THE POTENTIALS OF OER FOR EDUCATION IN ASIA-PACIFIC REGION: A POLICY PERSPECTIVE

Global ICT Symposium
Seoul, Rep. of Korea | 13 December 2012
PART 1
1. What is the State of Education in Asia-Pacific?
   - Overview
   - Trends Shaping Education (Global & Regional)
2. Is OER an alternative or solution?

PART 2
1. What UNESCO does & where it leads us?
2. Reflections
Part I
What is the State of Education?
(Overview)
I. What is the State of Education in AP? (Overview)

- Improving educational scenarios...
  - Improving global literacy
  - Drop in no. of out-of-school children
  - Move to mother tongue-based instruction
  - Gross secondary ed enrolment
  - Massive expansion of HE
  - High ICT penetration
  - Flourishing OERs

- & some notable contradictions
Improving education scenario 1: Improving global literacy rates...

Literacy Rate by region, 2010

<table>
<thead>
<tr>
<th>Region</th>
<th>Adult Literacy Rate</th>
<th>Youth Literacy Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>World</td>
<td>84</td>
<td>90</td>
</tr>
<tr>
<td>Arab States</td>
<td>75</td>
<td>90</td>
</tr>
<tr>
<td>Central and Eastern Europe</td>
<td>98</td>
<td>99</td>
</tr>
<tr>
<td>Central Asia</td>
<td>99</td>
<td>100</td>
</tr>
<tr>
<td>East Asia and the Pacific</td>
<td>94</td>
<td>99</td>
</tr>
<tr>
<td>Latin America and the Caribbean</td>
<td>91</td>
<td>97</td>
</tr>
<tr>
<td>South and West Asia</td>
<td>63</td>
<td>81</td>
</tr>
<tr>
<td>Sub-Saharan Africa</td>
<td>63</td>
<td>72</td>
</tr>
</tbody>
</table>

Source: UIS, 2012
Contradicting scenarios:

Improving global literacy rates...

... leaving many behind

Youth Literacy Rate by region, 1990-2015
(How it has changed and what are the prospects)

Source: UIS, 2012
Improving scenarios:
Drop in no. of out-of-school children...

Pattern of Out-of-school children (primary school age)

1990: 105M
2000: 102M
2007: 72M
2010: 61M

Source: UIS Database, 2012
Contradicting scenarios:
Drop in no. of out-of-school children...
...yet recurring grade repetition at primary age

Trends in Grade repetition & Enrolment (Primary)

Source: UIS, 2012
Contradicting scenarios: Drop in no. of out-of-school children...

Percentage of children unable to decode a single word

<table>
<thead>
<tr>
<th>COUNTRY</th>
<th>% pupils</th>
<th>Language</th>
<th>Year</th>
<th>Source</th>
</tr>
</thead>
<tbody>
<tr>
<td>Egypt (USAID/Girls Improved Learning Outcome (GlO)-supported schools)</td>
<td>48</td>
<td>Arabic</td>
<td>2009</td>
<td>RTI</td>
</tr>
<tr>
<td>Ethiopia</td>
<td>22</td>
<td>Amharic</td>
<td>2010</td>
<td>RTI</td>
</tr>
<tr>
<td>Honduras (rural World Bank-supported schools only)</td>
<td>26</td>
<td>Spanish</td>
<td>2008</td>
<td>RTI</td>
</tr>
<tr>
<td>Liberia</td>
<td>54</td>
<td>English</td>
<td>2008</td>
<td>RTI</td>
</tr>
<tr>
<td>Malawi*</td>
<td>96</td>
<td>Chichewa</td>
<td>2010</td>
<td>RTI</td>
</tr>
<tr>
<td>Mali</td>
<td>94</td>
<td>French</td>
<td>2009</td>
<td>RTI</td>
</tr>
<tr>
<td>Morocco</td>
<td>33</td>
<td>Arabic</td>
<td>2011</td>
<td>RTI</td>
</tr>
<tr>
<td>Nepal** (sample of NGO-supported schools)</td>
<td>79</td>
<td>Nepali</td>
<td>2009</td>
<td>AED</td>
</tr>
<tr>
<td>Nicaragua* (excluding Atlantic Coast)</td>
<td>6</td>
<td>Spanish</td>
<td>2008</td>
<td>RTI</td>
</tr>
<tr>
<td>Pakistan (sample of NGO-supported schools)</td>
<td>91</td>
<td>Pashtu</td>
<td>2009</td>
<td>Save the Children</td>
</tr>
<tr>
<td>Uganda (Lango sub-region)</td>
<td>82</td>
<td>Lango</td>
<td>2009</td>
<td>RTI</td>
</tr>
<tr>
<td>Yemen</td>
<td>42</td>
<td>Arabic</td>
<td>2011</td>
<td>RTI</td>
</tr>
<tr>
<td>Zambia</td>
<td>91</td>
<td>Bemba</td>
<td>2011</td>
<td>RTI</td>
</tr>
</tbody>
</table>

