OER Practices

The participants were divided into five groups to discuss OER initiatives and best practices in their countries.



Below are summaries of the discussions as reported by the group leaders:

- **Bangladesh:** As yet, there is no official open licensing. Bangladesh has an education policy and has had online and distance learning (ODL) courses since 1992. The National Curriculum and Textbook Board, the University Grants Commission and the Bangladesh Technical Education Board work on quality assurance. Bangladesh has a national teachers' portal. There is a government initiative called *Mukthopath*. Bangladesh Open University has an OER policy. COL is assisting with the development of a national OER policy. There is a need to convince the government to implement such an OER policy, and explaining to government officials the benefits of OER may help.
- **Brunei:** No national OER policy exists, but OER are being used at the institutional level. There is a need for an awareness campaign to popularise OER.
- **Hong Kong (China):** No OER policy has been developed at the national or institution level. However, primary and secondary school curricula have introduced OER (language courses only), and these have been endorsed by the government. OER use is missing at the university level. Awareness of OER also seems limited.
- **India:** This is the strongest OER movement to date, involving 600 universities; currently, 2,000 courses are available as OER. The NMEICT project has an open licensing policy to release all materials developed under a CC-BY-SA license. All massive open online courses (MOOCs) developed in India with public funds may also be considered OER. The study materials for elementary school to class 12 students that are developed with public funds are already available online.
- **Indonesia:** There is no separate national OER policy. Indeed the country's ODL policy incorporated the OER policy! The University of Terbuka (UT) has an institutional OER policy, and the institution created a separate OER portal. They use OER to enrich their teaching materials. They use a lot of digital materials, but

not other available OER. To boost awareness and use of OER, faculty promotion should be related to OER research.

- **Malaysia:** No national OER policy has yet been developed. At the institutional level, some OER have been adopted, but these are mostly course-based OER (and not all are licensed). Some institutional OER repositories are available. Recently, MOOCs have been a major development and have received government support. The *Malaysian Education Blueprint 2015–2025* emphasises the creation of globalised online learning and the use of open courseware.
- **Pakistan:** There is no OER policy at the national level. The Virtual University of Pakistan has an OER repository and an open courseware platform.
- **Philippines:** There is no national OER policy. The University of the Philippines Open University has two OER repositories. Usually they translate OER into their own language and ensure access for all.
- **Thailand:** No national policy has been developed yet. Teachers and students use resources from the Internet, but there is no awareness about OER. Ten years ago, Thailand Cyber University put 400 courses into repositories. MOOC courses developed using public funds are licensed as CC-BY-NC.
- **Uzbekistan:** There is no national OER policy. Official support is needed from the Ministry of Education. The dominant barrier is language.
- **Vietnam:** No national OER policy has been developed yet. However, OER are being used at the institutional level, including OER from MIT. There is a need for an awareness campaign to popularise OER.

#### **4.6. Technical Session 5 (16:00–17:30): Strategies for Mainstreaming OER**

The participants were divided into five groups to discuss strategies for mainstreaming OER. Summaries of the discussions, as reported by the group leaders, are as follows:

##### **Business Model**

###### *Challenges*

1. Not much work has yet been done to develop a sustainable business model for OER.
2. Even where some efforts are being made, commercial publishers create barriers that limit success.

###### *Solutions*

1. Use a learning outcome-based model.
2. Use an access-focused model.
3. Use a textbook cost-containing model.
4. Use a peer collaboration model for materials development.

##### **Ensuring Equitable Access to OER**

###### *Challenges*

1. Low bandwidth and Internet connectivity.
2. Accessibility.
3. Digital literacy.

4. Not enough attention directed towards problems of inclusivity in terms of disabilities, gender, and economic class.
5. Information asymmetries.

#### *Solutions*

1. Offline access.
2. Use other mobile devices.
3. ICT skills courses are critical.
4. Formats (e.g., speech software) need to be compatible with the context (e.g., language) to support the production of quality resources.
5. There should be institutional commitments to ensure equitable access.

### **Capacity Building**

#### *Challenges*

Capacity building is being stopped by conservativeness as well as conceptual differences. Mindset is a big barrier.

#### *Solutions*

Usefulness must be meaningfully communicated to stakeholders (e.g., organizations, academics, librarians, lawyers). Mobile apps can be used for capacity building. People need training on how to create and handle OER. Encouraging students to use OER can create a culture of openness.

### **Language and Culture**

#### *Challenges*

1. Technical skills and attitudes (people question why they should use OER).
2. Many OER are not in local languages.
3. Cultural resistance to OER.

