

An Introduction to *OER* *Africa*

*Creative Commons (OER) Sensitization
Workshop*

Entebbe, Uganda

27 – 28 June, 2012

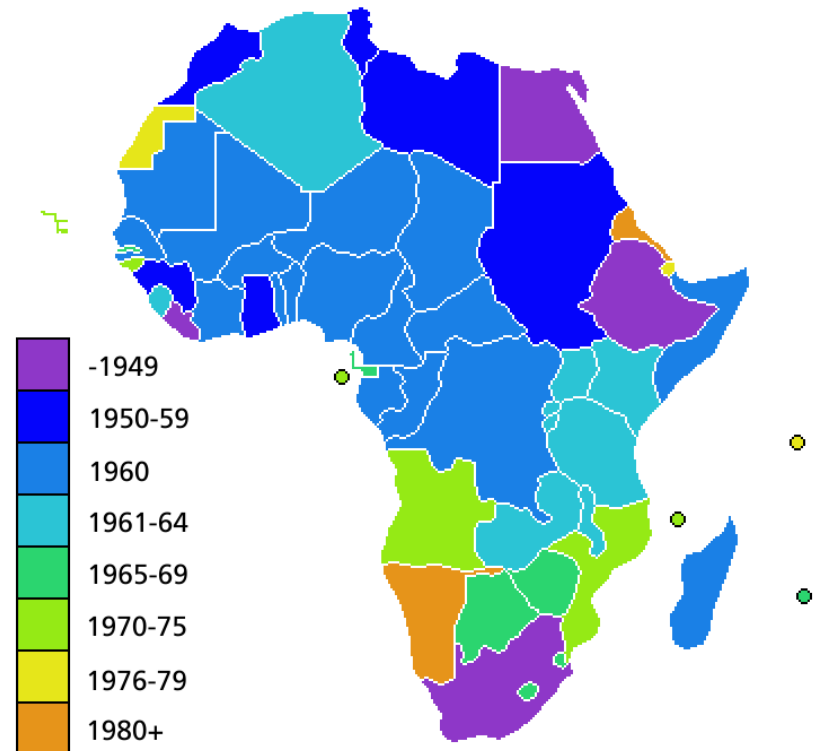
Who we are



National sovereignty in Africa

The Year When African Countries Gained Their Independence	
1847	Liberia
1951	Egypt
1956	Sudan, Tunisia, Morocco
1957	Ghana
1958	Guinea
1960	Chad, Benin, Nigeria, Ivory Coast, Madagascar, Central African Republic, Mali, Niger, Senegal, Burkina Faso, Mauritania, Togo, Zaire, Somalia, Congo, Gabon, Cameroon
1961	Sierra Leone, South Africa (recognized as the Republic of South Africa, the indigenous people (Black Africans), were living under apartheid, and thus not truly independent)
1962	Algeria, Burundi, Rwanda, Uganda
1963	Kenya, Tanzania
1964	Malawi, Zambia
1965	Gambia
1966	Botswana, Lesotho
1968	Equatorial Guinea, Mauritius, Swaziland
1969	Guinea-Bissau, Libya
1975	Angola, Cape Verde, Comoros, Mozambique, Sao Tome
1976	Seychelles
1977	Djibouti
1980	Zimbabwe
1990	Namibia
1994	Indigenous Africans — Black Africans — free from apartheid in South Africa