...but slow, to no progress, in basic literacy skills (i.e., reading) .. causing some to eventually leave school

Source: UIS, GED 2012
Improving education scenario 2: Increasing demand for secondary education...
Contradicting scenarios:
Increasing demand for secondary education...

... though many youth at secondary age are still out of school
Improving education scenario 3: Massive expansion of HE...

Quantitative expansion

• 150.6 million tertiary students globally in 2007,
• 53% increase over 2000

The youth employment challenge in the region is explained in part by the inability of education and training systems in the region to keep pace with the rapid structural transformation taking place and hence the changing skills requirements…” - ILO 2012

Contradicting scenarios:

Massive expansion of HE...

... and yet many youth graduates are unemployed

Assumptions:

- Graduates believe their education & skills sufficient
- Universities consider students well-prepared
- Employers conclude new graduates lack vital skills, unrealistic expectations & high salary demand

Sources: ILO, 2012; UNESCO Graduate Employability in Asia, 2012
Improving education scenario 4:
Expanding mother-tongue based education for improved learning outcomes...

Bilingual Programs - Comparison of Achievement on Standardized Tests

Contradicting scenarios:
Expanding mother-tongue based education for better learning outcomes…
… yet learning materials in non-dominant languages are scarce

Source: Lewis, M. Paul (ed.) 2009, Table 7. Linguistic diversity of countries (from highest to lowest), Ethnologue, 16th Edition
Improving education scenario 5:
High ICT penetration...
Contradicting scenarios:

High ICT penetration...

...yet impact to learning outcomes have yet to be established

Frequency of computer use at school, and digital reading performance, before and after accounting for print reading performance, OECD average-15

Source: PISA, 2011
Improving education scenarios:
Flourishing Open Educational Resources...

OERs
✓ Learning resources
✓ Articles, textbooks and digital equivalents
✓ Software tools
✓ Instructional / didactical designs and experiences
✓ Web assets

Sources: UNESCO Paris Declaration on OER, 2012; University of HK, OU HK,
Contradicting scenarios:
Flourishing Open Educational Resources...
... yet barriers to their full utilization exist

Survey on Barriers to Accessing/Using OERs

<table>
<thead>
<tr>
<th></th>
<th>Barrier</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Lack of awareness</td>
<td>Yes</td>
</tr>
<tr>
<td>2</td>
<td>Lack of skills</td>
<td>Yes</td>
</tr>
<tr>
<td>3</td>
<td>Lack of time</td>
<td>Yes</td>
</tr>
<tr>
<td>4</td>
<td>Lack of hardware</td>
<td>No</td>
</tr>
<tr>
<td>5</td>
<td>Lack of software</td>
<td>No</td>
</tr>
<tr>
<td>6</td>
<td>Lack of access to computers</td>
<td>No</td>
</tr>
<tr>
<td>7</td>
<td>Lack of ability to locate specific and relevant OER for my teaching</td>
<td>Yes</td>
</tr>
<tr>
<td>8</td>
<td>Lack of ability to locate quality OER for my teaching</td>
<td>Yes</td>
</tr>
<tr>
<td>9</td>
<td>No reward system for staff members devoting time and energy</td>
<td>Yes</td>
</tr>
<tr>
<td>10</td>
<td>Lack of interest in pedagogical innovation among staff members</td>
<td>Yes</td>
</tr>
<tr>
<td>11</td>
<td>Lack of support from management level</td>
<td>Yes</td>
</tr>
</tbody>
</table>

Number of original and translated courses reported by OCW Consortium members (October 2011)

Source: Adapted from M. Hwang (2012)
Summary of Overview of Ed.

