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**Research on Open Educational Resources for Development**

**Sub Project 1**

**Desktop Review: Sub-Saharan Africa**

**Prepared by**

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**Table of Contents**

|  |  |
| --- | --- |
| Desktop review of OER policies, projects and research in Sub-Saharan AfricaSpecific objectivesAcknowledgementLimitation of the reviewMethod | **Page**3 |
| Contextual information in Sub-Saharan AfricaRegional country groupings | 4 |
| Context of higher education in Sub-Sahara AfricaChallengesOpportunitiesOER benefits and challenges | 61011 |
| OER PoliciesRegional OER policy initiativesOER Policy with in SADC Countries | 1316 |
| OER Policies, projects and research in SADC higher education institutions | 19 |
| OER Activities and projects in West African countries  | 27 |
| OER Activities and projects in East African countries | 30 |
| OER Projects that cut across a number of Sub-Saharan countries | 32 |
| OER Publications/research in/from Sub-Saharan Africa | 37 |
| Appendix 1: OER Policy Regional Questionnaire | 44 |
| Appendix 2: Analysis of responses to COL questionnaire from 10 SADC Countries | 48 |

**Desk top review of OER policies, projects and research in Sub-Saharan Africa**

 **Specific objectives:**

1. To provide an overview of existing OER projects, policies and research as well as infrastructural, legal, socio-cultural and/or economic factors that might influence the adoption of OER in post-secondary education (i.e. higher education and teacher education) in Sub-Saharan Africa (SSA)
2. To provide background information for the ROER4D researchers in the various regions and for the ROER4D final meta-analysis; and
3. To contribute to the knowledge base of OER activities already being developed by associated OER projects in the Global North and the Global South.

**Acknowledgement**

This draft desk top review builds on information contained in the *OER in Africa: A regional Overview* document prepared by Professor Cheryl Hodgkinson- Williams for the IDRC- funded research and planning meeting held in Chiangmai, Thailand (22-25 May 2012) and updated in July 2012.

**Limitations of this review**

There are 54 states in Africa fully recognised by the United Nations and three partially recognised or unrecognised states and nine non-sovereign territories[[1]](#footnote-1), adding up to 66 states and/or territories. In a number of these (22) French is the official language or, one of two, official languages in some instances. Additionally there are five countries/ territories where Portuguese is the official language, eight countries where Arabic is the official language and one country where Spanish is the official language (See Appendix A for detailed account of official language spread). [[2]](#footnote-2) This review of OER in sub-Saharan Africa will focus primarily on the 24 counties where English is the official language and /or one of the official languages. Where information in English is available on OER in countries where French, Portuguese, Arabic and Spanish are the official languages, this will also be included in the review.

**Method**

**Research strategies**

* Drew on *Saide* institutional knowledge of OER activities, organisations and individuals
* Undertook “desk-top” research online
* In the case of the Southern African Development Community (SADC) countries, information was drawn from an analysis of the responses by provided by 10 SADC countries to the Commonwealth of Learning (COL) OER Policy Regional Questionnaire (attached as Appendix 1).

**Contextual information on Sub-Saharan Africa**

**Regional country groupings**

There are various ways of dividing up the African continent into a manageable way for research purposes. In preparing this review, it has been decided to commence by grouping the countries according to the economic blocs or communities which have been formally created. The key reason for this is that within these regional communities, over and above the shared economic and trade agreements that exist and which help to cement a common vision for development. Protocols cutting across various aspects of socio-cultural life also obtain. For example, protocols pertaining to cooperation and collaboration in the spheres of education and training, socio- cultural development, infrastructure development and economic development, have existed for many years. These provide a general sense of a “community of countries”.Additionallyin the East African Community, this sense of community is further underpinned by common language usage with Kiswahili as the *lingua franca.*

The focus of this review is on three regions, East, West and Southern Africa. A scan of the Central Africa region shows very little, if any OER awareness and activity, while the countries that comprise the North African region are not covered by this remit.

1. **The Southern African Development Community (SADC)**

SADC comprises 15 countries and includes counties in which English, French and Portuguese are the official languages. The SADC member countries are: Angola, Botswana, Democratic Republic of Congo, Lesotho, Madagascar, Malawi, Mauritius, Mozambique, Namibia, Seychelles, South Africa, Swaziland, Tanzania, Zambia and Zimbabwe.

See map below for detail of the SADC countries.



<http://www.sadc.int/member-states/> (accessed 6.12.2013)

1. **The East African Community (EAC)**

The EAC comprises five countries. These are:Burundi,Tanzania,Uganda,Kenya andRwanda. Interestingly, Tanzania is a member of both SADC and the EAC. English, French and Kiswahili are the official languages spoken across these five countries.

Three additional countries have expressed interest in joining the EAC, these are South Sudan, Somalia and the Democratic Republic of Congo. Negotiations in this regard are currently underway.

See map below.



<http://www.theafricareport.com/East-Horn-Africa/east-african-community-to-expand-to-8-member-states.html> (accessed 6.12.2013)

1. **Economic Community of West African States (ECOWAS)**

ECOWAS comprises of the following 15 states: Benin, Burkina Faso, Carbo Verde, Cote D’Ivoire, The Gambia, Ghana, Guinea, Guinea Bissau, Liberia, Mali, Niger, Nigeria, Senegal, Sierra Leone, and Togo



<http://www.google.co.za/imgres?imgurl=http://wikitravel.org/upload/shared//thumb/2/27/West_Africa_regions_map.png/> (accessed 6.12.2013)

In total, these three regional communities include 29 countries.

While the review focusses on these three regional communities, it is not limited to the examination of OER only in terms of the three communities only. A number of OER initiatives cut across all sorts of geographic and economic boundaries and communities in Sub –Saharan Africa including some which are of a greater pan African nature. Large and small initiatives undertaken by individual counties both with and outside of these regional groupings have been reviewed.

In addition to the overall Sub-Saharan review, detailed OER profiles for South Africa, Kenya and Ghana have also been prepared and should be read in conjunction with this overview.

**Context of higher education in Sub- Saharan Africa**

Two key note presentations at the November 2013 International Council for Open and Distance Education (ICDE) held in Portugal succinctly summarise the context of higher education in Sub- Saharan Africa highlighting both challenges and opportunities.

Focusing on *Leadership for Change in a Time of Openness*, the Standing Conference of Presidents (SCOP) meeting was held in Lisbon, Portugal, 27-30 November 2013. The meeting included the ICDE Policy Forum co-organized with UNESCO with contributions from governmental bodies and NGOs, and an Innovative Leadership Workshop. The three keynote speakers; Tony Bates, Bakary Diallo[[3]](#footnote-3) (African Virtual University) and Pierre Mairesse. Each offered their unique perspective on the currents of change in education.

**Challenges**

The following points are largely taken from Diallo’s presentation (<http://www.icde.org/> - accessed 6.12.2013)

Much has been written about Africa as being poised to become the next growth frontier

* However only 6% of school-leavers in Sub-Saharan Africa enter tertiary institutions.
* It is necessary for 12% to 15% workforce to attain tertiary education in order to sustain economic development
* Universities unable to increase physical infrastructure to meet the soaring demand
* The current mode of delivery unable to meet either current or projected demand
* Limited internet connectivity continues to be a barrier; system maintenance is weak
* Faculty staff lack ICT skills capacity, skilled IT support staff are difficult to recruit and retain.
* High cost of connectivity
* Intermittent power disruptions
* Access to computer and other devices is limited – overall weak ICT infrastructure
* Lack of national and institutional policies
* Resistance to change
* Scarcity of experienced faculty staff; staff qualifications declining; low salaries (USD 400 - 700 a month) and little incentive or funds for research; aging profile of faculty staff; few women academics ( 10-20%); and brain drain 30% of graduates leave Africa.
* Very little budget for maintenance.
* Quality assurance relatively new.

**Higher education participation ratios**

Enrolment in tertiary education grew faster in sub-Saharan Africa than any other region over the

last four decades. While there were fewer than 200,000 tertiary students enrolled in the region

in 1970, this number soared to over 4.5 million in 2008 – a more than 20-fold increase.

In effect, the gross enrolment ratio (GER) for tertiary education grew at an average rate of 8.6%

for each year between 1970 and 2008 – compared to a global average of 4.6% over the same

period. This rate exceeded the population growth of the relevant age group across the region.

Despite the rapid growth, only 6% of the tertiary education age cohort was enrolled in tertiary

institutions in 2008, compared to the global average of 26%.

The following global data is taken from the 2009 Unesco Fact Sheets.

|  |  |
| --- | --- |
| **Region** | **Gross Enrolment Ratio (GER) 2009** |
| * North America and Europe GER ratio was
 | 70% |
| * Latin America & Caribbean
 | 38% |
| * Central & East Asia & Pacific
 | 26% |
| * South & West Asia
 | 13.3% |
| * Sub Saharan Africa
 | 6% |

Source: [http://www.uis.unesco.org/FactSheets/Documents/fs10-2010-en.pdf - Accessed 26.11.2013](http://www.uis.unesco.org/FactSheets/Documents/fs10-2010-en.pdf%20-%20%20Accessed%2026.11.2013)

By 2011 the tertiary education enrolment (GER) in Sub Saharan Africa had risen to 8%.

The 2009 data reflects significant variation among countries within the Sub-Saharan African region and within regional communities. For example, the two tables below show that ten count West African countries in which the tertiary GER exceeds the Sub- Saharan regional average and five countries , also from the West African Economic Community in which the GER is below the regional average. A similar uneven ness can be seen in the GER tables for States in the Southern African Development Community (also below).

**States in the Economic Community of West African that exceed the regional average GER**

|  |  |  |
| --- | --- | --- |
| **Country** | **Official Language/s** |  **GER 2009** |
| 1. Liberia
 | English | 19% (In 2000) |
| 1. Cape Verde
 | French | 14.9% |
| 1. Nigeria
 | English | 10% |
| 1. Benin
 | French | 9.8 % |
| 1. Guinea
 | French | 9.2% |
| 1. Togo
 | French | 9.0% |
| 1. Côte d'Ivoire
 | French | 8.4% |
| 1. Senegal
 | French | 8.0% |
| 1. Mali
 | French | 6.3 |
| 1. Ghana
 | English | 6.2% |

**States in the Economic Community of West African in which the GER is below the regional average**

|  |  |  |
| --- | --- | --- |
| **Country** | **Official Language/s** |  **GER 2009** |
| 1. The Gambia
 | English | 4.4 % (in 2008) |
| 1. Burkina Faso
 | French  | 3.4% |
| 1. Guinea Bissau
 | French | 2.6% (in 2006) |
| 1. Sierra Leone
 | English | 2.2% (in 2000) |
| 1. Niger
 | French | 1.4% |

**States in the Southern African Development Community that exceed the regional GER**

|  |  |  |
| --- | --- | --- |
| **Country** | **Official Language/s** |  **GER 2009/2011/2012** |
| 1. Mauritius
 | English + French | 25.9% |
| 1. South Africa
 | English + 10 indigenous languages | 16.0% |
| 1. Lesotho
 | English | 10.8% (2012) |
| 1. Namibia
 | English | 8.9% |
| 1. Botswana
 | English | 8.2% |
| 1. Angola
 | Portuguese | 7.5% ( 2011) |
| 1. Democratic Republic of Congo
 | French | 6.0% |

Source: [http://www.uis.unesco.org/FactSheets/Documents/fs10-2010-en.pdf - Accessed 26.11.2013](http://www.uis.unesco.org/FactSheets/Documents/fs10-2010-en.pdf%20-%20%20Accessed%2026.11.2013)

**States in the Southern African Development Community in which the GER is below the regional average**

|  |  |  |
| --- | --- | --- |
| **Country** | **Official Language/s** |  **GER 2009/2011/2012** |
| 1. Swaziland
 | English | 5.96 (2012) |
| 1. Zimbabwe
 | English | 5.94% ( 2012) |
| 1. Mozambique
 | Portuguese | 4.85% (2011) |
| 1. Tanzania
 | KiSwahili + English | 3.9% (2012) |
| 1. Madagascar
 | Malagasy + French | 3.6% |
| 1. Zambia
 | English | 2.29% ( 2000) |
| 1. Seychelles
 | Seychellois Creole, English and French | 1.39% (2012) |
| 1. Malawi
 | English | 0.5% |

**All five states that comprise the East African Economic Community reflect a GER that is below the regional average**

|  |  |  |
| --- | --- | --- |
| **Country** | **Official Language/s** |  **GER 2009** |
| 1. Rwanda
 | Kinyarwanda + French + English | 4.8% |
| 1. Kenya
 | English | 4.0% |
| 1. Tanzania
 | KiSwahili + English | 3.9% |
| 1. Uganda
 | English | 3.7% |
| 1. Burundi
 | Kirundi + French | 2.7% |

Source: [http://www.uis.unesco.org/FactSheets/Documents/fs10-2010-en.pdf - Accessed 26.11.2013](http://www.uis.unesco.org/FactSheets/Documents/fs10-2010-en.pdf%20-%20%20Accessed%2026.11.2013)

In summary, there is significant variation in GER across the states which comprise the West and Southern African Communities. The states that comprise the East African Community all reflect a GER that is below the sub Saharan average.