#### *Solutions*

1. Institutional-level initiatives needed to build capacity in faculties and technical staff.
2. An online toolkit must be created.
3. To increase confidence and capacity, an inter-institutional network for OER can be developed.
4. A team approach can work well.
5. Language barriers can be reduced through capacity building for the contextualization and localization of OER.
6. Institutions should have policies to handle culturally sensitive resources.
7. Governments must have policies for OER in relation to the use of public funding.

## Policy

### *Challenges*

How do we convince people to accept policies at the national or institutional level?  
Where do we start?

### *Solutions*

Start with optional discretionary funds, provide incentives to faculties for publishing in OER repositories. Institutions must come together. Who will do it? Go to education subcommittees and convince members of parliament that the creation and use of OER is important. A university's vision and mission must include declarations about OER.

## **DAY 2 (December 2, 2016)**

### **4.7. Welcome and Summary of Day 1 (8:30–8:45)**

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.

### **4.8. Technical Session 6 (8:45–9:45): About the 2<sup>nd</sup> World OER Congress**

This session was moderated by Dr. Fengchun Miao of UNESCO, who introduced the speakers and gave a brief background of UNESCO's role in the field of OER.

### **Overview of the 2<sup>nd</sup> World OER Congress and Its Objectives – by Mr. Gasper Hrastelj, Deputy Secretary General, Slovenia National Commission for UNESCO, Slovenian Focal Point for the Organization of the 2<sup>nd</sup> 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 proceeded to provide a background summary of events leading to the organisation of the Congress:

- 2014 – Establishment of the UNESCO OER Chair on Open Technologies for OER and Open Learning
- 2015 – Open Education Global Conference, Banff, Canada
- March 2016 – OER Road Map Meeting in Paris, France. Attended by international experts and representatives of UNESCO Regional Groups
- April 2016 – UNESCO Executive Board resolution on next steps regarding international collaboration on OER: to conduct a feasibility study to consider proposals for next steps regarding international collaboration on OER
- September 2016 – UNESCO announces the Congress
- September 2016 – COL calls for surveys in its Member States and the launch of a regional consultations website

- November 2016 – UNESCO invites all Member States to take part in surveys (governments and communities); the deadline is 30 November 2017

### **Moving forward:**

- January 2017: Completion of the study
- January/February 2017: Official invitation by UNESCO and the Slovenian Government
- April 2017: UNESCO Executive Board: Submission of the Study
- May–July 2017: Distribution of the study to Member States
- September 2017: 2nd World OER Congress
- November 2017: First discussions on proposals and decision for UNESCO General Conference (2019)
- December 2017: International follow-up conference at the expert level (Canada)
- October 2018: UNESCO Category 2 meeting: special committee with technical and legal experts from all Member States to draft a resolution
- April 2019: Submission of recommendation to the UNESCO Executive Board
- November 2019: UNESCO General Conference: adoption of the resolution

### **The tentative programme for the Congress is as follows:**

Day 1: 17 September 2017

- Registration, opening reception and dinner

Day 2: 18 September 2017

- Launch, welcome addresses, key addresses
- Keynote
- Setting the context
- Presentation of the results of the six regional consultations
- Presentation of the results of OER studies
- Presentation of “A Global OER Story”
- Networking event

Day 3: 19 September 2017

- Keynote
- Group work on “Mainstreaming OER Practices: Challenges and Solutions”
- Plenary session on “Technology and OER”
- OER Bar Camp
- Networking event

Day 4: 20 September 2017

- Keynote
- OER Marketplace: Presentation of best practices

- Closing plenary: report; adoption of the Ljubljana Action Plan / Call for Action / Roadmap, with recommendations on future international collaboration in the field of OER

Side events will also be arranged.

### **Why Slovenia? – by Mitja Jermol, UNESCO OER Chair, member of the Steering Committee**



Slovenian OER initiatives started back in 2003 with the creation of Videlectures.net. It is hosted at the Centre for Knowledge Transfer, Jožef Stefan Institute, Slovenia. It is the world's biggest academic online video repository and has won awards. Its content is mostly in computer science areas, specifically: deep semantics and reasoning; light-weight semantic technologies; social computing/Web 2.0; data/web/text/stream-mining; and others. All content is released under the Creative Commons Attribution-Noncommercial-NoDerivatives (BY-NC-ND) licence.

The Jožef Stefan Institute (JSI) is the leading Slovenian research institution for the natural sciences (with over 900 people) in the areas of computer science, physics and chemistry.