1. Improving global literacy … yet many are left behind
2. Drop in no. of out-of-school children … yet recurring grade repetition
3. Mother tongue-based instruction … yet less materials in non-dominant languages
4. Gross secondary ed. enrolment … yet many young adolescents are out of school
5. Flourishing OERs … yet many barriers to their full utilization …
6. Massive expansion of HE … yet millions of youth pass outs are unemployed
7. High ICT penetration… but impact to learning outcomes yet to be established
Part 1

What is the State of Education?

(Trends shaping Education)
I. What is the State of Education?
(Trends Shaping Education)

- Demographics
- UN MDG & UN SG Global Ed Initiative
- Economic
- Work structure
- Migration & Mobility
- Delivery
- Technology
Demographics

- Change in Population Structure

East Asian and Pacific Population Pyramids, 2000 and 2020

Source: World Bank (2011)
Demographics

- Change in Population Structure

Youth Bulge vs Ageing: Case of India (2010 to 2050)

Implications:
- India and South Asia ill-prepared to face challenges of ageing
- Demographic dividend may not be fully realized due to failings in enduring broad-based opportunities, education, skills formation, decent work

Source: Adapted from M. Alam & A. Barrientos, BWPI, Univ. of Manchester, 2011

Source: CSIS, 2011
The Millenium Development Goals and Education for All

1. Eradicate extreme poverty and hunger
2. Achieve universal primary education
3. Promote gender equality and empower women
4. Reduce child mortality
5. Improve maternal health
6. Combat HIV/AIDS, malaria and other diseases
7. Ensure environmental sustainability
8. Develop a global partnership for development
United Nations Secretary-General’s ‘Education First’ Priorities

**ACCESS** | **QUALITY** | **GLOBAL CITIZENSHIP**

& Key Actions:

- **Train more teachers**
- **Equip classrooms with books, learning materials**
- **Close financing gap**
- **Sustain education in humanitarian crises, conflict**
- **Instill lifelong learning**
- **Foster global citizenship**
- **Ensure all children are literate, numerate**
- **Enrol all children in school**
- **Improve child nutrition**

More info on: http://www.globaleducationfirst.org/
Education & Learning for the Future

- Re-thinking learning: re-thinking teaching
- Teachers as orchestrators or coaches
- Enormous discrepancies in learning achievements need to be investigated
- Linkage between research and practice
- Adapting ICTs in education to contextual needs
- From Lifelong learning to ‘Lifewide Learning’ (learning beyond schools)
- ‘Learning policies’ instead of education policies?
Middle Income Trap
- Short period of growth followed by periods of stagnation, decline
  - Unable to compete with low income, low wage economies in manufacturing exports;
  - Unable to compete with advanced economies in high skills innovations

Source: IMF World Economic Outlook, October 2010.
Economic

- Economic Downturn & Youth Unemployment

Annual GDP Growth Rate 2000 – 2009
(Constant 2000 prices, %)

Global Youth Unemployment, 1991-2012

Youth Unemployment (million)
Youth Unemployment Rate (%)

Source: World Bank (2011)
Source: ILO (2012)
Economic

- Change in Educational Spending

Education expenditure (OECD) as a percentage of GDP (2000, 2008)

- 17 out of 29 OECD countries increased spending
- 32% (ave) increase in public and private investment in education

Economic

- Change in Educational Spending

Education expenditure as a percentage of GDP (2000, 2008)