Data on Kenya and Ghana and South Africa, the three countries selected for profiling in this study (See separate country profile reports) vary considerably. Ghana reflects an increase in GER in the last few years, whereas in South Africa their does not appear to have been any increase and it was not possible to find more recent data for Kenya.

|  |  |  |  |
| --- | --- | --- | --- |
| **Selected SSA Countries** | **Regional communities** | **GER 2009** | **GER 20011/20012** |
| Kenya  | EAC | 4% |  |
| Ghana  | ECOWAS | 6.2% | 12.3% in 2012 |
| South Africa  | SADC | 16 (for 18-24 year old students) | 16% |

**Growing pressure for further expansion**

Despite rapid expansion over the past several decades, tertiary education systems in sub-

Saharan Africa are not equipped to absorb the growing demand that has resulted from broader access to secondary education.

**Resource constraints**

In a University World News article reviewing the 2010 World bank publication, *Financing Higher Education in Africa,* Geoff Maslen[[4]](#footnote-4) (2010) concludes that higher education in Sub – Saharan Africa is financially unsustainable.

 *“Currently, tertiary education development [in Sub-Saharan Africa] is unsustainable - resources per student are declining and the quality of education is affected,"*

He notes the formidable challenge facing higher education, of balancing the need to raise educational quality with increasing demand for access. And, as the population of young people continued to grow, the task of financing the institutions would become even more difficult.

In most Sub-Saharan countries higher education enrolments have grown faster than nations' financing capabilities. Public financing in most countries is already overstretched. This fact is in direct tension with theWorld Bank published [Accelerating Catch Up: Tertiary education for growth in Sub-Saharan Africa](http://siteresources.worldbank.org/INTAFRICA/Resources/e-book_ACU.pdf) (2008) in which the arguments for more "knowledge-intensive growth in Africa" are made and the critical role of higher education is described.

The *Financing Higher Education in Africa* *Report* (2010) points out that Africa is the only region in the world to have experienced a decrease in public spending per student - a 30% decline over the last 15 years.[[5]](#footnote-5) The report refers to the difficulties universities are already experiencing in trying to maintain their teaching numbers given that lecture halls are overcrowded, buildings are falling into disrepair, equipment is not replenished, investment in research and in training for new teachers is insufficient and "many teachers must supplement their incomes by providing services to the private sector".

Unfortunately, as the authors admit, few countries in Africa are able to increase public financing of higher education. Their tax base is generally low and the share of their budgets that could be earmarked for higher education is hard to increase when most must also meet a high demand for access to secondary education and several are far from even achieving universal primary education

**Institutional contexts**

In his key note presentation to the International Council for Open and Distance Education (ICDE) Tony Bates[[6]](#footnote-6) (November 2013) characterised many Open and Distance Learning (ODL) institutions (in Sub Saharan Africa) as still being in the industrial age and as having:

• long and complex course development processes and procedures

• expensive regional/tutorial systems

• heavy investment in old technologies

• decision-making controlled by managers of old technology systems

**Relevance of courses and programmes**

* Curricula outdated.
* Historic public employment orientation.
* Memorization, not problem-solving.
* Research output minimal.
* Limited ICT capacities.

In short, such institutions were contributing to the problems of higher education delivery rather than being part of the solution. This created yet another contextual challenge for OER Initiatives to take hold and flourish.

Given these challenges, Bates proposes that there is a need for higher education institutions to think about a number of things differently including:

* Better resource management – how to achieve better outcomes with lower cost. Here the time of the lecture/ instructional designer is key
* He advocates the need for training all faculty in teaching – particularly orientating lecturers to a more student- centred learning and teaching approach and in using the affordances of ICT
* Higher Education institutions need a vision for the future. He advocates, starting with the outcomes:
	+ designing for 21st century skills and lifelong learning
	+ looking at course design that combines new technologies with methods that build 21st century skills
	+ incorporating OERs and other open resources from secondary sources
	+ going international through OERu or other consortia to share costs/adapt to local cultures

**Opportunities**

**The establishment of Distance Education Institutions as a response to pressure for expansion**

Since the early 1990s, the establishment and development of a number of large dedicated distance education universities can be seen an important response to pressure for expanded tertiary opportunities in Sub – Saharan Africa. Key amongst the new institutions are the:

* Open University, Tanzania, 1992.
* African Virtual University, 1997.
* Open University, Zimbabwe, 1999.
* Open University, Nigeria, 2004.

However, the idea of distance education is not unanimously supported throughout the region. A directive issued by Ethiopia's Education Ministry in 2010, describes distance learning at off-campus sites as "unnecessary at this stage" and orders all such operations to stop enrolling new students immediately.[[7]](#footnote-7)

**Some ODL institutions have been early adopters of OER practices**

A key rationale for the existence of open and distance learning (ODL) institutions is the promotion of *access* to higher education. With this mandate in mind, the adoption of OER practices might seem to be a natural next step for these institutions. Although OER has not been taken up with equal enthusiasm across all ODL institutions, some Sub Saharan African ODL universities have been early adopters of various OER practices. OER initiatives at African ODL institutions are discussed in further detail later on in this report.

**Enabling contextual opportunities**

* Various African undersea cables providing fiber optic penetration have been laid on both the West and East coasts of Africa. Some are already functional and others are slated to become operational in 2014. However, the question of the “last mile” still needs to be answered.
* Overall there is a greater orientation towards developing and using alternative energy generating sources which can help to address the current problems with power supply
* The emergence of mobile technology and its potential learning applications
* Optimising the affordances of OER
* Awareness and promotion of regional collaboration.

### OER Benefits and challenges

Southern African OER Policy Forum meeting in Johannesburg in May 2013 with representatives from ten of the fifteen SADC (Southern African Development Community) countries identified several educational and financial benefits for harnessing OER. These included the following:

* OER can increase access to up-to-date educational materials. Thereby, OER can increase access to learning at an affordable cost.
* When there are wider choices, students can make better informed decisions about materials. There will be an improved connection between student needs and available educational materials/programmes.
* OER are flexible and effective, while promoting curriculum diversification.
* OER enables integration of ICT into teaching and learning.
* OER can provide additional support to teaching and learning.
* If quality materials are available, it will improve the quality of poorer materials (pressure to improve quality of materials).
* OER promotes equitable sharing of learning and teaching resources.
* Collaboration/partnerships/communication/sharing is encouraged through OER.
* OER can enhance multi-disciplinary inputs into development and use of materials, as well as enrich the curriculum by drawing from other disciplines.
* OER can enable individuals to construct their own learning experience by building their own programmes
* With open licensing, repurposing materials takes less time. Thus, the pace of materials development is faster. This time efficiency leads to cost benefits
* Sharing of resources drives down the unit cost of materials per institution/individual.

Despite these benefits, several key challenges to harnessing OER were identified. These include:

* Ignorance about OER, combined with lack of understanding of the power of OER;
* A paucity of workable examples;
* Resistance to change;
* Decision makers do not see OER as a solution to problems, thus there is a lack of political support and commitment (political will);
* The difficulty of managing a national change agenda, combined with lack of trust in change agendas communicated to decision makers
* Advocates of OER being too theoretical/abstract in communicating the issues;
* Absence of a political champion;
* Lack of understanding of the need to reallocate/prioritize/repurpose financial resources;
* Undue focus on the formal school/ODL situation, where OER can possibly be better introduced in other areas such as HIV/AIDS, climate change, and other sectors;
* Lack of visibility of the benefits of OER for non-formal and informal learning programmes;
* Inadequate capacity to repurpose existing OER to meet the requirements of local curricula;
* Financial constraints in providing access to ICT and the internet;
* The ‘not-invented-here’ syndrome; and
* No enabling OER policy environment.

Appendix 2

Sub- Saharan countries participating in the *Regional Policy Forum for Africa* convened by COL and Unesco to feed into the Unesco Paris Declaration of OER (2012), cited copyright issues and sustainability as the two major barriers to OER development and usage.

**OER policies**

**Regional OER policy initiatives**

Particularly since 2007 a number of key OER policy meetings involving a range of Sub Saharan countries have taken place.

1. **The Cape Town OER Declaration 2007**

The Cape Town Declaration released on January 22, 2008, calls for free, adaptable learning materials.

The declaration has to date been signed by 2678 signatories worldwide.

1. **The Dakar OER Declaration 2009 (La déclaration de Dakar sur les REL)**

supported by UNESCO, l‟Agence universitaire de la francophonie (AUF) and the Organisation Internationale de la francophonie (OIF) emphasised “*awareness raising among policy makers … to promote the emergence of regulation on OER‟.*

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

* assisting the achievement of Education for All;
* giving greater impact to public funds invested in education; and
* facilitating the creation of a global intellectual commons.
1. **Regional Policy Forum for Africa, Pretoria, South Africa, February 2012**

The Commonwealth of Learning (COL) and UNESCO coordinated the Regional Policy Forum for Africa Facilitated by the Unesco Windhoek, Namibia Office and hosted by the Unisa, Pretoria, South Africa.

All African countries were invited to the Forum through their UNESCO country delegations.

**Objectives of the regional policy forums are to:**·         intensify dialogue with Governments on OER;
·         showcase local OER policies, experts and initiatives; and
·         contribute to the drafting of the Paris Declaration

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

**Participants**

Fifteen Sub Saharan countries participated in the forum:

* Botswana, Namibia, South Africa, Swaziland, Seychelles, Mauritius and Mozambique (SADC sub region)
* Burkina Faso, Cameroon and Ghana (ECOWAS)
* Kenya, Tanzania, Burundi, Rwanda, and Uganda (EAC).

**OER Policy survey**

Preceding the Africa Regional Policy Forum, COL and UNESCO administered a survey related to OER Policy in Sub Saharan Africa. Responses were received from 17 African countries, mostly from the same countries that attended the Forum (see list above), as well as three countries that were not able to attend: Madagascar, Niger and Zambia.

In order to assess the perceived benefits of OER, respondents were asked why their country decided to be active in the OER movement. The results are summarised in table below.

Perceived benefits of OER adoption

|  |  |
| --- | --- |
| Open and flexible learning opportunities | 67% |
| Increased efficiency and quality of learning resources | 58% |
| Cost-efficiency of OER | 50% |
| The innovative potential of OER | 63% |

Source: <http://www.col.org/PublicationDocuments/Survey_On_Government_OER_Policies.pdf>

As the table shows, there are multiple reasons prompting countries to be active in the OER movement (no single reason appears to dominate), although open and flexible learning opportunities are the most common motivating factor.

**Obstacles to OER adoption**

Respondents were asked to define, from a preselected list, obstacles to OER adoption. The results are summarised in the table below.