The Artificial Intelligence Laboratory and the Centre for Knowledge Transfer have approximately 60 people working in various areas of artificial intelligence (machine learning, data mining, semantic technologies, computational linguistics, decision support), eLearning, and technology transfer and dissemination.

Some portals and products that have been produced are:

- Enrycher (<http://enrycher.ijs.si/>)
- VideoLectures.Net (<http://videlectures.net/>)
- Event registry (<http://eventregistry.org>)
- Search-Point (<http://searchpoint.ijs.si/>)
- OntoGen (<http://ontogen.ijs.si/>)
- Document-Atlas (<http://docatlas.ijs.si/>)
- Qminer (<http://qminer.ijs.si>)

The Opening up *Slovenia* initiative started in 2014 with the aim of making Slovenia a model state in the field of OER and making a reality the policies of the European Commission's *Communication on Opening up Education*. The Opening up *Slovenia* website allows students, practitioners and educational institutions to share free-to-use OER.

### **What have they achieved so far?**

- A normative instrument at the UNESCO level
- Opening up the Balkans to OER
- The first nation-wide initiative
- The first policy initiative
- The first expression of interest from potential investors
- The strategic commitment of the Slovenian government
- Over 40 running projects

### **4.9. Technical Session 7 (10:15–12:15): Concrete Actions as Asian Input into the 2<sup>nd</sup> 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 2<sup>nd</sup> World OER Congress. This session was moderated by Dr. Cable Green. A Google document was prepared for all groups to work on to facilitate the collection of the action items.



### **4.10. Technical Session 8 (13:00–15:00): Asia Regional Input into the 2<sup>nd</sup> World OER Congress**

The input received from the groups was vetted and edited by a small committee:

- Dr. Cable Green
- Dr. Tae Rim Lee
- Professor Madhulika Kaushik
- Professor Mostafa Azad Kamal
- Dr. Sanjaya Mishra

After review by the group, the final version was displayed in the plenary for all of the participants to read and review as a collective exercise. Dr. Cable Green suggested that

the Google document remain open for one more week for the participants to add and revise. The participants in the workshop suggested concrete action for the following:

- International Cooperation
- Governments
- Educational Institutions
- Content Development
- Quality Assurance Agencies
- Private Sector (Publishers)
- Civil Society
- Individuals and Teachers
- Learner and Learner Associations
- Parents and Parent-Teacher Associations

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

#### **4.11. Closing and Final Remarks (15:30–16:15)**

##### **I. The Way Forward – by Professor Asha Kanwar**

Professor Kanwar thanked the Honourable Deputy Minister of Education, Dato’ Dr. Mary Yap, and the Chairman of the AeU Board of Directors, Academician Emeritus Professor Tan Sri Dato’ Dr. Syed Jalaludin Syed Salim for gracing the occasion. She also thanked Professor Dato’ Dr. Ansary Ahmed for hosting this event and the AeU team for helping out.

She conveyed her appreciation to Ms. Barbara Chow and Dr. T.J. Bliss of The William and Flora Hewlett Foundation, Dr. David Wiley and Dr. Cable Green for their fantastic presentations, which cleared away OER newcomers’ doubts about open licences and open textbooks, as well as to Dr. Indrajit Banerjee and Dr. Fengchun Miao of UNESCO, and to Slovenia friends Mr. Gasper Hrastelj and Dr. Mitja Jermol.

##### **Why OER?**

Dr. Kanwar provided two examples. In the USA, the cost of textbooks has increased 812% for students, raising the question of affordability for students pursuing education in the United States. In Sub-Saharan Africa and Cameroon, 12 children typically have to share one textbook. The OER initiative attempts to put a textbook in the hands of every child in Africa and the rest of the world. This is reflected in the theme “OER for inclusive and equitable quality education: from commitment to action.”

By 2030, OER can become a complete mechanism in the provision of tertiary, technical and vocational education, and in lifelong learning. However, this can only happen by using OER to cut costs and improve the quality and distribution of content to the most remote regions of the world.

## What have we achieved in the past two days?

- A better understanding of OER, recognising the challenges and solutions
- A consensus that will be documented
- A network of policy makers and practitioners

COL is still conducting surveys for governments and hopes to accelerate the process. Dr. Kanwar encouraged participants to share the surveys with their networks.

COL will produce a final global report on the state of OER across the world, based on reports from the six regional consultations. This will be the background text for the 2<sup>nd</sup> World OER Congress.

Dr. Kanwar closed by emphasising that OER is related to “the 3 Ps”: People, Performance and Partnership.