Source: Adapted from Damme (OECD/EDU, 2012), 21st Century Learners Demand Post-Industrial Education Systems, Presentation made at the Towards EFA 2015 and Beyond – Shaping a New Vision for Education Meeting, Bangkok, Thailand
## Work Structure

- **Change in Skills Required in the World of Work**

### Skills & Pedagogy in Industrial & Post-Industrial Education

<table>
<thead>
<tr>
<th>Industrial</th>
<th>Post-industrial</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cognitive skills</td>
<td>Cognitive &amp; non-cognitive skills</td>
</tr>
<tr>
<td>Discipline</td>
<td>Character</td>
</tr>
<tr>
<td>Routine skills</td>
<td>Non-routine skills</td>
</tr>
<tr>
<td>Curriculum centred</td>
<td>Skills centred</td>
</tr>
<tr>
<td>Linear concepts of learning</td>
<td>Non-linearity</td>
</tr>
<tr>
<td>‘Learning to the test’</td>
<td>‘Joy of learning’</td>
</tr>
<tr>
<td>Formal education centred</td>
<td>Continuum from formal to informal learning</td>
</tr>
<tr>
<td>Evidence-poor teaching and learning environments</td>
<td>Evidence-rich teaching and learning environments</td>
</tr>
<tr>
<td>Pedagogy for selection of few</td>
<td>Pedagogy of success of all</td>
</tr>
</tbody>
</table>

Source: Adapted from Damme (OECD/EDU, 2012), 21st Century Learners Demand Post-Industrial Education Systems, Presentation made at the Towards EFA 2015 and Beyond – Shaping a New Vision for Education Meeting, Bangkok, Thailand
Work Structure

- Change in Skills Required in the World of Work

21st Century Skills for the Most Innovative Jobs

Source: OECD, based on REFLEX and HEGESCO data

Source: Adapted from Damme (OECD/EDU, 2012), 21st Century Learners Demand Post-Industrial Education Systems, Presentation made at the Towards EFA 2015 and Beyond – Shaping a New Vision for Education Meeting, Bangkok, Thailand
Informal Employment in Developing Economies, 2007 and 2010
(% of total non-agricultural employment)

Nature of Employment

Note: Informal employment comprises workers in small enterprises of fewer than five workers, self-employed own-account workers, unpaid family helpers and workers with no proper contract in the formal sector.

Source: ILO (2012), World of Work Report 2012
Migration

- Rise in int’l migration within Asia Pacific Region

  - Steady rise in international migration within AP region
  
  ✓ AP had 53 million int’l migrants in 2010: one quarter of all the world’s migrants, still fewer compared to OECD countries: 783 million

**Stock of foreign population** in EAS Countries, thousands, 1990 and 2005

<table>
<thead>
<tr>
<th>Country</th>
<th>1990</th>
<th>2005</th>
</tr>
</thead>
<tbody>
<tr>
<td>Australia</td>
<td>3,581</td>
<td>4,336</td>
</tr>
<tr>
<td>China</td>
<td>376</td>
<td>590</td>
</tr>
<tr>
<td>India</td>
<td>5,887</td>
<td>7,493</td>
</tr>
<tr>
<td>Japan</td>
<td>1,076</td>
<td>1,999</td>
</tr>
<tr>
<td>Korea</td>
<td>572</td>
<td>551</td>
</tr>
<tr>
<td>New Zealand</td>
<td>523</td>
<td>858</td>
</tr>
<tr>
<td>ASEAN</td>
<td>5,624</td>
<td></td>
</tr>
</tbody>
</table>
Migration

- Internal Migration

- Asian countries witness **an increase in population movements**
- Both temporary and permanent migration will persist and grow

- **(China)** The number of migrants has increased from about 26M in 1988 to 126M in 2004
  - 200M rural laborers are estimated as potential migrants

- **(India)** 309M were migrants based on place of last residence in 2001 (about 30% of the total population), an increase of approx. 37 percent (22.6M) since 1991 (census in 1991)

- **(Viet Nam)** An increase in permanent migration, esp. to large cities (e.g. Ho Chi Minh & Hanoi) and the industrial areas

Student Mobility

- Shifting Demand

- Major 15 sending countries account for 44% of the world’s mobile students
- Largest outflow: China(421K), India(153K) and Korea(105K)

Source: UNESCO-UIS (2009), Global Education Digest 2009
Student Mobility

- Shifting Demand

Where do students go to study?