Perceived obstacles to OER adoption in Sub Saharan Africa

|  |  |
| --- | --- |
| Language and cultural diversity | 4% |
| Connectivity | 33% |
| Quality | 4% |
| Copyright and publishers | 21% |
| Sustainability | 8% |

Source: http://www.col.org/PublicationDocuments/Survey\_On\_Government\_OER\_Policies.pdf

In elaborating their responses, the respondents noted the challenges of infrastructure and connectivity, coupled with the additional challenges of funding, lack of capacity and equipment, and lack of information and advocacy about the benefits of OER.

The following extract from the Regional Policy Forum for Africa Report, summarises the key findings from the survey. The full report as well as key Forum presentations can be accessed at: <http://oercongress.weebly.com/africa.html>

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

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

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

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

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

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

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

*Major obstacles to OER use are copyright, sustainability and above all connectivity constraints (even in South Africa). Two countries (Mozambique and Niger) report lack of active participation in the OER movement due to language problems but also connectivity issues, although they express interest in becoming more active because of a growing need for quality educational resources both for students and teachers.*

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

1. **The Paris Declaration June 2012**

####  South Africa was represented by the South African Institute for Distance education (*Saide*) OER Africa initiative at the UNESCO, World Open Educational Resources (OER) Congress in Paris during which the OER Declaration was released. The Paris OER Declaration was formally supported by the South African government through the office of the Minister for Higher Education and Training, Dr Blade Nzimande.

#### The ten point Declaration calls on Governments to openly license publicly funded educational materials.

*“Encourage the open licensing of educational materials produced with public funds.*

*Governments/competent authorities can create substantial benefits for their citizens by ensuring that educational materials developed with public funds be made available under open licenses (with any restrictions they deem necessary) in order to maximize the impact of the investment”.*

Following the Paris Declaration, two key African regional meetings were convened by COL / UNESCO/ and the South African and Kenyan ministries of educations respectively. The main focus of these regional meetings wasto develop proposals for action, building on existing OER foundations to progress the way forward for a sector-wide response to open education in the region.

1. **Developing Country Policies on Use of OER in Southern Africa: Regional Policy Forum, Johannesburg, South Africa, May 2013**

Organised by the Commonwealth of Learning (COL), UNESCO, and the South African Departments of Basic Education (DBE) and Higher Education and Training (DHET) hosted a Southern African OER Policy Forum. Johannesburg SA May 22nd to 24th, 2013 Attended by 11 of the 15 SADC countries

**The Forum Objectives:**

* Promote the use of OER to enhance access and quality;
* Engender an adequate understanding of the rationale and processes of OER policy development for the promotion of access and quality;
* Discuss examples of extant OER policies and practices in different parts of the world that are aimed at promoting access and quality;
* Provide a forum for the sharing of ideas on the challenges being faced in enhancing access to and quality of education in the SADC region and how OER may be used to address some of these challenges;
* Identify and discuss regional educational policies that can engender OER adoption and use and the factors that promote or impede the development and implementation of sustainable OER policies; and
* Propose next steps for the development of country OER policies in the SADC region.

Participants explored key OER policy issues and mapped out some possible future strategic directions for OER in the Southern African Region.

A policy development template prepared by Neil Butcher and Associates was also presented and adopted by the Forum members.

**OER Policy within SADC Countries**

Country presentations revealed that most SADC countries have not made significant progress in developing or implementing OER policies. However, in the interceding period, some progress has been made.

For example:

**Lesotho**

The Lesotho Chapter of Distance Education Association of Southern Africa (DEASA) is working on a strategy that will promote the use of OER within its member institutions and throughout the education sector. Lesotho has developed a draft ODL policy that emphasises the importance of OER.

Source: <http://www.col.org/PublicationDocuments/Survey_On_Government_OER_Policies.pdf>

**Mauritius**

In 2013 the Tertiary Education Commission had plans to develop an OER Platform / repository and to link the national platform to regional ones like OER Africa, VUCSSC and SADC.

Updated information accessed in June 2014 on the following website <http://tec.intnet.mu/deoloerworkshop> shows that the Tertiary Education Commission has launched a Strategic Plan which includes the integration of OER into Tertiary Education Institutions.

*The Strategic Plan of the TEC makes provision for the appropriate integration of ICTs including through e-learning and Open Educational Resources (OER) in the Tertiary Education Institutions. Similarly, the Education & Human Resources Strategy (2008-2020) of the Ministry of Education and Human Resources (MoEHR) upfront states that OERs are one of its priorities to "promote e-learning and Open Educational Resources (OERs)" and situates the development of linkages and Memoranda of Understanding as central to this promotion. To articulate its strategic plan, the Tertiary Education Commission has recently developed and launched its* [*Distance Education Policy (2013).*](http://www.tec.mu/pdf_downloads/deoldoc.pdf) *One of its policy goals is stated as follows:*

*P4 ICT integration
P4.2 The TEC will develop and host an Open Educational Resource Platform to provide a space for the sharing of distance education resources, instructional materials as well as best practices for all providers, researchers, practitioners and students in distance education. The TEC will facilitate such development at institutional levels.*

**Mozambique**

The Distance Education Strategy 2013-2017 advocates sharing of resources amongst ODL providers in order to maximize the use of expertise, infrastructure, and funds.

**Namibia**

* Has a draft ODL policies in development which include references to OER
* The University of Namibia (UNAM –CES) as well as PON-COLL, NAMCOL and the Namibian Directorate of Adult Education) are co-signatories to the Paris OER Declaration.

**South Africa**

The two national departments of education, Department of Higher Education and Training (DHET) and the Department of basic Education (DBE) have recently gazetted three national education policies that advocate the use and promotion of OER to facilitate greater educational access, these are:

* The national *Integrated Strategic Planning Framework for Teacher Education* *and Development* *in South Africa* (2011-2025) (DBE: 2011) commits to ensuring that continuous professional development (CPD) courses ‘will be made available as open source materials’. <http://www.education.gov.za/>
* The national Department of Higher Education and Training *White Paper for Post Schooling[[8]](#footnote-8) Education and Training* (DHET: Nov 2013). Section 7: *Opening Learning through Diverse Modes of Provision* provides for collaborative development of high quality learning programme resources and the release of such learning and teaching support materials (LTSMs) as OER:

*The DHET will support efforts that invest a larger proportion of total expenditure in the*

*design and development of high-quality learning resources, as a strategy for increasing and*

*assuring the quality of provision across the entire post-school system. These resources should be made freely available as open resources. This would be in line with a growing international movement, supported heavily by organisations such as UNESCO and the Commonwealth of Learning, which advocate the development of open education resources. Key motivations for OER are the potential improvements in quality and reductions in cost.*

*The DHET will:*

* *Provide support for the production and sharing of learning materials as open education*

*resources at institutions in the post-school sector. In particular, all material developed by SAIVCET (South African Institute for Vocational and Community Education and Training) will be made available as OER. Other potentially successful initiatives in the area of OER across the post-school education and training sector will be supported.*

* *Develop an appropriate open licensing framework for use by all education stakeholders, within an overarching policy framework on intellectual property rights and copyright in the post-school sector. In particular, the policy framework will seek to address the dissemination, adaptation and usage of education resources developed using public funds.*
* *Acquire electronic resources through the South African National Library and Information Consortium (SANLIC) for the entire sector, to ensure equal access to learning material and information resources.*
* *Encourage the use of open-source software wherever possible, as well as the purchasing of shared software licences by collective entities such as the South African Technology Network and other consortia that may be created makes extensive reference to OER and a commitment to releasing government-funded content under open licences.*

Source: *White Paper for Post Schooling[[9]](#footnote-9) Education and Training* (DHET: Nov 2013). [www.dhet.gov.za](http://www.dhet.gov.za)

* The national Department of Higher Education and Training has also included the promotion and use of OER in the DHET Draft *Policy Framework on Distance Education in South African Universities* (DHET: May 2012). <http://www.che.ac.za/media_and_publications/documents-interest/dhet-draft-policy-framework-distance-education-south>

This is currently under review by the Council for Higher education (CHE) and is expected to be passed into law by parliament shortly.

* Additionally, the DBE have started releasing selected learning and teaching support materials as OER on the DBE website [www.dbe.gov.za](http://www.dbe.gov.za).

These include:

* + The Mind the Gap Study Guides for Grade 12 learners. The first subjects in the series include Life Sciences, Accounting, Economics and Geography. These study guides are a DBE initiative to improve the academic performance of Grade 12 candidates in the National Senior Certificate (NSC) examination; and
	+ The Shuttleworth Foundation Siyavula grade 10-12 Maths and Science OER textbooks are also freely available on the DBE website.
* The DBE also manages the education resource portal (Thutong) with free and

open resources for schools.

**Zambia**

* Has a draft ODL policy in development which include references to OER
* The Pre-Service Colleges of Education, National in-service Training College and the University of Zambia are beginning processes to develop institutional OER policies.

## Examples of reuse and remixes from the African Health OER Network

## This article by Kathleen Ludewig Omollo (December 2nd, 2012) accessed <https://open.umich.edu/blog/2012/12/02/examples-of-reuse-and-remixes-from-the-african-health-oer-network/>

Is a review of how OER materials, including videos curated by the consortium of universities involved in the African Health OER Network have been used across Africa and the United states.

**OER Policies, projects, and research in SADC Higher Education Institutions**

The review of higher education Institutions in Sub Sahara generally reveals very little information on formal OER institutional policy or strategy. However, the number of OER related projects in and across various universities is evidence that the OER movement is gaining traction. Research in the field is currently constrained, but it is slowly growing.

**Angola**

There are eight public universities in Angola <http://en.wikipedia.org/wiki/Listof_universities_in_Angola>

In this desk top review it was not possible to find any information on OER in Angolan Universities.

**Botswana**

*Botswana* appear to be involved in the OER movement through projects such as the [OER4OS](http://poerup.referata.com/w/index.php?title=OER4OS&action=edit&redlink=1) project and the [Virtual University of Small States of the Commonwealth](http://poerup.referata.com/w/index.php?title=Virtual_University_of_Small_States_of_the_Commonwealth&action=edit&redlink=1) (VUSSC) programme ( See detail on VUSSC below). Other OER projects mentioned are run through donor funding.

The respondent to [Policies Survey](http://poerup.referata.com/wiki/Policies_Survey) from Botswana noted in relation to Botswana's motivations for involvement in the OER movement that "OERs will help small countries to reduce their dependence on developed countries’ licensed materials that are overly costly and help them to leap frog in educational expansion and innovation. The OERs present a wonderful opportunity to enhance international collaboration for educational advancement." <http://poerup.referata.com/wiki/Botswana>

***Developing OER a Case Study of Botswana***

This is a presentation prepared in February 2014 by Sadia Afroze Sultana from the Open University of Bangaldesh. Accessed:

<http://www.slideshare.net/sadiaafrozesultana/oer-casestudy-botswana-presentation>

The presentation deals with the challenges and success of the COL six country collaborative initiative to develop quality paper- based and online OERs for Open Schooling. This presentation focus on the work done in this project by BOCODOL (the Botswana College of Distance and Open Learning).

# The midterm evaluation report (William & Flora Hewlett Foundation/CoL Open Education Resources for Open Schools: Midterm Evaluation Report) covering the work undertaken by all six countries (Botswana, Lesotho, Namibia, Seychelles, Zambia and Trinidad and Tobago) was prepared by *Saide* and can be accessed at: <http://www.col.org/PublicationDocuments/pub_William_and%20Flora_Hewlet_Foundation_CoL_OER_for_Open_Schools_Midterm_Evaluation_Report.pdf>

The final, summative evaluation report on this project, also prepared by Maryla Bialobrzeska *et al* for *Saide and* can be access at:

[**http://www.col.org/PublicationDocuments/ProgEvalReport\_OER-OpenShools\_2011.pdf**](http://www.col.org/PublicationDocuments/ProgEvalReport_OER-OpenShools_2011.pdf)

Botswana responded to the 2012 COL/UNESCO survey. Dr Daniel Tau and Mr Ted Thebenala participated in the COL/UNESCO Regional Policy Forum for Africa held in Pretoria, South Africa from 21-22 February 2012. ( See Appendix 1 & 2)

**Lesotho**

Lesotho does not have a policy on OER yet, but is in the process of developing one as part of ODL initiatives. The Lesotho Chapter of [Distance Education Association of Southern Africa] (DEASA) is working on a strategy that will promote the use of OER within its member institutions and throughout the education sector. Lesotho has developed a draft ODL policy that emphasises the importance of OER. <http://poerup.referata.com/w/index.php?title=Lesotho&action=edit>

Lesotho responded to the latest COL/UNESCO survey in 2012 and is part of the VUSSC programme (See entry on VUSSC below).