## II. Remarks from UNESCO Representative Dr. Fengchun Miao, Program Specialist, UNESCO

Dr. Miao conveyed UNESCO’s appreciation and gratitude to its partners and the AeU support team that helped contribute to the smooth running of the RCOER.

He reminded participants of another aspect of Professor Kanwar’s statement regarding adopting and applying OER in education: the SGD4 Education 2030 agenda. This global education agenda is part of the 17 UN Sustainable Development Goals (SDGs), which comprise the 2030 agenda for sustainable development. The success of these goals is driven by the education goal. Governments have another 15 years to fulfil the agenda. Harnessing OER for education will help promote education for all. Dr. Miao said that with the adoption of OER, governments can reach out and promote inclusive education, especially for refugees and people with disabilities, and can address gender inequality in education. He also reiterated that UNESCO will provide support, especially technical support, in the field of education.

He thanked COL and AeU for the excellent organisation of the event.

## III. Remarks from Hewlett Foundation Representative Ms. Barbara Chow, Program Director, Education

Ms. Chow expressed her deepest gratitude and appreciation to the participants, the COL team under Professor Kanwar, and AeU for being the host institution, for a well-organised and highly informative workshop. She noted that the Hewlett



Foundation has been supporting the OER movement since its conception. The movement was originally inspired by MIT and others with the aim of sharing academic content at the dawn of the Internet revolution, and was joined by UNESCO in 2002. Ms. Chow said that OER has grown from a group of renegades and open advocates to a worldwide field. She reminded participants of their important roles in this transition from outsider to mainstream. On the road to mainstream adoption, OER converts need to maintain the spirit of innovation, challenge conventional thinking and at the same time seek to be accepted by conventional thinkers. It will be more difficult to convince the next round of OER converts than the first. The latter will be more sceptical, demand concrete evidence and be less forgiving; they will need to be convinced and supported, and they will give up easily when faced with challenges. The challenges to be faced were mentioned by COL and other presenters during the Day 1 sessions. There are solutions for these challenges, but we will also need patient advocacy and greater problem solving for each of the variables. Emphasising that online learning will continue to rise and can go a significant distance, Ms. Chow indicated that OER will be the last mile. It will enable building rather than recreating knowledge, as well as adapting knowledge to local contexts and creating equitable access to learning.

The 2<sup>nd</sup> OER World Congress represents the best place to advance these goals, moving on from commitment to action. Ms. Chow urged participants to come to Slovenia and challenge the world, and to continue to press for OER in their institutions within national contexts.

#### **IV. Remarks from Government of Slovenia, Mr. Gasper Hrastelj, Deputy Secretary General, Slovenian National Commission for UNESCO**

Mr. Hrastelj thanked all partners and participants and the host institution for their contributions to making the RCOER a success. All the RCOER sessions ended on a very enthusiastic and creative note. The entire programme managed to create a very strong and co-operative environment among the participants and to generate many solutions and suggestions pertaining to OER initiatives and the 2<sup>nd</sup> World OER Congress. He said that various governments have been informed about the upcoming congress, and formal invitations will be issued soon.

#### **V. Speech by the Honourable Dato' Dr. Mary Yap, Deputy Minister of Education, Malaysia**

The Honourable Minister conveyed her gratitude that Malaysia played host to a significant educational conference. She highlighted the following governmental initiatives:

- Development of the Malaysia Education Blueprint 2015–2025 (Higher Education), which aims to chart the transformation of higher education in the country. Malaysia intends to be a regional and international



forerunner of co-operation in higher education.

- Malaysia's National e-Learning Policy (DePAN 2.0), which was chaired by Professor Ansary and aims to release 15% of all course materials as open courseware by 2025.
- Malaysia's initiatives in promoting access to higher e-education: the establishment of two open universities, the development of Malaysia's MOOC platform, and the creation of a credit transfer policy for MOOCs. Many higher education institutions in this country are already members of the MIT OpenCourseware Consortium and are releasing their materials with an open licence.
- A national consultation workshop on OER was organised by Universiti Sains Islam Malaysia (USIM) on 24–25 November 2016 with the support of COL. The aim was to develop a guide for making OER available in a systematic manner, emphasising the need for understanding OER and how to create and share OER using a platform/repository to enable the country to implement the goals of the national eLearning policy.

The Minister assured the Slovenian representative of Malaysia's support for the 2<sup>nd</sup> World OER Congress and what it hopes to achieve, as the Malaysian Government believes in working together as part of the global community to manage education strategies and resources which are of significant value. Malaysia firmly believes in the sharing of experiences and resources to ensure a dynamic global engagement where mutual benefits can be derived by all parties concerned.