Where do they come from?

Top countries sending students to Korea

Top destination countries of Korean students

Source: UIS (2012)

http://www.uis.unesco.org/EDUCATION/Pages/international-student-flow-viz.aspx
Delivery: New Modalities of Education

- Programme Mobility

- Franchise, e.g. “London External Degrees” in many countries, “Stanford Executive MBA” in Singapore
- Twinning, e.g. “2+1 Programme” in many of the private colleges in Malaysia and “2+2 Programme” in Korea
- Double or joint degrees, e.g. many MBA degrees in private universities in Malaysia
- E-learning or distance learning, e.g. “U21 Global” by Universitas 21
Delivery: New Modalities of Education

- Open Education in Asia
Over 250 institutions and organizations worldwide supporting open sharing in education

Source: Adapted from M. Hwang (2012)
Delivery: New Modalities of Education

- Open Education Policies

**Australia**
Australian Governments Open Access & Licensing Framework (AusGOAL)

**China**
Decade Plan on Development of Education Informatization (2011-2020)

**Indonesia**
Higher Education Law

**Others**
Argentina, Brazil, Colombia, Spain, France, Ghana, Hungary, Lithuania, Mauritius, Mexico, Netherlands, New Zealand, Poland, South Africa, UK, USA

OER Policy Registry
a database of 66 current and proposed open education policies across the world; 3 countries from AP region have policies with national jurisdiction

Source: Creative Commons (2012);
Delivery: New Modalities of Education

- Distance Learning

In China, more than 10% of university students engaged in on-line learning
In India, 20% of all tertiary students are enrolled in IGNOU

GER in Tertiary Education in 1999 and 2007

Source: UNESCO (2010), Global Monitoring Report
Delivery: New Modalities of Education

- Flexible Learning

DE programs in OU in Asia tend to be on social science, business, education, and social welfare, etc.

**Case of KNOU**

<table>
<thead>
<tr>
<th>Graduate School</th>
</tr>
</thead>
<tbody>
<tr>
<td>Department of Public Administration</td>
</tr>
<tr>
<td>Management</td>
</tr>
<tr>
<td>Computer Science</td>
</tr>
<tr>
<td>Lifelong Education</td>
</tr>
<tr>
<td>Home Economics</td>
</tr>
<tr>
<td>Early Childhood Education</td>
</tr>
<tr>
<td>Nursing</td>
</tr>
<tr>
<td>Practical English</td>
</tr>
<tr>
<td>e-Learning</td>
</tr>
</tbody>
</table>

(9 Departments)

**Colleges**

- College of Liberal Arts
- College of Social Sciences
  - Dept. of Law, Public Administration, Economics, Management, International Trade, Media Arts & Sciences, Tourism.
- College of Natural Sciences
- College of Educational Sciences
  - Dept. of Education, Youth Education, Early Childhood Education, Culture & Liberal Arts.

(22 Departments)

**Case of OUJ**

- The Faculty of Liberal Arts
  - Department of Liberal Arts
  - Living and Welfare
  - Psychology and Education
  - Society and Industry
  - Humanities and Culture
  - Nature and Environment

- The School of Graduate Studies
  - Graduate School of Arts and Sciences
  - Division of Arts and Sciences (6 Programs)
  - Human Life and Health Sciences
  - Sciences of Human Development and Education
  - Clinical Psychology
  - Social Governance
  - Arts and Information Science
  - Natural and Environmental Sciences
Delivery: New Modalities of Education

- Preferential mode of study

Alternative methods of taking courses over a distance at OUJ, 2008

Source: Hiroshi Ishi (2008)

Media need to focus by age (KNOU, 2011)