**Namibia**

Namibia hosted an OER conference in May 2011 and another Open and Distance Learning Institutions in Windhoek on 18 and 19 October 2011, see <http://www.unesco.org/new/en/communication-and-information/resources/news-and-in-focus-articles/all-news/news/open_educational_resources_to_be_discussed_at_conference_in_namibia_next_week/>

Namibia responded to the 2012 COL/UNESCO survey. Mr Jaco du Toit (UNESCO) and Mr Edwig Karipi participated in the COL/UNESCO Regional Policy Forum for Africa held in Pretoria, South Africa from 21-22 February 2012.

The Commonwealth of Learning *Open Educational Resources (OER) for Open Schooling Teachers’ Guide* is made available under a Creative Commons Attribution-ShareAlike 3.0 License (international)

The guide was prepared in 2012 byNamibian OER4OS Subject Team Leaders at NAMCOL (Namibian College of Pen Learning). It was developed to support the use of the use of the 20 open learning OER senior secondary resources developed as part of the COL six country collaboration referred to above (under Botswana). It can be accessed at: <http://www.col.org/resources/crsMaterials/osoer/Documents/OEROSTeachers-Guide.pdf>

**Madagascar**

No information found.

**Malawi**

**Kamusu College of Nursing Blantyre & Lilongwe (2009)**

* With the active assistance of OER Africa, Kamusu College moved to transforming their pedagogy by adopting a problem based approach. They recognised that student nurses need to be able to practise and perfect what they were being taught, and be prepared for the real world of ward rounds, which may bear limited resemblance to their text-books or lecture-notes. The College developed a curriculum framework for a new e-learning Certificate in Midwifery and set out to find useful and relevant content to put into it. The whole course was compiled using OER – texts and Video. Because of poor bandwidth – the course is made available on CD.

**University of Malawi, Bunda College of Agriculture (2009)**

* Bunda College were assisted to by the IADP (International Association of Digital Publications – Affordable Access Project) - and OER Africa to develop a Communications Skills Textbook Book using existing OERs.

**Mauritius**

Maurititius, represented by Mr Avinash Oojorah participated in the COL/UNESCO Regional Policy Forum for Africa held in Pretoria, South Africa from 21-22 February 2012.

Mauritius is also part of the IDRC-funded Project[[10]](#footnote-10) as well as being part of the VUSSC programme (See entry on VUSSC below) and is also part of the Scholarly Communication in Africa Project.

**Zambia**

Since 2009 Zambia has participated in the Teacher Education in sub-Sahara (TESSA) project <http://www.tessafrica.net/> (The project has been described below in the section dealing with OER projects that cut across a number of countries).

The OER4Schools Project. This assesses the feasibility of providing Open Educational Resources (OER) to ICT- and Internet-equipped primary schools in Zambia, and of supporting interactive forms of subject teaching with the new resources. It also identifies and responds to the needs of school-based professional development adapted to the local context. The project is conducted in a North-South partnership between the Centre for Commonwealth Education (CCE) at University of Cambridge (our host and sponsor), Institute of Distance Education at University of Zambia, National In-Service Teachers College (NISTCOL, Zambia), iSchool.zm, Ministry of Education (Zambia), OER Africa, VVOB (Belgium), Participatory Culture Foundation (USA), and Aptivate (NGO, UK). The project directors are Sara Hennessy and Bjoern Hassler of CCE.

**Zimbabwe**

Zimbabwe is part of the AVU teacher education programme[[11]](#footnote-11)

Zimbabwe Open University (ZOU) – Southern Africa is struggling since 2008 enrolment dropped from 21,000 – 7,000. Documentation on only one OER project could be found at ZOU.

**South Africa**

Of the 23 public higher education institutions (Universities) in South Africa, eight are engaged to a greater or lesser extent with use and promotion of OER and participate in projects and/or research in this field.

For further detail on South African university projects and research also see ROER4D OER Country Profile Report on South Africa.

**University of South Africa (Unisa)** [www.unisa.ac.za](http://www.unisa.ac.za)

For further detail see the ROER4D OER Country Profile Report on South Africa (page 14)

Unisa approved its OER Strategy that is intended to guide the institution in terms of its use of OER, licensing of teaching and learning materials, and the management of its intellectual property in May 2014 <http://www.oerafrica.org/system/files/9825/oerstrategyexternal14may2014.pdf?file=1&type=node&id=9825>

Unisa has established an OER website called “Open Unisa”, this site deals with multiple facets of OER including generic information about OER, sharing OER and Finding OER. The institutional Repository can be accessed for this site. It contains various collections including articles and material released as OER by the Unisa colleges of Human Science (2944 items) Education (755 items) Economic Management (909 items) and Agriculture ( 142 items).

To take Unisa’s OER agenda forward, an OER champion has been appointed to the Pro Vice Chancellor’s office, Kerry de Hart, whose job it is to promote OER integration and who is developing policy towards open licensing become the institutional default.

The College of Education already integrates TESSA materials into its Teaching Practice modules.

Tony Mays is working on a collaboration between Unisa and oer4schools at the University of Cambridge to develop new Advanced Diplomas in Education for Maths and Science Education, and possible also for Technical Education and Inclusive Education.

**List of resources and repositories on Unisa’s Open Unisa site landing page.** <http://www.unisa.ac.za/>

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| **Resource** | **Description** |
| [AOSIS OpenJournals](http://www.openjournals.net/) | AOSIS OpenJournals enables scholarly journals to take full advantage of the opportunities unlocked by electronic publishing and open access. |
| [BioMed Central The Open Access Publisher](http://www.biomedcentral.com/) | BioMed Central publishes 243 peer-reviewed open access journals. |
| [BRILL Open](http://www.brill.com/open-access-policy) | With Brill Open, authors are offered the option to make their publication publicly online available in exchange for an Article Processing Fee. |
| [Creative Commons](http://creativecommons.org/) | Creative Commons helps you share your knowledge and creativity with the world. |
| [Directory of Open Access Journals](http://www.doaj.org/) | Free, full text, quality controlled scientific and scholarly journals, covering all subjects and many languages |
| [IJRCM Journals](http://www.ijrcm.org.in/) | Monthly Double-Blind Peer Reviewed Refereed Open Access International e-Journals focussing on management. |
| [Networked Digital Library of Theses and Dissertations](http://www.ndltd.org/) (NDLTD) | An international organization dedicated to promoting the adoption, creation, use, dissemination, and preservation of electronic theses and dissertations (ETDs). |
| [Open Access Scholarly Information Sourcebook](http://www.openoasis.org/) (OASIS) | OASIS aims to provide an authoritative ‘sourcebook’ on Open Access, covering the concept, principles, advantages, approaches and means to achieving it. |
| [Open Archives initiative](http://www.openarchives.org/) (OAI) | The Open Archives Initiative develops and promotes interoperability standards that aim to facilitate the efficient dissemination of content. |
| [OpenDOAR](http://www.opendoar.org/) | OpenDOAR is an authoritative directory of academic open access repositories.  |
| [Registry of Open Access Repositories](http://roar.eprints.org/) (Roar) | The aim of ROAR is to promote the development of open access by providing timely information about the growth and status of repositories throughout the world. |
| [Sabinet Open Journals Collection](http://www.sabinet.co.za/?page=open-access-journals) (Beta) | The collection currently comprises 46 South African journals. Publishers who would like to make their journals available as Open Access journals, are welcome to contact Sabinet |
| [Scientific Electronic Library Online](http://www.scielo.org.za/) (SciELO South Africa) | South Africa’s premier open-access (free to access and free to publish) searchable full-text journal database in service of the South African research community. |
| [Scoralis](http://www.semantico.com/technologies/publishing-platform/) | Scolaris is the new digital platform for scholarly and academic publishing. |
| [Search South African and African research repositories](http://www.google.com/cse/home?cx=013518019117943970829:tlw8-sayn_q)  (IRSpace) | Google Custom search harvesting African research institutions |
| [Sherpa/RoMEO](http://www.sherpa.ac.uk/romeo/) | RoMEO is a searchable database of publisher's policies regarding the self- archiving of journal articles on the web and in Open Access repositories. |
| [South African National ETD Portal](http://www.netd.ac.za/) (NETD) | Registry of South African Electronic Theses and Dissertations. |

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**University of Cape Town (UCT)** [University of Cape Town](http://uct.ac.za)

UCT actively engages with and promotes the use OER and research on OER.

UCT is the host institution and responsible for the central project coordination and Associate Professor Cheryl Hodgkinson-Williams in the [Centre of Innovation in Learning and Teaching](http://http:/www.cilt.uct.ac.za/) (CILT)  is the Principal Investigator on the Research on Open Educational Resources for Development (ROER4D) project. <http://roer4d.org/the-networked-project>.

The primary objective of the programme is to improve educational policy, practice, and research in developing countries by better understanding the use and impact of OER in the global South.

UCT is member of the Open CourseWare Consortium[[12]](#footnote-12) <http://www.ocwconsortium.org/>

[**UCT Open Content**](http://opencontent.uct.ac.za/).

The OER UCT project is run in the Centre for Educational Technology (CET) at UCT with the support of the Shuttleworth Foundation. It aims to showcase the teaching efforts of UCT academics by encouraging the publication of resources as OER. A directory listing the UCT Collection of OER went live in February 2010. All faculty are encouraged to upload their resources to the UCT site and to join the global move to share, remix, improve and

redistribute teaching resources <http://opencontent.uct.ac.za/>

For more information on UCT OER projects and activities also see the ROER4D OER Country Profile Report on South Africa page 11.

**University of Pretoria (UP)** [www.up.ac.za/](http://www.up.ac.za/)

On 18 February 2014 the first veterinary online open educational resources platform in Africa – the African Veterinary Information Portal (AfriVIP) was launched at the Onderstepoort Campus of the University of Pretoria.See<http://www.afrivip.org/>

The portal offers:

* educational resources - course materials, including videos;
* continuing professional develop (CPD) activities;
* relevant academic programme information from a range of African universities; and
* information about research activities and projects at a range of African universities

**University of the Western Cape (UWC)** www.uwc.ac.za

UWC is member of the Open CourseWare Consortium and a signatory tot eh Cape Town Declaration.

Free Course ware project

UWC has a long history of supporting the use, development and diffusion of free/open source software and educational resources. In 2005 UWC's Senate passed an ambitious [Free *Co*ntent, Free/Open *Co*urseware Policy](http://ics.uwc.ac.za/usrfiles/users/8990060109/Strategies/freecourse-0.4.pdf), which removed institutional obstacles to publication of open educational resources. The Free Courseware project is part of a broader move towards implementation of this strategy. <http://freecourseware.uwc.ac.za/>

**University of KwaZulu Natal (UKZN)** [www.ukzn.ac.za](http://www.ukzn.ac.za)

UKZN is a signatory to the Berlin Declaration.

The UKZN OPEN ACESS landing page in the UKZN Website with links to a range of OER Repositories, OER Text Books and OER Journals specialising in academic content. Links are also made to generic information about OER and the OER movement. It does not appear that any of UKZN’s own courses/ material are up loaded on this site. <http://libguides.ukzn.ac.za/content.php?pid>

See the ROER4D OER Country Profile Report on South Africa page 13 for more information on UKZN.

**Stellenbosch University (SUN)** [www.sun.ac.za](http://www.sun.ac.za)

SUN is a signatory to the Berlin Declaration.

In 2011 Stellenbosch University Library and Information Service created an Open Access Fund to support Stellenbosch University researchers publishing in open access journals.