The complete text of the Honourable Minister's speech is presented in Annex 3.

## **VI. Closing and thanks by Professor Dato' Ansary Ahmed, President and CEO of Asia e University**

Professor Ansary began by thanking the Honourable Minister, Dato' Dr. Mary Yap for making time to be with the participants during the RCOER dinner and at this closing session.

He expressed his deepest appreciation to Professor Kanwar and COL for honouring Asia e University by choosing it to be the host institution for this important event.

He thanked all learned participants for their enthusiasm and commitment during discussions and hoped participants would continue to champion OER.

### **Acknowledgements**

Thanks are due to: Professor Mostafa Azad Kamal, Bangladesh Open University, for preparing the draft report of the workshop; Ms. Kamsiah Mohd Ali, Chief Librarian, Asia e University Knowledge Centre, for sharing documents, data and images that were helpful for drafting the report; and Mohamed Suffian Bin Mohd Rasheed Khan, Asia e University, who provided local logistic support.

# Annex 1: Workshop Schedule

## Asia Regional Consultation for OER Programme

**Date:** 1–2 December 2016

**Venue:** Hotel Impiana, Jalan Pinang, Kuala Lumpur 50450, Malaysia

**Theme:** OER for inclusive and equitable quality education: From commitment to action.

### Objectives:

- Review the progress of OER since the World OER Congress 2012;
- Identify strategies for mainstreaming OER;
- Agree on action points that can be presented at the 2<sup>nd</sup> World OER Congress;
- 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 was held in the format of a workshop.

### November 30, 2016

Time	Session
14:00 onwards	<i>Arrival and hotel check-in</i>
18:00 – 20:00	<i>Dinner hosted by Commonwealth of Learning, Hotel Impiana</i>

### Day 1 - (December 1, 2016)

Time	Session
8:30-9:00	<i>Workshop Registration</i>
9:00 – 10:00	<i>Workshop Inauguration</i> <ol style="list-style-type: none"><li>1. Welcome (President, COL – 10 mins)</li><li>2. Remarks from the Host institution (President/CEO, AeU - 15 mins)</li><li>3. Remarks from UNESCO (10 mins)</li><li>4. Remarks from Government of Slovenia (10 mins)</li><li>5. Introducing the Workshop (Vice-President, COL, 15 mins)</li></ol>
10:00-10.30	Background to the Regional Consultations (President, COL – 20+10 mins) Plenary Q&A.
10:30 – 11:00	OER for equitable and quality education for all in Asia (Patricia Arinto, UPOU – 20+10 mins). - Plenary Q&A.
11:00-11:30	Group Photo and Tea/Coffee Break
11:30 – 13:00	Open licenses and Cost of Open Textbooks <ul style="list-style-type: none"><li>• Cost of Open Textbooks (Presentation by David Wiley)</li><li>• Open Licenses (Presentation and facilitation by Cable Green, Creative Commons)</li></ul>

13:00 – 14:00	Lunch
14:00-15:30	<i>Exploring National OER Practices viz SDG4</i> 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).
15:30 – 16:00	Tea/Coffee Break
16:00 – 17:30	<i>Strategies for mainstreaming OER</i>  Break into groups to discuss key challenges to mainstreaming OER <ol style="list-style-type: none"> <li>1. Capacity of users to access, re-use, and share OER</li> <li>2. Language and cultural barriers</li> <li>3. Ensuring inclusive and equitable access to quality content</li> <li>4. Changing business models</li> <li>5. Development of appropriate policy solutions</li> </ol> Propose concrete potential solutions. Group discussion for 40 minutes followed by presentation of 10 minutes each.
19:45 – 22:00	<i>Dinner hosted by Asia eUniversity, Hotel Impiana</i>