Source:
Africa is Not a Country, It's a Continent by Dr. Arthur Lewin



The OER Concept

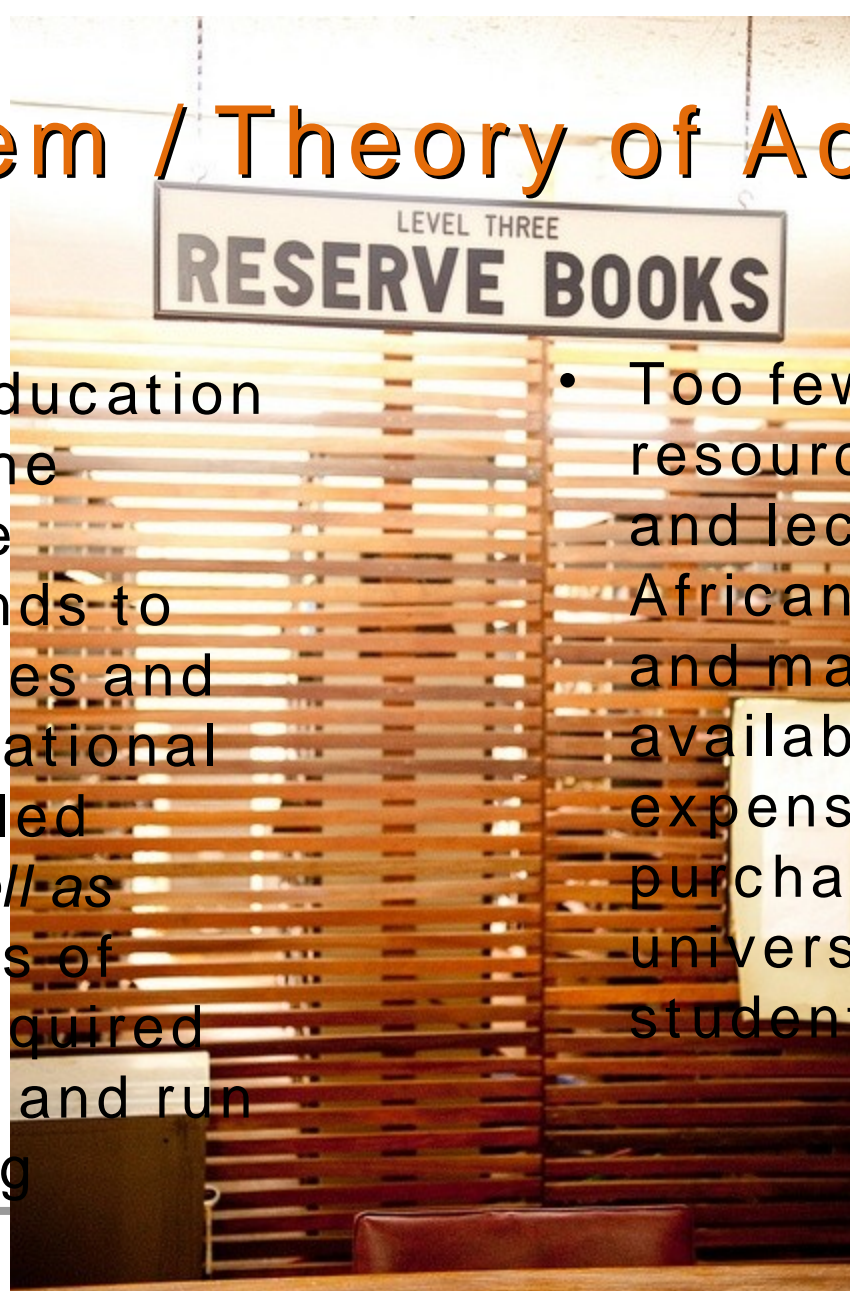
- Educational resources that are freely available for use by educators and learners, without an accompanying need to pay royalties or licence fees.
- OER is *not* synonymous with online learning or e-learning;
- Within an African context, it is anticipated that many of the resources produced – while shareable in a digital format (both online and via offline formats such as CD-ROM) – will be printable.

Problem / Theory of Action

- African higher education institutions seriously structurally under-funded for the core function they are expected to discharge.
- Therefore, corresponding paucity of institutional and individual capacity to teach in many domains of higher education.
- Existing faculty overtaxed in **time** and **ability** to teach, reducing time available for ongoing program and materials development.