*Opening access to African scholarly content: Stellenbosch University’s AOARI platforms*

<http://ar1.sun.ac.za/> This repository is a digital service that collects, preserves, and distributes research related digital material, for African higher education institutions.

The African Open Access Repository Initiative (AOARI) uses open source software for two platforms that support the ‘green’ and ‘gold’ route to sharing scholarly literature: Ubuntu is used as the operating system, DSpace is used for its repository and Open Journal Systems for its publication platform.

**Rhodes University (RU)** [www.ru.ac.za](http://www.ru.ac.za)

In 2013 Rhodes University joined the list of signatories to the Berlin Declaration on Open Access to Knowledge.

**As a signatory, Rhodes University, commits itself to:**

1. **Implementing a policy that encourages its researchers to deposit a copy of all their published articles in an open access repository, and**
2. **Encouraging researchers to publish their research articles in open access journals where a suitable journal exists and provide the support to enable that to happen.**

**University of Fort Hare (UFH)** [www.ufh.ac.za](http://www.ufh.ac.za)

Since 2009 UFH has participated in the Teacher Education in sub Sahara (TESSA) project. (The project has been described below in the section dealing with OER projects that cut across a number of countries) <http://www.tessafrica.net/>

### University of the Witwatersrand (Wits) [www.wits.ac.za](http://www.wits.ac.za)

In 2011 Wits launched its *Enabling Strategy for Free and Open Educational Resources at the University of the Witwatersrand (2011)*

This strategy attempts to create an enabling environment for Wits academics, students and other staff to participate in the use, adaptation, creation, and sharing of educational and research resources as free and open educational resources (FOER). The strategy provides examples of content types and recommends appropriate Creative Commons licenses for use when choosing to create FOER. In addition, the strategy provides for an open access institutional repository (IR) for research output, and provides means for researchers to add their papers to the IR. It also provides for the establishment and maintenance of a repository for academic presentations. <http://libguides.wits.ac.za/content.php?pid=297227&sid=4305007>

In 2012, Wits signed the Berlin Declaration on Open Access to Knowledge in the Sciences and Humanities,

See the ROER4D OER Country Profile Report on South Africa page 13 for more information on Wits.

***Saide OER Africa***[www.oerafrica.org.za](http://www.oerafrica.org.za)

*OER Africa* is an initiative established by the South African Institute for Distance Education (*Saide)* (www.saide.org.za) to play a leading role in driving the development and use of OER across the higher education sector on the African continent.

*OER Africa* focuses in particular on three areas of development, health, agriculture and education. To maximize impact, OER Africa facilitates the establishment of institutional networks for collaboration and sharing across various regions in Africa.

Projects and networks established in the three areas identified are elaborated in the OER4R Country Profile Report on South Africa.

The core work of *OER Africa* is made possible by the support of the William and Flora Hewlett Foundation.

In addition the OER Africa project, another key *Saide* OER initiative is the ***African Storybook Project*** - an initiative to stimulate the provision and use of openly licensed stories in local African languages for early reading. The project will conduct pilots in rural and urban sites across Kenya, Uganda, Lesotho and South Africa - See more at: <http://www.saide.org.za/african-storybook-project>

In its commitment to making educational materials available as OER, *Saide* has also made four publications in its teacher education textbook series for universities (initially published jointing with Oxford University Press) available as OER in MS Word versions. The titles included:

Being a Teacher, <http://www.oerafrica.org/system/files/8789/being-teacher-guidesection-one_0.pdf?file=1&type=node&id=8789>

Creating People-centred Schools: <http://www.oerafrica.org/resource/creating-people-centred-schools-section-one-introducing-module>

Learners and Learning: <http://www.oerafrica.org/system/files/8804/learners-and-learningsection-1_0.pdf?file=1&type=node&id=8804>

**OER Activities and projects in West African countries**

The two key West African countries involved in the OER movement are Ghana and Nigeria. Some OER activity has been noted by Hodgkinson- Williams, C. (2012) in her report: *OER in Africa: A Regional Overview* prepared for the IRDC Funded research and planning meeting held in Chiangmai, Thailand. In particular she makes reference to Guinea-Bissau, Mali, Mauritania, Niger and Senegal which are all recipients of the new African Virtual University (AVU) grant awarded in January 2012 (see AVU entry below in section dealing with cross country projects).

## UNESCO activities in West Africa

[[13]](#footnote-13)“The Director-General of UNESCO, Irina Bokova, signed an agreement with Soumaïla Cissé, President of the Commission of the West African Economic and Monetary Union (UEMOA), to launch a US$12 million project to boost the information and communication technology (ICT) capacity of West African universities. The project is part of a wide-ranging cooperation plan initiated in 2006 by UNESCO and the UEMOA. It aims to develop the use of ICTs to support an ongoing reform of higher education in the UEMOA member states (Benin, Burkina Faso, Cote d’Ivoire, Guinea Bissau, Niger, Mali, Senegal and Togo). The three-year project will install ICT infrastructure, both material and virtual, in higher education institutions. The campuses of eight universities, one in each UEMOA country, will be equipped with fibre optic equipment and at least 200 computers with high-speed connection. In addition to a regional virtual library network to which universities will be linked, the project will set up a cyber institute giving professors on-line access to training courses. A central data base for calculating students’ course credits in all state universities will be established, to help harmonize academic standards and facilitate student mobility. The project will be implemented by UNESCO’s cluster office in Bamako (Mali).” [[14]](#footnote-14)

A three-day meeting was attended by nearly sixty participants from 9 countries of West Africa in Dakar from 5-7 March 2009 to discuss OER[[15]](#footnote-15). According to the Director of Breda, Ann Therese Ndong-Jatta, the use of Open Educational Resources is a key concern to Unesco. “The development of measures to promote Information Communications and Technologies for Education in Africa is at the heart of the mandate of Unesco”[[16]](#footnote-16)

## Burkina Faso

[[17]](#footnote-17)Francis Sempore, Director of e-Education Centre 2iE, presented at the Africa Open Educational Resources Forum in Pretoria in February 2012. He was also subsequently interviewed by Abel Caine from UNESCO[[18]](#footnote-18). Burkina Faso also involved in the Apréli@ school-twinning programme[[19]](#footnote-19).

Burkina Faso is part of the Commission of the West African Economic and Monetary Union (UEMOA) and UNESCO US$12 million project to boost the information and communication technology (ICT) capacity of West African universities.

There seem to be some OER projects, e.g. TICE (<http://www.tice-burkina.bf/ticesommaire.php>), but sites have not been up-dated for a while. However, TICE-Burkina is listed as a partner on the Apréli@ site.

**Ghana**

**See separate ROER4D Country Profile Report on Ghana**

## Guinea-Bissau

Guinea-Bissau is one of the recipients of the new African Virtual University ( AVU) grant awarded in January 2012 (see AVU entry below).

Guinea-Bissau is part of the Commission of the West African Economic and Monetary Union (UEMOA) and UNESCO US$12 million project to boost the information and communication technology (ICT) capacity of West African universities.

## Mali

Mail is one of the recipients of the new AVU grant awarded in January 2012 (see AVU entry below).

Mail is part of the Commission of the West African Economic and Monetary Union (UEMOA) and UNESCO US$12 million project to boost the information and communication technology (ICT) capacity of West African universities and hosts a cluster office for the project.

## Mauritania

Mauritania is one of the recipients of the new AVU grant awarded in January 2012 (see AVU entry below).

## Niger

Niger is one of the recipients of the new AVU grant awarded in January 2012 (see AVU entry below). Niger is also part of the eGranary project. Niger is part of the Commission of the West African Economic and Monetary Union (UEMOA) and UNESCO US$12 million project to boost the information and communication technology (ICT) capacity of West African universities.

**Nigeria**

**Nigerian Open University (NOUN)** [www.nou.edu.ng](http://www.nou.edu.ng)

One of the many good outcomes of this Pan Commonwealth Forum 7 on Open Learning (PFC7) held in Abuja (2-6 December 2013) is the announcement about NOUN committing to OER. Prof Vincent Tenebe, Vice Chancellor of NOUN, announced in the closing plenary address that all NOUN course materials already placed on the web from this point on and will be released as OER- for re-use anywhere with attribution for any use that can be considered non-commercial.

COL's DOER (a directory service) contains 797 course entries from NOUN making NOUN among the largest sources of full-course OER materials in the Commonwealth. (www.doer.col.org)

## Senegal

Senegal is one of the recipients of the new AVU grant awarded in January 2012 (see AVU entry). Senegal also host an AVU regional office. Senegal also involved in the Apréli@ school-twinning programme[[20]](#footnote-20). Senegal is part of the Commission of the West African Economic and Monetary Union (UEMOA) and UNESCO US$12 million project to boost the information and communication technology (ICT) capacity of West African universities.

**OER Activities and projects in East African countries**

**Kenya**

The key player in the field of OER in East Africa is Kenya.

**See separate ROER4D Country Profile Report on Kenya.**

**Regional symposium on open education, Nairobi, Kenya June 2013**

The Kenyan Ministry of Education in collaborating with COL convened a national and regional symposium on open education, held in Nairobi in June 2013.

Forty participants representing both secondary and post-secondary education systems from ten Commonwealth Member States (Bangladesh, Botswana, Canada, India, Ghana, Kenya, Namibia, New Zealand, Tanzania and Zambia) discussed open policy development and adoption by open schools in Africa and South Asia.

**The symposium objectives**

To bring together educational leaders and policy makers to consider the strategic opportunities for OER in the region and to explore policy enablers and practices for harnessing the potential of open education approaches for the benefit of the formal education sector in Kenya and the region.

The symposium will commence work on “proposals for action” building on existing OER foundations to progress the way forward for a sector-wide response to open education in Kenya and the region.

## On 10 July 2014, All Africa.com reported online that the African Management Initiative (AMI) in Kenya was launching a new portal that will offer free online management and entrepreneurship courses for African leaders designed by top business schools in Africa including the Gordon’s Institute Business Studies (Johannesburg). Accessed: <http://allafrica.com/stories/201407100201.html>

## Tanzania

Mr Gideon Paul Kwesigabo from the Muhimbiu University and Dr Fidelice Mafumiko from the Institute of Adult Education (MOEVT) participated in the COL/UNESCO Regional Policy Forum for Africa held in Pretoria, South Africa from 21-22 February 2012.

**Open University of Tanzania (OUT)** [www.out.ac.tz/](http://www.out.ac.tz/)

OUT has had committed themselves to going forward in a collaborative partnership with UDSM University of Dar Salam (<https://udsm.ac.tz> ) and *Saide* ([www.saide.org.za](http://www.saide.org.za)) to develop a 21st Century Academic Skills Course for lecturers that will be released as an OER. Interestingly, one of the Modules /courses in this ACDE Executive they had agreed that the ‘’21 century Skills” course that we will assist them to develop will be offered as a MooC under ACDE. OUT wishes also o develop a Nursing course in the same way.

## Uganda

Four academics from the School of Public Health at Makerere University participated in the COL/UNESCO Regional Policy Forum for Africa held in Pretoria, South Africa from 21-22 February 2012. They were Dr William Bazeyo, Dr Roy Mayega, Ms Angela Nanyanzi and Prof David M Serwadda.

The ELATE Africa project was started with the key aim of mobilizing resources to promote and extend the ELATE program activities beyond the two phase British Council funding, which ended in May 2010. The ELATE program, which was started in May 2007, was a professional development initiative to enhance secondary teacher training in Uganda. It was sought to do this by involving teachers and teacher educators in the production of Open Educational Resources (OERs) to help trainees and newly qualified teachers. ELATE has enabled teacher trainers to work collaboratively with practicing school teachers and other educational professionals[[21]](#footnote-21).

**OER Projects that cut across a number of Sub-Saharan countries**

**African Virtual University (AVU) multinational protocols across Africa** [www.avu.org/](http://www.avu.org/)

Founded in 1997, the AVU has gone through a number of restructuring processes.