**Day 2 – (December 2, 2016)**

<b>Time</b>	<b>Session</b>
8:30-8:45	<i>Welcome and Summary of Day 1</i>
8:45-9:45	<i>The 2<sup>nd</sup> World OER Congress</i> Chair – Fengchun Miao Plenary presentation by Slovenia/UNESCO: an overview of the 2 <sup>nd</sup> World OER Congress and its objectives (Gašper Hrastelj). Plenary discussion on key issues to prepare inputs into the 2 <sup>nd</sup> World OER Congress.
9:45-10:15	Tea/Coffee Break
10:15-12:15	<i>Identifying Concrete Action</i>  Working Groups: generation of Asian inputs into the 2 <sup>nd</sup> World OER Congress.  Break into groups as agreed to address challenges and solutions and to prepare inputs on strategies for mainstreaming OER into planning of the 2 <sup>nd</sup> World OER Congress.  Prepare working group presentations.
12:15-13:00	Lunch
13:00 -15:00	<i>Asia Regional Inputs into 2<sup>nd</sup> World OER Congress (Continued)</i> Working groups present proposed Asian inputs into 2 <sup>nd</sup> World OER Congress.  Plenary feedback and finalisation of Regional inputs. Forming an informal, regional network including other “Open” stakeholders.
15:00 – 15:30	Tea/Coffee Break

15:30 – 16:15	<p>Closing and Final Remarks.</p> <ul style="list-style-type: none"><li>• Way forward (President, COL)</li><li>• Remarks from Hewlett Foundation</li><li>• Remarks from UNESCO</li><li>• Remarks from Government of Slovenia</li><li>• Speech by Deputy Minister of Higher Education, Malaysia</li><li>• Closing and Thanks (President, AeU)</li></ul>
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## Annex 2: List of Participants

	Country	Name	Organisation	Position
1	Bangladesh	Professor Mostafa Azad Kamal	Bangladesh Open University	Director, eLearning Centre
2	Bangladesh	Ms. Shahnaz Samad	Ministry of Education	Deputy Secretary
3	Bhutan	Dr. Sangay Jamtsho	UNICEF	Education Officer
4	Brunei Darussalam	Mr. Julaihi Mohamad	Ministry of Education	Acting Executive Secretary, Secretariat of Brunei Darussalam National Accreditation Council
5	China	Professor Ronghuai Huang	Beijing Normal University	Director General, Institute of Smart Education
6	Hong Kong SAR	Dr. Kam Cheong Li	The Open University of Hong Kong (OUHK)	Director, University Research Centre
7	India	Dr. B.K. Bhadri	Ministry of Human Resource Development	Assistant Educational Adviser (DL), Department of Higher Education
8	India	Dr. Mangala Sunder Krishnan	Indian Institute of Technology Madras	Professor, Department of Chemistry
9	Indonesia	Professor Tian Belawati	Universitas Terbuka (Indonesia Open University)	Rector
10	Iran (Islamic Republic Of)	Dr. Abbas Bazargan	University of Tehran	Professor of Research Methodology and Statistics, Faculty of Psychology and Education
11	Japan	Professor Tsuneo Yamada	The Open University of Japan	Director, Center of ICT and Distance Education
12	Kingdom of Thailand	Dr. Anuchai Theeraroungchaisri	Ministry of Education	Deputy Director, Thailand Cyber University Project, Office of Higher Education Commission
13	Malaysia	Professor Dr. Hazman Shah Abdullah	Malaysian Qualifications Agency	Deputy Chief Executive Officer (Quality Assurance)
14	Malaysia	Professor Dato' Ansary Ahmed	Asia e University	President & Chief Executive Officer
15	Malaysia	Ms. Wan Lidiana Lidia Wan Abu Bakar	Asia e University	Assistant Manager, Instructional Design
16	Malaysia	Dr. Fong Soon Fook	Universiti Malaysia Sabah	Professor, Coordinator of OER
17	Malaysia	Professor Rozhan M. Idrus	Universiti Sains Islam Malaysia	Director, Centre for Global Open Access Learning
18	Malaysia	Professor Madhulika Kaushik	Wawasan Open University	Deputy Vice Chancellor
19	Malaysia	Dr. Andy Liew Teik Kooi	Wawasan Open University	Director of Quality Assurance and External Relations

