

OVERVIEW

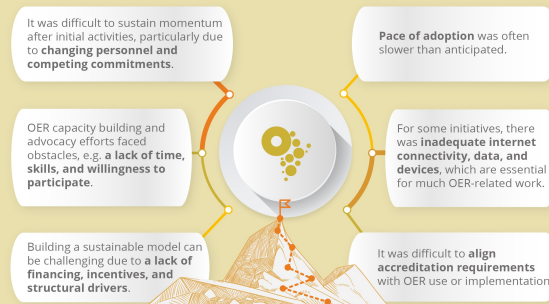
OER Africa researched eleven African OER initiatives to assess their long-term contribution to establishing sustainable OER practices in African higher education. This work explored their effectiveness and identified lessons to enable better development and support of OER practices.



SUCCESSES

- Initiatives have conducted effective **OER advocacy and capacity-building** activities for OER users and creators.
- Initiatives developed **resources, repositories, and research**.
- Initiatives created **frameworks and guidelines** on OER development and use.
- Users from diverse contexts were able to **access materials**.
- Institutions leveraged **inter-institutional collaborations** aimed at OER advocacy, use, development, and knowledge sharing.
- Some initiatives **mainstreamed OER** into institutional practices and achieved some post-project continuity.
- Initiatives had some **impact on teaching and learning** - by improving access to materials and providing capacity-building for educators.
- Champions** on the ground played a significant role in advocacy and OER implementation.

CHALLENGES



SUGGESTED ACTIONS

- Undertake **localization** (i.e., adapting resources for different geographical, pedagogical, political, or technical contexts) by conducting research on what content is already available, what can be adapted, reasons why localization is necessary, what should be created, and in which languages.
- Prioritize **capacity-building** for academics in Africa by supporting the orientation of existing and new staff regarding pedagogical competencies and OER.
- Review, refine and/or develop **institutional policies** to support capacity-building. This includes provision of incentives for academics and other stakeholders; support mechanisms; and requisite time for academics to pursue capacity-building opportunities.
- Tailor the messaging in advocacy** efforts to optimize adoption. This may involve using tools such as social media campaigns and communications strategies to outline objectives, reach specific audiences, and convey key messages.
- Create a system that provides different layers of **institutional support**. This might include financial and symbolic support from institutional management, together with peer recognition and awards for OER design and implementation.
- Seek out and nurture **partnerships and collaborations** with government and other institutions to fully harness the potential of OER by sharing resources, expertise, and guidance.
- Mainstream** OER within institutional processes, e.g. introduce performance metrics for OER development and use for academics; development an OER strategy; create and update an institutional repository for OER and set institution-wide targets for implementing open practices.
- Encourage stakeholders** to consider how policies will be implemented as part of the OER policy design process.
- The proliferation of policies creates more rules, which can act in opposition to openness. **Simplify policies** at the national and institutional levels in aid of 'opening up' opportunities for OER use and implementation of open practices.
- Define impact metrics** as early as possible. Undertake rigorous and regular data collection to monitor OER development, use, research, policy implementation, and practice.
- Undertake further research** on OER implementation in higher education and CPD development areas for academics in Africa.