Since 2005 it has forged protocol agreements with various Africancountries to design, develop and deliver certificate, diploma and degree programmes. Some are developed solely by the AVU, and some are developed collaboratively with other universities in various AVU consortia. All are made available as OER.

[[22]](#footnote-22)“Initially a project of the World Bank and now an independent intergovernmental organisation, the AVU is an innovative education institution based in Nairobi, Kenya, that services 57 learning centres in 27 African countries. The AVU works with universities based in Africa and other countries such as the US and Australia to provide academic programmes and short courses through open and distance e-learning. The AVU also boasts a digital library that provides resources to African academics and students[[23]](#footnote-23)”. “Five African Governments, Kenya, Senegal, Mauritania, Mali and Cote d'Ivoire signed a Charter establishing the AVU as an Intergovernmental Organization. The AVU has its headquarters in Nairobi, Kenya and a Regional office in Dakar Senegal. The AVU has Host Country Agreements with the governments of Kenya and Senegal and the AVU has diplomatic status in these countries”[[24]](#footnote-24). According to Daniel: “The African Virtual University (AVU) has developed an Open Education Resources Portal launched in 2011 which makes available 219 open educational modules in three languages (largely in maths and sciences); developed collaboratively in 10 African countries and the resources have been downloaded by 142 countries, with significant numbers from Brazil and the USA” [[25]](#footnote-25)The AVU launched its interactive Open Education Resources portal OER@AVU ([http://oer.avu.org](http://oer.avu.org/)) (*le portail REL de l'Université Virtuelle Africaine*) in January 2011. Some research on the AVU has been undertaken (Diallo & Rasugu 2009; Diallo, Wangeci & Wright 2012).

“The African Virtual University (AVU) has received USD 15.6 million from the African Development Fund for the second phase of the AVU Multinational Project. … The second phase of the AVU Multinational Project will be implemented in 27 partner institutions in 22 countries. It builds on the success and lessons learned from the first phase which was also funded by ADF for USD 7 million and was implemented in 10 countries between 2005 and 2011.

The 22 beneficiaries of the new project include: 9 Francophone African Countries: Benin, Burkina Faso, Burundi, Cameroon, Democratic Republic of Congo, Mali, Mauritania, Niger and Senegal; 4 Lusophone African Countries: Angola, Cape Verde, Guinea Bissau and Mozambique; 9 Anglophone African Countries: Gambia, Ghana, Kenya, Namibia, Nigeria, Rwanda, Sudan, South Sudan, and Tanzania”[[26]](#footnote-26)

The Teacher Education Virtual Consortium comprises 12 universities from 10 countries. It was launched in February 2010 as a result of a formal request from the AfDB-funded project partner institutions. The member institutions collaboratively developed content for 4 Bachelor of Education programs and agreed on a uniform quality assurance mechanism. The AVU Virtual Consortium will build on the existing Teacher Education Consortium and expand progressively to other subjects such as Business Studies, Computer Science, Health Science, Agriculture and Environmental studies. It will also reach out to other relevant Communities of Practice.

The AVU coordinates a network of institutions in delivering and managing ICT supported education and training opportunities in the selected countries.



**AVU multinational network of countries**

During a presentation made to the ICDE: Opening Up Universities, Lisbon Meeting, 29 Nov 2013,

 Bakary Diallo, Rector AVU high ighted the following outcomes of the AVU

**Outcomes of the AVU 2005 – 2001 Multinational Project 1 include:**

* Four B Ed Maths and Science programmes delivered
* 219 course modules and 100 Videos made available as OERs
* 459 academics trained in eLearning
* 4000 students across ten countries enrolled for these courses by 2011
* 13, 000 unqualified teaches in Senegal trained by 2013

**Planned outcomes for the AVU 2012 – 2015 Multinational Project 2 include:**

With current funding of US$ 21 Million (15,6 million from the African Development bank and 5.4 million from the AVU and partner institutions) this project targets 27 universities in 21 African countries.

Planned outcomes for Project 2 include:

* The review of 219 AVU OER modules
* The design and development of a new Bachelor of Applied Computer Science degree to be released as OER
* Research and development
* Training of trainers in ODeL
* Technical assistance to network universities and countries

At the ICDE meeting Backery, referred to the AVU’s innovative approach, based on the twin poles of rapidly increasing internet penetration and open educational resources, to help institutions plan, innovate and build capacity in quality virtual programmes. He also underlined that what Africa needs now, is not exactly MOOCs, but “MOOPs” – massive open and online programmes. (<http://www.icde.org/>Accessed - 6 December 2013)

**AVU: Global player**

Diallo’s presentation stresses that the programmes developed by the AVE comprise a “ full instructional path” rather than only being courses or learning objects.

It is reported that 2 million users worldwide in 201 countries access the AVU programmes and materials. Thus highlighting the fact that Africa, as part of the global South, is not just a consumer of OER but also a successful producer.

The AVU has recently received three prestigious awards for its work:

* Education- Portal.com People’s Choice Awards – 2 awards for “ Best OCW Emerging Initiative” in 2011 and “Most Progressive “in 2012.
* AVU Atomic Physics text Book won the OCW Consortium Text Course Award for Excellence 2013.

 (Extract from: Bakary Diallo, Rector AVU Presentation to the ICDE: Opening Up Universities, Lisbon Meeting, 29 Nov 2013)

NOTE: if one tries to access any of these courses on the AVU website one is required to register and pay via paypal. However this is intended for students who are formally enrolling to do a given accredited course/programme through the AVU.

Anyone else wanting to access the OER courses has to do so though the link to Scribdon the AVU website. Scribd is - an OER Repository. <http://www.scribd.com/AfricanVirtualUni>

The documents on Scribd are available for free down load, but as PDFs which means that that cannot easily be adapted or changed.

**Teacher Education in Sub-Sahara (TESSA) project**

Sub Saharan countries participating in the TESSA project include: Kenya, Rwanda, Sudan, Tanzania, Uganda, Ghana, Nigeria, South Africa and Zambia.

TESSA is a research and development project working to improve the quality of, and extend access to, university-led primary school teacher education. Since its inception in 2005 the TESSA consortium of 18 institutions has worked collaboratively to design and build a multi-lingual OER bank, modular and flexible in format (see [www.tessafrica.net](http://www.tessafrica.net)); core funding for TESSA is from the Allan and Nesta Ferguson Charitable Trust and the William and Flora Hewlett Foundation, with both donors providing follow-up grants. At the heart of the TESSA OER bank are sets of practically focused study units designed to directly improve teacher classroom practice; each of the 75 study units contains a series of activities for teachers to carry out with their pupils. These activities centre on clearly defined strategies for teachers to think about and experiment with in their classrooms. Guidance for teacher educators is provided, demonstrating how study units link together, and student progression is supported through each module (collection of 5 study units).

Each study unit has been adapted and versioned to the nine country contexts of participating TESSA institutions, including translation to Arabic, English, French, and Kiswahili. The design of the TESSA web environment is organized to enable each country/institution to have their own web presence, and because of the current challenges in connectivity and access the study units are provided in a range of formats.  The template for the TESSA study units together with the design, versioning, and development processes are fully explained in earlier descriptions of our work (Wolfenden, 2008). <http://www.irrodl.org/index.php/irrodl/article/view/705/1319>

**Virtual University for the Small States of the Commonwealth (VUSSC)**

**Background and Context -Started 2005**

The Virtual University for the Small States of the Commonwealth (VUSSC) is a growing network committed to the collaborative development of free content resources for education. Specifically, VUSSC countries[[27]](#footnote-27) have chosen to focus on the development of postsecondary, skills-related courses in areas such as tourism, entrepreneurship, use of information and communications technologies (ICTs), life skills, disaster management and fisheries. The VUSSC course materials are non-proprietary and readily adaptable to the specific context of each country. They can be used in the offering of credit-bearing qualifications as well as strengthening educational capacity and access in member countries.

It is important to emphasize that the VUSSC is not a tertiary institution. Rather, it is a collective mechanism for developing, adapting, and sharing courses and learning materials. It is also a forum for institutions to build capacity and expertise in online collaboration, eLearning and ICTs

generally.

VUSSC was first conceived by Commonwealth Education Ministers when they met in Halifax, Canada in December 2000. The Commonwealth of Learning (COL) is facilitating the VUSSC initiative, with funding support from the Government of Singapore, The William and Flora Hewlett Foundation and the Commonwealth Fund for Technical Co-operation (CFTC). There are currently 30 countries participating in VUSSC, through interlocuter planning meetings, training and course development workshops, and an

international gathering of senior officials for the development of a Transnational Qualifications Framework (TQF).

34 Countries in 2011 of which 8 are in SSA**: 8 new courses developed all OER all on line**

|  |  |
| --- | --- |
| **Country** | **Outcomes** |
| 1. Botswana
 | * Development of roadmap from Certificate Program to Masters Program in Environmental Education and Sustainable Development

based in part on open educational resources, and to be part of VUSSC * Using VUSSC material in Certificate in Business Management

Development of roadmap from Certificate Program to Masters Program in Environmental Education and Sustainable Development based in part on open educational resources, and to be part of VUSSC •Using VUSSC material in Certificate in Business Management •By January 2012 BOCODOL will be offering Bachelor’s program in Business & Entrpreneurship using VUSSC courses (pilot, face-to-fac |
| 1. The Gambia
 | * Increased networking
 |
| 1. Lesotho
 | produce collaborative courseware related to Business and Entrepreneurship |
| 1. Mauritius
 |  |
| 1. Namibia
 | * Anticipate that the University will use

the disaster management material in a continuing education course for regional governments  |
| 1. Seychelles
 | * Produce collaborative courseware in Fisheries
 |
| 1. Sierra Leone
 |  |
| 1. Swaziland
 | Developed Certain elements in the courses, e.g. on tourism, fisheries, life skills,  construction and agriculture are being added to beef up courses that are offered at UNISWA and other institutions |

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 This chapter was prepared by of the **Virtual Centre for Innovative Learning Technologies,** **University of Mauritius in collaboration with and OLnet, Open University UK**

**Abstract**

This chapter investigates the barriers to using OER, such as lack of awareness about OER and policies about Intellectual Property rights at the University of Mauritius. A discussion around a survey that was carried out at the University of Mauritius (UoM) evaluates the extent to which academics at the UoM are aware of and access OER for their teaching purposes. Following the survey, some of the academics embarked on an online workshop on Educational Technologies and reflected on various topics such as Social Presence, Automated assessment, Authentic assessment and collaborative learning which form the framework towards open practices for teaching and learning.

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Chapter 3: *365 Days of Openness: The* Emergence of OER at the University of Cape Town, Cheryl Hodgkinson-Williams, Michael Paskevicius, Glenda Cox, Shihaam Shaikh, Laura Czerniewicz and Samantha Lee-Pan, University of Cape Town

Chapter 7: *Approaches to the Production and Use of OERs:* *The African Virtual University Experience,*

Bakary Diallo, Catherine Wangeci Thuo (Kariuki) and Clayton R. Wright, African Virtual University

Chapter 16: *Towards a Sustainable Inter-Institutional Collaborative Framework for Open Educational Resources (OER)* Dick Ng’ambi, University of Cape TownAirong Luo, University of Michigan

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**APPENDIX 1:** OER Policy Regional Questionnaire

The Commonwealth of Learning (COL) is inviting Governments in Southern Africa to provide information about their policies in relation to Open Educational Resources (OER). The Hewlett foundation defines OER as ‘teaching, learning, and research resources that reside in the public domain or have been released under an intellectual property license that permits their free use and re-purposing by others. OER include full courses, course materials, modules, textbooks, streaming videos, tests, software, and any other tools, materials, or techniques used to support access to knowledge’.[[29]](#footnote-29)

In preparation for the workshop, we would like to gain a sense of the level of OER activity within SADC.

Please feel free to include in your responses references to additional documents or links to information on the web.

Kindly forward your completed questionnaires to Neil Butcher (neilshel@nba.co.za) by 17th May, 2013.