	<b>Country</b>	<b>Name</b>	<b>Organisation</b>	<b>Position</b>
20	Malaysia	Associate Professor Dr. Janet Woo Tai Kwan	Open University Malaysia	Director, Centre for Instructional Design & Technology
21	Malaysia	Dr. Roshayu Mohamad	Asia e University	Dean, School of Information Communication Technology
22	Malaysia	Professor John Arul Phillips	Asia e University	Dean, School of Education & Cognitive Science
23	Malaysia	Mr. Bala Kumar Thambiah	Asia e University	Director, Corporate Planning and Strategy
24	Mongolia	Mr. Batbold Zagdragchaa	New Policy Institute	Executive Director
25	Myanmar	Professor Dr. Hla Tint	Yangon University of Distance Education	Rector
26	Nepal	Mr. Dilliswor Pradhan	Ministry of Education	Under Secretary
27	Pakistan	Professor Naveed A. Malik	Virtual University of Pakistan	Rector
28	Philippines	Dr. Patricia Arinto	University of the Philippines Open University	Dean, Faculty of Education
29	Philippines	Professor Melinda dela Peña Bandalaria	University of the Philippines Open University	Chancellor
30	Republic of Korea	Dr. Tae-Rim Lee	Korea National Open University	Professor, Bioinformatics and Statistics, Department of Information Statistics
31	Timor-Leste	Ms. Angelina Sarmiento	Timor-Leste National Commission for UNESCO	Secretary-General
32	Uzbekistan	Dr. Abdugapur Karimkhodjaev	National University of Uzbekistan	Associate Professor, Head of the Center for Open Educational Resources
33	Vietnam	Dr. Minh Do	The Vietnam Foundation	Program Director, Vietnam Open Educational Resources
34	Canada	Professor Asha S. Kanwar	Commonwealth of Learning	President and Chief Executive Officer
35	Canada	Dr. K. Balasubramanian	Commonwealth of Learning	Vice President
36	Canada	Dr. Venkataraman Balaji	Commonwealth of Learning	Director, Technology & Knowledge Management
37	Canada	Mr. John Lesperance	Commonwealth of Learning	Education Specialist, Virtual University for Small States of the Commonwealth (VUSSC)
38	Canada	Dr. Ishan Abeywardena	Commonwealth of Learning	Adviser, Open Educational Resources
39	Canada	Dr. Sanjaya Mishra	Commonwealth of Learning	Education Specialist, eLearning
40	France	Dr. Indrajit Banerjee	UNESCO	Director, Knowledge Societies Division, Communications and Information Sector
41	France	Dr. Fengchun Miao	UNESCO	Programme Specialist, Information and Communication Technology in Education Sector

	<b>Country</b>	<b>Name</b>	<b>Organisation</b>	<b>Position</b>
42	Slovenia	Mr. Gasper Hrastelj	Slovenian National Commission for UNESCO	Deputy Secretary General
43	Slovenia	Dr. Mitja Jermol	UNESCO Chair on Open Technologies for OER and Open Learning	Head, Centre for Knowledge Transfer, Jožef Stefan Institute
44	United States of America	Dr. T.J. Bliss	The William and Flora Hewlett Foundation	Program Officer, Open Educational Resources
45	United States of America	Ms. Barbara Chow	The William and Flora Hewlett Foundation	Program Director, Education
46	United States of America	Dr. Cable Green	Creative Commons	Director of Open Education
47	United States of America	Dr. David Wiley	Lumen Learning	Chief Academic Officer
48	Malta	Dr. Alex Grech	Commonwealth Centre for Connected Learning	Executive Director

## **Annex 3: Speech of the Honourable Deputy Minister**

### **Closing Speech by**

### **YB Datuk Dr. Mary Yap**

(Honourable Deputy Minister of Higher Education, Malaysia)

Salam Sejahtera and a very Good Afternoon to all.

The Honourable Professor Asha S. Kanwar, President & Chief Executive Officer  
Commonwealth of Learning (COL) Canada

The Honourable Professor Dato' Dr Ansary Ahmed, President & Chief Executive Officer  
Asia e University

Distinguished Guests, Ladies and Gentlemen.

- i. It is indeed my great honour and privilege to be invited here today to deliver the closing speech after 2 days of deliberations by distinguished delegates from 25 countries at the Asia Regional Consultation for Open Educational Resources (OER) jointly hosted by Commonwealth of Learning and Asia e University, my alma mater. My warmest Congratulations to the hosts for a successful outcome and my sincere thanks and appreciation to YBhg Prof Dato Dr Ansary Ahmed, President and CEO, AeU for inviting me to be a part of this auspicious event.
- ii. The support given by each individual delegate is of significant importance and I wish to thank each and everyone for being here. I hope that you all had several fruitful sessions whilst enjoying your stay in Kuala Lumpur and will bring back fond memories of our Malaysian hospitality to your country.

Ladies and Gentlemen,

- iii. Education is a subject that is very close to our hearts. It is valued all over the world for its ability to develop human potential and to contribute to economic growth. Countries with highly developed education systems are also those with successful economies and high standards of living. Strategies for education development were previously relatively straightforward. However, radical changes and transformation have occurred worldwide over the past three decades in the fields of education, science and technology, economics, politics and social dynamics.
- iv. Learning, for example, is no longer defined by time, place or institutional offerings. Learners will expect and secure access to learning anytime, anywhere and any size on their schedule. This will include a growing number of short courses (2-3 weeks in duration) which carry credit, weekend and intensive learning sessions, as well as longer compressed learning periods (6-8 weeks). Admission to programmes and courses will allow for multiple start dates, the cycle being driven by demand, not availability of academic or instructional staff. New forms of support for learning - instant mentoring, online peer networks, and coaching from global support structures will meet this demand. Learners will drive provision as they will no longer need to fit in with the schedules designed by others.