Problem / Theory of Action (2)



- Many higher education programs on the continent have inadequate funds to run programmes and meet the educational needs of enrolled students *as well as* cover the costs of faculty time required both to design and run quality learning experiences.

- Too few learning resources for learners and lecturers in African universities, and many of those available are too expensive to be purchased by universities or students.

Problem / Theory of Action (3)



- Much existing content available to and within African universities based on weak and largely outmoded educational design principles.
- Limited ICT infrastructure to gain access to up-to-date information available on the Internet and participate in inter-institutional, geographically dispersed collaborative activities.

Why do we exist?

- **OER Africa** believes that OER can positively support development and capacity of higher education systems and institutions across Africa.
- **OER Africa** is concerned that – if the concept and practice of OER evolves predominantly outside and for Africa – we will not be able to liberate its potential.

Key Assumptions

OER holds potential:

1. To increase availability of high quality, relevant and need-targeted learning materials;
2. To reduce the cost of accessing educational materials;
3. To allow adaptation of materials and possibly contribute to enabling learners to be active participants in educational processes;
4. To achieve collaborative partnership of people working in communities of practice, preferably across/within institutions;

Health OER



OER Potential

5. To build capacity in African higher education institutions by providing educators with access, at low or no cost, to the **tools** and content required to produce high quality educational materials.
6. To be successful and sustainable, development of OER cannot be a sideline activity within a university.
7. OER Africa seeks to facilitate the design of OER that can work **immediately** and add educational value within the current ICT infrastructure constraints of any participating institutions.

Resource Centre



Wind Sock



Our Operational Approach

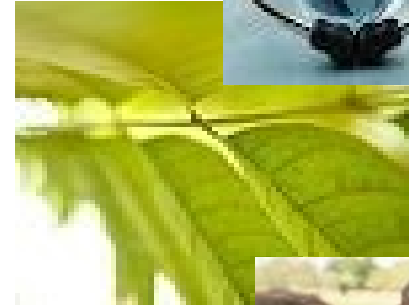
- OER Africa seeks to facilitate the design of OER that can work immediately and add educational value within the current ICT infrastructure constraints of any participating institutions.
- Wherever possible, OER Africa seeks to build relationships with existing networks of African education systems and support them in meeting their particular educational needs.

Introducing a agshare

- 18 month pilot project whose objective is:
 - ❖ to bridge gaps identified in curriculum for African MSc in Agriculture
 - ❖ to enrich the resulting resources through outreach with the community and through student intervention
- Regional focus on the RUFORUM Agriculture Information Communication Management Program (AICM) and the Collaborative Masters Program in Agricultural and Applied Economics (CMAAE).



OER has the Potential



How to institutionalize OER

- *Policy Review* – an OER policy should aim to encourage academics to publish their materials by focussing on incentives and also providing opt- out provisions. In terms of implementation, it is important to work with the willing.
- *Champions* – individuals or units that demonstrate passion and credibility, are critical if OER is to take hold. Need for both Senate level and implementation level involvement.
- *Skills* – not all academics necessarily have the skills to develop educational resources – whether openly licensed – or otherwise. Academics are usually employed as discipline experts not materials developers with the knowledge of how to search or

A Vision for Higher Education in Africa:

- **Vibrant, sustainable** African higher education institutions that play a critical role in building and sustaining African societies and economies, by producing the continent's future intellectual leaders through free and open development and sharing of common intellectual capital.

