OER in TVET, a Dark Continent

Ben Janssen & Robert Schuwer
Dark Continent in OER Research?

On analogy of a seminal article on logistics by Peter Drucker “The Economy’s Dark Continent” (Drucker, 1962)
Agenda

• Approach
• Main findings
• Conclusions
Technical and Vocational Education and Training
Technical and Vocational Education and Training
Technical and Vocational Education and Training

(Orr, 2017), adapted

Non TVET-learning during working life
Study commissioned by UNESCO-UNEVOC

• What does the landscape of OER in TVET look like?
• What recommendations to UNESCO – UNEVOC?
• Study in June – December 2017
• Final report delivered February 2018
Approach

• Literature review

• Survey

• Interviews

• Virtual Conference
Main findings
Literature review

• 22 collections
• Initial search led to 770 publications
• After review 45 publications remained
• 16 publications were added (a.o. references in one or more of 45 publications)
• In total 61 publications have been included in the review
Additional literature review

• In DOAJ, Labordoc.ilo.org, Eric.gov.org
  – Broadened search to “Vocational” instead of “Technical and Vocational”
  – Broadened search to French and Spanish sources

• Result: < 5 extra articles about OER in (T)VET
Literature review, findings

• No substantial research on OER in TVET
• Uneven pattern of projects and programs
• Main target group: teachers and trainers
• Commonwealth Of Learning (COL) is important stakeholder in the field of OER in TVET
Survey

257 usable responses from 54 countries, of which 49% from 3 countries (Nigeria, Kenya, Fiji)
Expert opinions?

• Do you consider yourself an expert in OER?
• What do you know about this logo?

<table>
<thead>
<tr>
<th>OER expert?</th>
<th>No</th>
<th>Somewhat</th>
<th>Yes</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>CC_Logo?</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I’ve never seen it</td>
<td>9,3%</td>
<td></td>
<td></td>
<td>24,5%</td>
</tr>
<tr>
<td>I’ve seen it but I don’t know what it means</td>
<td>10,5%</td>
<td>18,7%</td>
<td>5,4%</td>
<td>34,6%</td>
</tr>
<tr>
<td>I’ve seen it and I know what it means</td>
<td>4,7%</td>
<td>23,3%</td>
<td>12,8%</td>
<td>40,9%</td>
</tr>
<tr>
<td>Total</td>
<td>24,5%</td>
<td>52,5%</td>
<td>23,0%</td>
<td>100,0%</td>
</tr>
</tbody>
</table>

Teachers 53%
Potential contribution of OER for TVET, national level (N=233)

- Improving the quality of learning and teaching materials
- Development and improvement of curricula and learning and teaching
- Making educational resources more affordable for TVET
- Enhancing the opportunities for skills development and training
- Stimulating of sharing and collaboration between institutions and organizations
- Making TVET more flexible / open in terms of time and place
- Helping developing countries improve and expand learning for TVET
- Serving the needs of particular student populations such as those with disabilities
- Reducing costs for learners/students
- Sharing best practices and helping to avoid re-inventing the wheel
- Offering flexible non-formal and informal knowledge and skills
- Establishing better links with the labor market
- Improving personalisation and localisation of TVET
- Serving students in local languages
Challenges for creation or (re)use of OER in TVET, national (N=184)

- Lack of access to infrastructure (e.g. internet connectivity, computers)
- Lack of awareness of OER among policymakers
- Lack of awareness of OER among teachers
- Lack of motivation to create and share OER
- Lack of availability of sufficient capabilities (e.g. necessary technical skills)
- Lack of availability of suitable, high-quality OER
- Insufficient technical/administrative support for locating and/or adapting
- No alignment with recognition and/or certification
- Lack of motivation to use OER
- Insufficient skills or knowledge to find/locate OER
- No ensuring that OER are appropriately licensed
- Lack of permission to use or create OER
- Insufficient time to create and find OER for reuse
- Other

No challenge | Small challenge | Medium challenge | Big challenge
Experts: motives to adopt OER, interviews

- Quality improvement of learning materials and education
- Skills development for teachers and learners
- More quickly response to market needs
- Inclusion and increasing equity
- Enabling collaboration
- Cost savings for students
- Increase success for students
Experts: main challenges and barriers

- Many TVET teachers and trainers have no educational background
- Repurposing is important; insufficient (ICT-)skills to do this
- Cultural and language issues hinder reuse
- ICT infrastructure inadequate
- Teaching load too high
- No self-learning skills (non-formal TVET)
Conclusions
Conclusions (1)

- OER is of high relevance for TVET

- Study has revealed that there are few (open access) publications on OER for/in TVET.

- ‘OER for/in TVET’ not as well researched and discussed as is the case with ‘OER in/for Higher Education’ and/or ‘OER for community colleges’ and/or ‘OER for/in K12’.
Conclusions (2)

• All four strands of the research indicate ‘broad’ support for the viewpoint that OER for TVET can play a positive role in the necessary (up)skilling of people
Conclusions (3)

• However, there is a big contrast between this positive viewpoint and the actual practices of adoption of OER in TVET

• And, there are big differences between countries, ranging from no awareness to countries with policies to adopt OER in TVET
Conclusions (4)

- In projects and programs in which OER for TVET play an important role, the main target group are trainers and teachers.
- Commonwealth of Learning (COL) is an important international player in adopting OER in TVET.
Conclusions (5)

• In the reality of TVET, people appear to have a much broader view on open educational resources than the UNESCO definition.

• For many in TVET, free access is more important than the rights to repurpose; e.g. the massive use of Youtube
Recommendations

• Formulate guidelines for developing and implementing OER-in-TVET policies, both at national and institutional level

• Advocate the adoption of OER by important stakeholders in the field of OER in TVET, such as International Labor Organization, World Bank, Asian, African, Inter-American and Islamic Development Banks.
Epilogue

• It would be a big step forward when for and in TVET many more resources will become freely available and accessible, not necessarily with permissions to exercise the 5R rights

• This could be an important stepping stone towards a broader adoption of OER for and in TVET
Thank you!

benjanssen@xs4all.nl

r.schuwer@fontys.nl
Colophon

Images

- Peter Drucker, CC-BY-SA Raul Barraltamayo https://www.flickr.com/photos/raulbarraltamayo/32202430041
- Check. CC0 Tumisu https://pixabay.com/en/checklist-list-check-mark-business-1919328/
- TVET Rift Valley, CC BY-SA 4.0, Shadychiri, https://commons.wikimedia.org/w/index.php?curid=52627559
- Open Lion. CC-BY Hester Jelgerhuis
- Interview. CC-BY Women in Tech https://www.flickr.com/photos/wocintechchat/
- Virtual Conference, CC-BY, Beth Kanter, https://www.flickr.com/photos/cambodia4kidsorg/