For any queries, please contact Neil Butcher:

Fax No: +27 11 646-9800

Cell No: +27 83 603-7773

Email: neilshel@nba.co.za

We thank you in advance warmly for your cooperation.

## General Information

|  |  |
| --- | --- |
| Name of respondent |  |
| Function/title of respondent |  |
| Department |  |
| Email address |  |

1. Have you heard about the concept of Open Educational Resources (OER)?

|  |  |
| --- | --- |
| * 1. Yes
 |  |
| * 1. No (please answer Q 3 and proceed to section D)
 |  |

1. Where did you first hear about the concept of OER?

|  |  |  |
| --- | --- | --- |
|  |  | **Please explain your answer** |
| 2.1) Conference |  |  |
| 2.2) Social media |  |  |
| 2.3) Articles |  |  |
| 2.4) Email communication |  |  |
| 2.5) Other. Please specify |  |  |

1. How do you think awareness of OER can be improved in the region?

|  |
| --- |
| Regular programme of workshops moving from advocacy to implementation, with evidence of how OER are having an impact in the transformation of education in the region. |

## OER Activity

Please tick the appropriate response and explain your answer in the box below.

1. Are countries in the region country active in the OER movement?

|  |  |  |
| --- | --- | --- |
|  |  | **Please explain your answer** |
| 4.1) Yes, through initiatives by institutions and engaged individuals |  |  |
| 4.2) Yes, through specific projects or programmes with public funding |  |  |
| 4.3) Yes, through specific projects or programmes with private funding |  |  |
| 4.4) Yes, through government initiatives including specific measures and incentives |  |  |
| 4.5) No (please proceed to section C) |  |  |
| 4.6) Yes, otherwise. Please specify. |  |  |

1. What motivates countries in the region to be active in the development and use of OER?

|  |  |  |
| --- | --- | --- |
|  |  | **Please explain your answer** |
| 5.1) Open and flexible learning opportunities |  |  |
| 5.2) Increased efficiency and quality of learning resources |  |  |
| 5.3) Cost-efficiency of OER |  |  |
| 5.4) The innovative potential of OER |  |  |
| 5.5) Other, please specify |  |  |

5.6) Please add additional comments

|  |
| --- |
|  |

1. Please specify the intensity of OER development and use in the region for each of the following educational subsectors

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **None** | **Low** | **High** | **Very High** |
| 6.1) Primary Education |  |  |  |  |
| 6.2) Secondary Education |  |  |  |  |
| 6.3) Post-Secondary/not tertiary |  |  |  |  |
| 6.4) Tertiary |  |  |  |  |
| 6.5) Non-Formal Education |  |  |  |  |

6.5) Please add additional comments

|  |
| --- |
|  |

1. Have SADC countries or SADC itself conducted any studies or research on the contribution OER can make to improving education? If so, please provide references.

|  |
| --- |
|  |

## Non-activity in OER

Complete this section if countries in the region are not active in the development and use of OER

1. Please specify the main reasons why countries in the region are not active in the development and use of OER.

|  |  |  |
| --- | --- | --- |
|  |  | **Please explain your answer** |
| 8.1) Language and cultural diversity |  |  |
| 8.2) Connectivity |  |  |
| 8.3) Quality |  |  |
| 8.4) Copyright and publishers |  |  |
| 8.5) Sustainability |  |  |
| 8.6) Lack of awareness |  |  |
| 8.7) Other, please specify |  |  |

1. Might SADC Countries become active in developing and/or using OER in the near future?

|  |  |  |
| --- | --- | --- |
|  |  | **Please explain your answer** |
| 9.1) No, but it might become active in the medium-term |  |  |
| 9.2) No, we do not expect this to be or to become a priority |  |  |
| 9.3) Yes, by introducing subsidy programmes or project funding |  |  |
| 9.4) Yes, by developing a dedicated governmental action plan |  |  |
| 9.5) Yes, other. Please specify  |  |  |

## Learning Materials

This question refers to learning materials such as textbooks as well as other learning materials such as training material and assessments.

1. In SADC countries, to what extent are learning materials produced or paid for by public funds, directly or indirectly?

|  |  |  |
| --- | --- | --- |
|  |  | **Please provide additional detail** |
| 10.1) Exclusively |  |  |
| 10.2) To a large extent |  |  |
| 10.3) To a minor extent |  |  |
| 10.4) Not at all |  |  |
| 10.5) Do not know |  |  |

1. Of the learning materials partly or fully produced or paid for by public funds, what is your rough estimate of the percentage that is available in digital format?

|  |  |
| --- | --- |
|  |  |
| 11.2)  |  |

11.3) Please add any additional comment

|  |
| --- |
|  |

1. What is your rough estimate of the percentage of such digital learning materials in the public domain (referred to in Question 8) that is offered as OER?

|  |  |
| --- | --- |
|  |  |
| * 1.
 |  |

* 1. Please add any additional comments

|  |
| --- |
|  |

## OER Strategy/Policy

1. Do education ministries or other public agencies in your Country – SA - have a strategy or policy on OER?

|  |  |
| --- | --- |
| 13.1)  |  |
| 13.2)  |  |
|  |
| 13.3) Don’t Know |  |

1. If yes, do they specify what open licence(s) should be used?

|  |  |
| --- | --- |
| * 1. Yes: specify licence
 |  |
| * 1. No
 |  |
| * 1. Don’t Know
 |  |

1. If no, do you consider the development of an OER policy to be a priority?

|  |  |  |
| --- | --- | --- |
|  |  | **Please explain your answer** |
| 15.1) Yes |  |  |
| 15.2) Don’t Know |  |  |

Please add any additional comments

|  |
| --- |
|  |

1. Is there reference to OER in any regional educational strategy, planning or similar documents?

|  |  |
| --- | --- |
| 16.1) No  |  |
| 16.2) Yes, please specify below: |  |
|  |
| 16.3) Don’t Know |  |

Please add any additional comments

|  |
| --- |
|  |

1. Do you think it is important to have a regional OER policy?

|  |  |  |
| --- | --- | --- |
|  |  | **Please explain your answer** |
| 17.1) Yes |  |  |
| 17.2) No |  |  |
| 17.3) Don’t Know |  |  |

1. Please add any additional comments on SADC’s stance in relation to OER

|  |
| --- |
|  |

*Thank you very much for taking the time to complete this questionnaire.*

**Appendix 2: Analysis of responses to COL OER questionnaire from 10 SADC Countries (May 2013)**

| **Country** | **Botswana** | **Lesotho** | **Malawi** | **Mauritius**  | **Mozambique** | **Namibia** | **Seychelles** | **South Africa** | **Swaziland** | **Tanzania** |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **GENERAL INFORMATION** |  |
| **Respondent** | Chawapa Thabo | Lephoto Manthoto | Henry Gwede | Sushita Gokool-Ramdoo &Nirmala Devi Nababsing | Lurdes Nakala | Beans Ngatjizeko | Marie-Reine Hoareau | **Trudi van Wyk**AndJenny Glennie | Nokuthula Vilakati | Dr. Fidelice M.S. Mafumiko |
| **Position** | Coordinator-Administration | Dir, Instit of extra Mural Studies | Deputy Director | Deputy HOD ODL andPerm Sec | Director of Accreditation and Training | Dir Adult Ed | Technical Advisor( International relations) FC COL | **Director: Career Development and Open Learning**AndDirector: SAIDE | Coord for Learning Materials Design and Development | Senior Lecturer & Deputy Director (Academic)- COL Focal Point |
| **Ministry/****Department****/Organization** | S African Dev Comm Centre for Distance Education (SADC CDE) | Nat University | Malawi College of DE | Tertiary education commission AND Tertiary Ed Ministry | Ministry of Education/National Institute for Distance Education (INED) | Ministry of Ed | Ministry of Education  | **Dept Higher Ed & Training (DHET)**ANDSAIDE ( SA Institute for Distance Education) | Institute of Distance Education (IDE), University of Swaziland (UNISWA) | Institute of Adult Education |
| **Heard of OER?** | YES | YES | YES | YES | YES | YES | YES | **YES /** YES | YES | YES |
| **Where/How?**1. Conferences
2. Soc Media
3. Articles
4. Email communication
5. Other
 | 1.2. ✓3. ✓4. ✓5. | 1. ✓PCF2. 3. ✓4. 5. | 1. DETA

2.3.ODL articles4.COL5. COL | Member of UNESCO/IIEP/OER movement led by Susan d’Antoni | COL Meetings & workshops | Conference and World Assembly in 2012Detailed info on reports from COL/UNESCO following Regional OERGeneral info on Internet or through “connections bulletin” | COL /Hewlett proj to dev OER for Open Schools across 6 Common-wealth countries | Other: **At work DHET, SAIDE & OER Africa**4. ✓AfterUnesco first conference | 5✓Singapore COL training prog for VUSC (2006) | 2✓Soc media heard about ed materials |
| **How can awareness be improved?** | * Radio
* Soc Media
* Use in sch curric
 | No response | Awareness workshops |  | Awareness & capacity building starting at ministerial level | Encourage researchAdvocacy targeting policy makers | Radio/ public media/ workshops | **Raise awareness at govt level****Implement OER proj (stop talking)**Regular prog of workshops move from advocacy to implementation, with evidence of how OER are impacting the transformation of education in the region. | Combination of:ConferencesWorkshopsResearchPoliciesProjects implemented | OER workshops |
| **B. OER ACTIVITY** |
| **OER activity in your country? YES**1. Individuals in Institutions?
2. Proj/ prog with public funding?
3. Proj/Prog with private fund?
4. Govt initatives?
 | 3.✓COL/Hewlett proj | 1. ✓Lesotho DE Centre3. ✓(COL/Hewlett\4 | 1. ✓But only starting | 1. ✓Through VUSSC & Wiki Ed facilitated by COL3✓AND TESSA Proj | NO | 3✓COL/Hewlett proj to dev sec school OER materials with NAMCOL | VUSSC (Virtual University for Small States of the Commonwealth) PROJECT OPEN SCHOOLING | 1. **✓ In selected HEIs**
2. **✓ DBE promoting selected OER sch text bks on official LTSM list**
3. **✓ DHET in White Paper on Post Schooling**
4. Institutions

UCT, UWC and Unisa are active in the movement. UCT has launched its Open Content Portal. Unisa is developing a module for the OERU.UP's Veterinary Science has an OER initiative around CPD.UKZN is producing resources for an Advanced Certificate in Teaching which will be made available as OER. UKZN also led a SADC process to produce materials for carers of orphans and vulnerable children.2**✓Proj & progs**Kha ri GudeDHET Found PhaseThutong3**✓ Private funding**SiyafundaZenexCOL / Hewlett | 1✓UNISWA emerging OER CoP2012 New Institute of DE – Open Ed Week focus on Access – various papers presented | 1 ✓Institute supports attendance at workshops |
| **OER activity in your country? No** | N/A | N/A | N/A | N/A | NO | YES | YES | YES/YES | YES |  |
| **Why does your country use OER?**1. Open / flexible learning LTMS?
2. Efficiency & quality of LTMS?
3. Cost efficiency?
4. Innovative?
5. Other?
 | 1✓2.3. ✓4.5. | 1✓2. ✓3. ✓4. ✓5. | 1. ✓ Can be adapted | 1. ✓4. ✓5. ✓In line with Nat framework for ed dev | No response | 1✓3. ✓ | 2✓Use or OER in Open Sch – resource –based -ed to mitigate teacher shortage | 1. **✓** ✓**ODL**
2. **✓**✓
3. **✓**✓
4. **✓**✓
5. **Access**
 | 5. ✓To promote access to quality learning materials in Nat priority areas eg Entrepreneuralship & TourismMaterials design capacity buildICT Integration capacity build | 1. ✓