Leadership



Thank you

Catherine Ngugi
Butcher

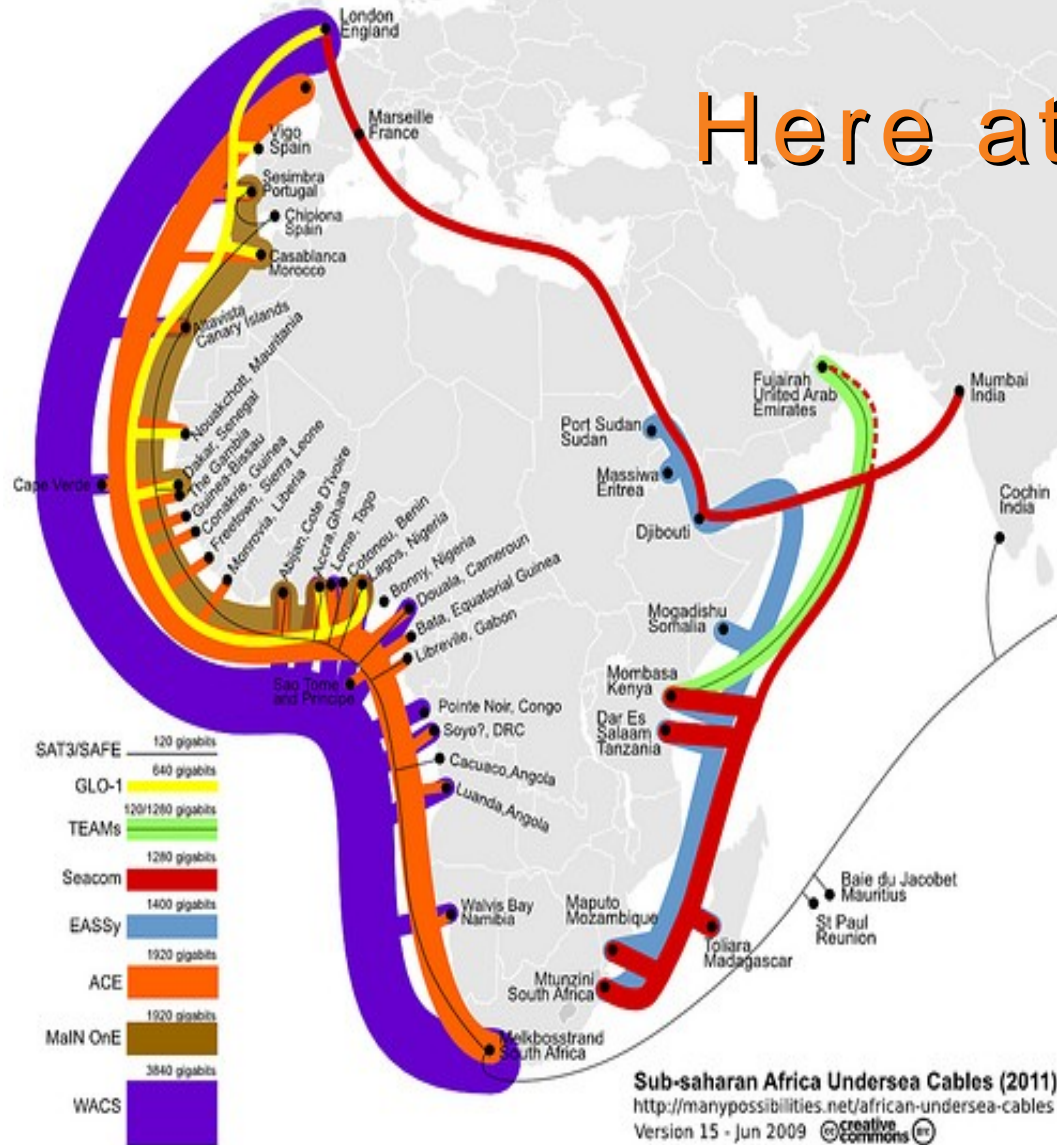
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Here at Last!



Sub-saharan Africa Undersea Cables (2011)
<http://manypossibilities.net/african-undersea-cables>
 Version 15 - Jun 2009

Dispelling Some Myths

- Content = education
- Good content will overcome institutional capacity constraints
- OER should be a process of voluntarism
- OER will make education cheaper in the short-term
- Openness automatically equates with quality
- OER is about e-learning