Source: KNOU (2011)
Delivery: New Modalities of Education

- Technology-enhanced teaching

**Teacher’s TV (Thailand)**

**Knowledge Channel (Philippines)**
Technology in Education

Increasing penetration of ICTs

Growth rates of internet users and mobile cellular subscribers in AP

% per annum, 2006 - 2008

Growing number of websites

Number of websites (in millions), 1995-2010

Source: OECD (2010), Trends Shaping Education 2010
Technology in Education

- Expansion of learning spaces

Source: OECD, PISA 2009 Database, Table VI5.17

Video lectures on web [videolectures.net]
Adapted from M. Hwang (2012)
Technology in Education

- Social Media for Information & Learning

**Who will be my friend?**

Social-networking sites, total unique visitors
October 2009, m

<table>
<thead>
<tr>
<th>Platform</th>
<th>Visitors</th>
</tr>
</thead>
<tbody>
<tr>
<td>Facebook</td>
<td>430.2</td>
</tr>
<tr>
<td>Windows Live</td>
<td></td>
</tr>
<tr>
<td>MySpace</td>
<td></td>
</tr>
<tr>
<td>Baidu</td>
<td></td>
</tr>
<tr>
<td>Twitter</td>
<td></td>
</tr>
<tr>
<td>Orkut</td>
<td></td>
</tr>
<tr>
<td>Hi5</td>
<td></td>
</tr>
<tr>
<td>QQ</td>
<td></td>
</tr>
<tr>
<td>LinkedIn</td>
<td></td>
</tr>
<tr>
<td>deviantART</td>
<td></td>
</tr>
</tbody>
</table>

Source: comScore

**Sociable types**

Average time spent on social-networking sites
October 2009, hours per user

<table>
<thead>
<tr>
<th>Country</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Australia</td>
<td>8</td>
</tr>
<tr>
<td>Britain</td>
<td>6</td>
</tr>
<tr>
<td>Italy</td>
<td>5</td>
</tr>
<tr>
<td>United States</td>
<td>4</td>
</tr>
<tr>
<td>South Korea</td>
<td>3</td>
</tr>
<tr>
<td>Spain</td>
<td>2</td>
</tr>
<tr>
<td>Brazil</td>
<td>1</td>
</tr>
<tr>
<td>Germany</td>
<td></td>
</tr>
<tr>
<td>France</td>
<td></td>
</tr>
<tr>
<td>Japan</td>
<td></td>
</tr>
</tbody>
</table>

Source: Nielsen

Source: Economist (2010)
Summary of Trends Shaping Ed

- Demographics: anticipating youth bulge & ageing society
- UN MDG: off-track but getting there through Education First initiative
- Economic: hike in GDP share of education; increased spending
- Work structure: matching labour demands with 21st century skills
- Migration & Mobility: shifting ed. demand across regions
- Delivery: from chalk & talk to new modalities of ed
- Technology: digital immigrants to digital natives
Part 1

Is OER an alternative or a solution?
**OER Movement**

### Definitions of OERs

<table>
<thead>
<tr>
<th>Source</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>OECD</td>
<td><strong>Digitised materials</strong> offered <strong>freely and openly</strong> for educators, students, and self-learners to use and reuse <strong>for teaching, learning, and research</strong>; includes learning content, software tools... and implementation resources such as open licenses.</td>
</tr>
<tr>
<td>COL</td>
<td>Materials offered <strong>freely and openly</strong> to use and re-use for teaching, learning, development and research (COL OER policy)</td>
</tr>
<tr>
<td>William &amp; Flora Hewlett Foundation</td>
<td><strong>Teaching, learning, and research resources</strong> that reside in the <strong>public domain</strong> or have been released under an intellectual property license that permits their <strong>free use</strong> and <strong>re-purposing</strong> by others; include full courses, course materials, modules, textbooks, streaming videos, tests, software, and any other tools, materials, or techniques used to support access to knowledge.</td>
</tr>
<tr>
<td>OER Commons*</td>
<td><strong>Teaching and learning materials</strong> that you may <strong>freely use</strong> and <strong>reuse</strong>, <strong>without charge</strong>. OER often have a Creative Commons or GNU license that state specifically how the material may be used, reused, adapted, and shared</td>
</tr>
</tbody>
</table>

*Project initiated by US-based research institution, ISKME;  Source: Creative Commons
(2002) Technology-enabled, open provision of educational resources for consultation, use and adaptation by a community of users for non-commercial purposes.