To provide flexible learning opportunities |
| **Use of OER is low / high or none in:**1. Prim sch
2. Sec Sch
3. Post sec
4. Tertiary
5. Non formal
6. Other?
 | No response | Low in all:1.2.3.4.5. | NONE(but actually Saide Knows of 2 instances) | 1. high2. low3.none4.high5.-low | No response | 1. none2. low3.none4.low5.none | 2. high4. high | 1.**low/** low**2. high / l**ow**3.Low N/A****4. high /**Low**5.low/** low | 1. none2. low3.none4.low5.Low | All Low |
| **Has your country done research/ study of use of OER?** | NO | No, but would be good for awareness | NO | NO | No response |  | NO | **YES (HEIs & NGOs) but no e.g. Need research into Massification Sustainability & QA**YESSaide – OER Afr has conducted case studies at UCT & UWC on a Health OER initativeUnesco/ Col Case Studies on OER practice (2012) incl some sub- Saharan examples | YES See ref | N/A |
| **C. NON ACTIVITY IN OER/ Barriers?** |
| **Why does your country not use/ develop OER?**1. Lang/ cultural diversity
2. Connectivity
3. Copyright/ publisher
4. Sustainability
5. Lack of awareness
6. Other?
 | No response | Dire need to raise awareness | Lack of awareness | N/A | 1. ✓

Lack of awareness |  | N/A | **2✓**✓**4✓**✓**5✓**✓**6✓**✓ | N/A | Reason:Tech constraintsLack of awareness at national levelFinancial constraints |
| **Might your country become active in dev/ using OER in the near future?**1. No
2. In medium term
3. Yes by introducing subsidy proj/prog funding
4. Yes by dev dedicated govt action plan
5. Other
 | No response | Need to make policy makers aware | Govt funding might entice people to OER |  | **5** ✓Current ODL prog for sec schooling supported by COL. Plan to make ODL LTMs availabe as OER |  | N/A | **4 ✓****DBE and DHET are working together towards an OER in education action plan**1. **✓**

As connectivity becomes ubiquitous4. **✓**For text bks & to promote local languages | N/A | YES5**✓**By dev institutional plans & policies |
| **D. LEARNING MATERIALS**  |  |
| **In your country, to what extent are learning materials produced or paid for by public funds, directly or indirectly?**1. Exclusively
2. Large extent
3. Minor extent
4. Not at all
5. Do not know
 | 1.2. ✓3.4.5. | 1.2. ✓3.4.5. | 1. ✓2.3.4.5. | 1. ✓

Nat curric teams dev most LTMs for Gr R – Gr 12 + supplementary classroom-based curric dev. At Uni. Lecturer material incorporates OER  | 2 ✓Ministry Of Ed pays for devsecondary schooling ODL programs and DE teacher training programs |  | 1. ✓

Exclusively govt funded | **2**✓**DBE Workbooks****DBE Adult Literacy (Khari Gude?)**ALL © No CC**3✓****LTSM produced by DHET for post school education and training e.g. teacher education**(?) | 3✓ | **3✓** |
| **Of partly/ wholly funded LTMs what % is available in digital format?**1. Estimate%
2. Do not know
 | No response | Don’t Know | Don’t Know | Don’t Know | 100% |  | Don’t Know | **Don’t Know**Don’t Know | Don’t know | Don’t know |
| **What % of digital LTMs is OER?**1. Estimate%
2. Do not know
 | No response | Don’t know but mostly in print | Don’t Know | 10-15% at University level | Don’t Know |  | Don’t know | **Don’t Know**Don’t know | Don’t know | Don’t know |
| **E. OER STRATEGY / POLICY** |
| **Does your Ed Ministry/ any other Ministry/govt Agency have an OER Strat/ Policy?**1. No
2. Yes
3. Don’t know
 | No response | NO | NO | YES. Tertiary Ed Commission plans to develop an OER platform for MauritiusPolicy for DE incorporates the integration of OER | NO |  | NO | **NO****OER policy not planned****OER integrated into relevant policies and strategies ( White Paper on PS & White paper on DE in HE)** ANDTeacher Framework – See CPD System | NO | NO |
| **If YES, specify OER License used**1. Yes License used:
2. No
3. Don’t know
 | No response | No response | No response | Creative Commons | N/A |  | N/A | NO | N/A | N/A |
| **If NO, do you consider the dev of an OER Policy a priority?**1. YES
2. NO
3. Don’t know
 | No response | YES | YES, will enable access to low cost LTMs.Under capacitated Teachers will not need to dev LTMs | N/A | Good idea, but need to build the culture of sharing resources |  | YESIts apriority to harmonise & integrate OER & ODL policies | **NO[[30]](#footnote-30)****YES****Support/ collaboration/ champions etc promoted** | YESTo guide practice & maximize potential benefit of access | YES Policy will provide guidance on use of OER |
| **Is there ref to OER in a Regional strategy doc?**1. YES
2. NO
3. Don’t know
 | No response | NOSADC ODL Policy does not refer | NO | YESTEC work plan and budget for Division of DEOL? ICT integration in DE Policy for Mauritius? | Don’t KnowThink DEASA-the Southern African Distance Education Association has reference to OER’s in its strategy?Commitment to collab but no explicit ref to OER in current Strat Plan(2010-2015) |  | SADC ODL policy | **Don’t Know****The only regional initiative that I am aware of is the SADC ODL policy framework and guidelines documents. Under this project, no document (policies/guidelines/reference to OER.** | Don’t know | Don’t know |
| **Do you think it is Import ant to have a regional OER Policy?**1. YES
2. NO
3. Don’t know
 | **YES** will promote buy-in & collaboration | **YES** will promote buy-in & collaborat-ion | **YES** will promote comparable materials & promote regional transfer | YES to encourage use & quality through peer reviews | YESFor collaboration & financial efficiencies |  | YESHarmonise policy across the regionPromote student mobility across the regionPromote sharing of materials in the region | **NO** **OER must not be a separate policy item, but it is important that it is included into broader, relevant policies and strategies.** | YES Could help to frame individual national policies & down to ministerial level policies | YESIt will facilitate access to OER at regional level |
| **Any other comments** |  |  | **Govt level officials do not know about OER** – Need to be made aware |  | Regional OER policy seen as problematic because of diversity of languages, cultures infrastructure dev & **connectivity** |  |  |  | Emerging OER CoP appreciates the value of OER | OER is cost saving |

**KEY TO ABBREVIATIONS & ACRONYMS:**

|  |  |
| --- | --- |
| **COL** Commonwealth of Learning | **LTMs** Learning and Teaching Materials |
| **DE** Distance Education | **NAMCOL** Namibian College of Open Learning |
| **DEASA** Distance Education Association of Southern Africa | **ODL** Open Distance Learning |
| **DETA** Distance Education and Teacher Education in Africa | **SADC** Southern African Development Community |
| **ICT** Information and Communication Technologies | **TESSA** Teacher Education in Sub- Saharan Africa |

1. <http://en.wikipedia.org/wiki/List_of_sovereign_states_and_dependent_territories_in_Africa> quoted in Hodgkinson - Williams *OER in Africa: A regional Overview (*July 2012) [↑](#footnote-ref-1)
2. Country profiles: Sub-saharan Africa [www.wps.prenhall.com](http://www.wps.prenhall.com) (accessed 27.11.2013) [↑](#footnote-ref-2)
3. Dr Backary Diallo is currently the rector of the African Virtual University based in Nairobi Kenya [↑](#footnote-ref-3)
4. Geoff Maslen, World News August 2010 Issue No:59 <http://www.universityworldnews.com/article> [↑](#footnote-ref-4)
5. Yet it says the average annual current public expenditure per student remains relatively high at around US$2,000 in 2006, or more than twice the amount allocated in non-African developing countries.

“Annual public expenditure per student in Africa therefore represents nearly three times GDP per capita, compared to only one-third in OECD countries and 1.2 times GDP per capita at the global level," the report states. [↑](#footnote-ref-5)
6. Dr Tony Bates has a long career in open and distance learning and has held key positions in various universities including: The UKOU, University of British Columbia, the Open University of Catalonia and the Open University of Portugal. [↑](#footnote-ref-6)
7. New Africa Report  <http://www.voanews.com/content/ethiopia-bans-distance-education> [↑](#footnote-ref-7)
8. The Post Schooling system refers to all public institutions in the following subsectors: The Technical and Vocational Education and Training Colleges (TVET colleges), the newly proposed Community Colleges and Universities. [↑](#footnote-ref-8)
9. The Post Schooling system refers to all public institutions in the following subsectors: The Technical and Vocational Education and Training Colleges (TVET colleges), the newly proposed Community Colleges and Universities. [↑](#footnote-ref-9)
10. <http://www.scaprogramme.org.za/> [↑](#footnote-ref-10)
11. <http://www.avu.org/Teacher-Education-Programme/teacher-education-programme.html> [↑](#footnote-ref-11)
12. The OpenCourseWare Consortium is a worldwide community of hundreds of higher education institutions and associated organizations committed to advancing open education and its impact on global education. It seeks to engender a culture of openness in education to allow everyone, everywhere to access the education they desire, while providing a shared body of knowledge and best practices that can be drawn upon for innovative and effective approaches. [↑](#footnote-ref-12)
13. Hodgkinson- Williams, C. (2012)*OER in Africa: A Regional Overview* prepared for the IRDC Funded research and planning meeting held in Chiangmai, Thailand. (pages 19-20) [↑](#footnote-ref-13)
14. <http://knowledge.cta.int/en/Dossiers/Demanding-Innovation/Reshaping-Tertiary-Agricultural-Education/News> [↑](#footnote-ref-14)
15. <http://www.ernwaca.org/panaf/spip.php?article580> [↑](#footnote-ref-15)
16. <http://www.ernwaca.org/panaf/spip.php?article580> [↑](#footnote-ref-16)
17. Hodgkinson- Williams, C. (2012)*OER in Africa: A Regional Overview* prepared for the IRDC Funded research and planning meeting held in Chiangmai, Thailand. (p 22) [↑](#footnote-ref-17)
18. <http://www.unesco.org/archives/multimedia/index.php?s=films_details&id_page=33&id_film=2429> [↑](#footnote-ref-18)
19. <http://www.elearning-africa.com/eLA_Newsportal/west-african-e-twinning-project-makes-gains/> [↑](#footnote-ref-19)
20. <http://www.elearning-africa.com/eLA_Newsportal/west-african-e-twinning-project-makes-gains/> [↑](#footnote-ref-20)
21. <http://www.ccoed.org/project/index.php?option=com_content&view=article&id=9&Itemid=60> [↑](#footnote-ref-21)
22. Hodgkinson- Williams, C. (2012)*OER in Africa: A Regional Overview* prepared for the IRDC Funded research and planning meeting held in Chiangmai, Thailand. [↑](#footnote-ref-22)
23. <http://www.infodev.org/en/publication.347.html> [↑](#footnote-ref-23)
24. <http://oer.avu.org/about> [↑](#footnote-ref-24)
25. <http://www.col.org/resources/speeches/2012presentations/Pages/2012-02-21.aspx> [↑](#footnote-ref-25)
26. <http://www.avu.org/News/the-african-virtual-university-receives-a-grant-of-usd156-million-from-the-african-development-bank-group-to-help-increase-ict-in-education-support-to-african-countries.html> [↑](#footnote-ref-26)
27. A “small state” is usually defined as having a population of fewer than 1.5 million. Of the 52 Commonwealth

countries, 32 are small states. [↑](#footnote-ref-27)
28. The list above is a consolidation of references extracted from Hodgkinson- Williams, C. (2012)*OER in Africa: A Regional Overview* prepared for the IRDC Funded research and planning meeting held in Chiangmai, Thailand and those compiled by *Saide.* [↑](#footnote-ref-28)
29. <http://www.hewlett.org/programs/education-program/open-educational-resources> [↑](#footnote-ref-29)
30. Copyright in SA is regulated by the Copyright Act, 1978 (Act 98 of 1978) and Regulations. Copyright of all documents produced by government departments or by service providers contracted by government, irrespective if these documents were published or not, vests in the State (section 5). No department has the authority to decide on its own whether to provide an open license. Permission must be obtained from the Government Printing Works.

Problem of the policy not being explicit, also support of Blade Ndzimande of Paris declaration re public funding! Also confusion re freely available versus CC [↑](#footnote-ref-30)