- v. There will be more micro-credit and nano-degrees. The growth of short programmes, digital badges and other forms of recognition for learning will continue. Some of these will be employer designed; others will be undertaken collaboratively between industries and post-secondary institutions or between institutions. The narrow range of routes to recognition will dramatically expand.
- vi. Courses will be less important than mentoring, coaching, counselling, advising and assessment. The implications of unbundling are that the real focus for the future is on providing opportunities for the assessment of learning and guiding learners towards their assessments. This is aided by significant developments in our ability to assess competencies and skills, supported by immersive technologies, simulations, machine intelligence and adaptive assessment. Digital badging, recognizing competencies and skills based on agreed rubrics are emerging as a way of recording learners' mastery.
- vii. In particular, the subject on OpenCourseWare which was initiated by the MIT as OpenCourseWare in 2001, have been adopted by many institutions around the world. In 2002, UNESCO organised a forum on OpenCourseWare and coined the term Open Educational Resources (OER). Henceforth, OER is available free of cost and online with an open license to allow reuse, adaptation and redistribution.
- viii. In 2012, UNESCO and the Commonwealth of Learning (COL) organised the World OER Congress that resulted in the Paris OER Declaration, which urged the Governments to release any teaching, learning and research materials developed with public funds as OER. As of today, there are about 20 countries who have adopted some policies for promoting the use of OER in teaching and learning.
- ix. In addition, the open learning and open source movement has created close to one billion open educational resources (OER) ranging from complete courses, to modules that can be used within courses, to simulations, games and learning activities that can form part of the learning agenda. These are freely available on iTunes University, OERu, OER Commons, Merlot and many other platforms. Faculty can build OERs into courses or learners can find their own route through these materials, especially if they also access machine intelligent assessments to track their progress.
- x. I am very pleased to note that Malaysia has been recognised as a leader in higher education in the world, and especially in South Asia. It is not only taking a lead in promoting access to higher e-education with 3 Open Universities, but it has initiated Malaysia's MOOC platform and the policy for credit transfer of MOOCs. Many higher education institutions in Malaysia are already members of the MIT OpenCourseware Consortium, and are releasing their materials with an open license. In this regard, AeU was amongst the first in this region to use Open Education Resources in 2009.

Ladies and Gentlemen,

- xi. Malaysia's Higher Education Blueprint (2015-2025) focuses on globalised online learning as it aspires to be a premier education hub. This shift will see the increase of access to quality education for Malaysians and the global community, provide efficient course delivery, build the Malaysian education brand, and increase prominence for Malaysian Higher Learning Institutions, especially in niche areas and expertise. The National e-Learning Policy (DePAN 2.0) of Malaysia which was Chaired by our Prof Ansary has also aimed at a target of releasing 15% of all course materials as open courseware by 2025. The Blueprint will certainly boost Malaysia's reputation and aspirations even further to be a regional and international forerunner of cooperation in higher education.

- xii. I understand that with the support of the Commonwealth of Learning, Universiti Sains Islam Malaysia (USIM) organised a national consultation workshop on Open Educational Resources (OER) from 24-25 November 2016. In order to implement the goals of the national e-Learning policy, there is a need to have a guide for making OER available in a systematic manner, especially the need for understanding OER and how to create and share OER using a platform/ repository. I hope this will materialise soon.
- xiii. I am pleased to note that the Second World OER Congress will be held in Slovenia in September 2017. This effort to meet and deliberate on areas for the enhancement of OER is indeed timely and laudable. I wish the representatives from Slovenia present here today all the very best. You are assured of Malaysia's support in your noble endeavours as we work together as part of the global community to manage education strategies and resources which are of significant value.
- xiv. I hope that this meeting has opened up opportunities for further discussions on OER and will strengthen links between international partners. Malaysia firmly believes in the sharing of experiences and resources to ensure a dynamic global engagement where mutual benefits can be derived amongst all parties concerned.
- xv. Last but not least, I am here to express my whole hearted support. With that, I hereby declare the Asia Regional Consultation for Open Educational Resources (OER) closed.

Thank you