(2012) Any digital resources that may be freely accessed, and used for educational purposes.

Source: UNESCO Paris Declaration on OER, 2012
OERs as remedies for educational contradictions: Policy Perspectives

Progress through Global Literacy:
- Plan & develop resources that contribute to achieve Post-EFA goals

Decreasing Out-of-School Youth:
- Make resources more accessible, available to marginalized & underserved sectors
- More OERs in non-dominant languages
- Eliminate system-level practices hindering equity

New demands for Secondary & Higher Ed:
- Increase quantity & quality of OERs available
- Build teacher capacity on locating & using OERs

ICT affordances:
- More free platforms for developing & delivering OERs
- Clear policies supporting open educational content sharing
Part 2
What UNESCO does and where it leads us?

Photo by P. Kittiwongsakul
UNESCO performs lead role in:
- **Education for All (EFA)** and its Global Action Plan

Lead agency designated by UN General Assembly:
- United Nations **Literacy Decade** (2003-2012)
Global & regional policy advocacies

- Standards setting & development of normative instruments

Recommendations:
- awareness,
- policy development,
- capacity building,
- alliances,
- language and cultural adaptation,
- research, and
- open licensing

ODL approaches and ICTs present opportunities to widen access to quality education, particularly when OERs are readily shared by many countries and higher education institutions (World Conference on HE Communique, 2009).

Source: UNESCO, 2012

Source: COL, 2011 & 2012
Global & regional policy advocacies

Achieved:

- 6 Regional OER Policy Fora
- 2012 World OER Congress
Global & regional policy advocacies

- Information brokering, global awareness building & consolidation

Achieved:
- OER activities profiling per region
- Collection of information on OER policies
- Consultation & validation of input on OER Declaration
OER development & sharing (UNESCO Bangkok)

- 7 CD ROMs containing copyright-free teaching and learning resources.

- 25 Resource Distribution Centers from 14 countries in the A-P region disseminate to the school level and offer trainings.

For more info: [http://www.unescobkk.org/education/ict/online-resources/e-library/key-resources/](http://www.unescobkk.org/education/ict/online-resources/e-library/key-resources/)
Hosting OER Projects Consortium (UNESCO Bangkok)

- Make available science television programs to public Education TV channels in Asia-Pacific
  - Co-produce broadcast materials
  - Build capacity for Education TV producers, journalists, teachers
  - Coordinate platform to share broadcast materials across AP
  - Upload videos in the web
  - Strengthen cooperation between Education TV channels in the region
Recent Developments in OER

- Continuous awareness building, dialogue
- Directory of OER by COL
- 18th CCEM Communique
  Ministers emphasized the need
  - ‘to set up a common platform for OER materials for…ease of access’
  - ‘for the development and use of OER in providing quality teaching and learning for all’.
- Mapping OER World Map
  - Online discussion led by Athbasca Univ., Canada 12-30 November 2012)
  - Geographic & conceptual mapping of OER initiatives & OER materials
- Use of ICT and OERs prominent in the new EU Rethinking Education Strategy

Source: Directory of OERs, COL, 2012
Reflections

What’s next?

1. Promote greater understanding and use open licensing frameworks *(different range of licensed use while protecting copyright)*

2. Promote implementation of normative instruments to maintain standards *(2012 OER Declaration, OER guides, Communique on HE)*

3. Foster cross-institutional collaboration *(i.e., sharing of experiences)*

4. Expand OERs to all sub-sectors of education *(beyond HE)*

5. Develop more educational contents in more Asian languages and cultural contexts

6. Support capacity building *(use of digital resources, open content licensing)*

Source: UNESCO 2012; Pawlowski et al. 2012
THANK YOU!