OPEN EDUCATIONAL RESOURCES (OER) POLICY FOR
THE OPEN UNIVERSITY OF TANZANIA

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OUT Policy on Open Educational Resources (OER)

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FOREWORD

The Open University of Tanzania (OUT) as an ODL institution, recognizes the importance and benefits that Open Education Resource (OER) bring to students, staff and the community at large. In this digital age, an OER policy is a welcome initiative which bears a lot of hope and potential to support educational transformation and the principal of right to education for all. As OUT strives to widen opportunities for quality education under restricted funding, the increased use of OERs becomes essential to the successful operation of the university.

Philosophically, OER is characterized by sharing of knowledge, resource and exchange of ideas freely. In fact, the use of OER has the potential of removing the barriers to accessing current and relevant educational resources, to reduce the costs and improve the quality of education. With OER, learners and instructors can easily access resources that they were previously unable to access due to cost or other restrictions. Therefore, for higher education to thrive, the use of OER is not optional but a necessity. This OER Policy and guidelines was formulated to guide the best practices on the creation, promotion and appropriate utilization of OER. The Policy defines the scope, roles, responsibilities and legal requirements for the management and development of OER. It is therefore intended to ensure that OERs are integrated into the teaching, learning and research endeavor at the university and beyond.

Let me therefore urge all OUT community members to be goodwill ambassadors for this noble initiative to facilitate creation, adoption and access to knowledge so as to improve teaching learning and research for the benefit of mankind. It is

my sincere hope that the OUT community, academic and nonacademic staff, as well as our students, shall endeavor to contribute to this initiative to create and share OERs generated to the world community.

Let us take advantage of the available and emerging trends to make our university a pioneer of OER in the country and the world at large.

Prof. Elifas T. Bisanda
Vice Chancellor

ACKNOWLEGEMENT

The Open University of Tanzania (OUT) is proud to have a detailed and current Open Educational Resources (OER) Policy. The policy is designed to significantly contribute towards making OUT a leading world class University in the delivery of affordable quality education through Open and Distance Learning mode.

Therefore the task ahead of all OUT staff is principally to utilize this policy to navigate through the winds of change and reach the ultimate goal of providing quality affordable education to a large segment of the population.

The work of writing this policy is understandably high demanding, needing people with foresight, perseverance and a high devotion. The initial stage of preparing this policy involved extensive consultations with many stakeholders including OUT Management, Faculty Deans, Directors of Institutes, and officials of the Ministry of Education, Science and Technology as well as officials from the Institute of Adult Education.

Worth noting is the active participation and resourceful contributions of a wide spectrum of OUT Stakeholders who turned up at various sensitization workshops held at the University premises through the guidance of a OER Africa Consultant. The quality and the comprehensiveness of this policy is therefore attributed to all stakeholders who took park.

The timely accomplishment of this policy rested largely on the joint efforts of the OER team coordinated by able chairperson Prof. Cornelia K. Muganda and supported by Dr. A. S.

Samzugi, Ms. Regina Monyemangene, Ms. Maria Augusti, Ms. Jane Bethuell and Dr. Edephonce Nfuka. I wish to express my appreciation to all of them in a very special way.

I also extend my special thanks to the Commonwealth of Learning (COL) and OER Africa for the financial and technical assistance that has enabled OUT to prepare this more detailed policy document. Similarly I wish to acknowledge the guidance of the consultants from the Commonwealth of Larning and the South African Institute of Distance Education (SAIDE); during the course of preparation of this policy.

Lastly, I wish to thank all OUT staff, students and stakeholders who participated in one way or another to ensure that, this policy is completed. Thanks are also due to the OUT participatory organs that have facilitated approval of this document by the OUT Council.

Prof. Deus Ngaruko
Deputy Vice-Chancellor (Academic)

1.0 INTRODUCTION

1.1 OUT Background

The Open University of Tanzania (OUT) is a fully fledged, autonomous and accredited public University, established by an Act of Parliament Number 17 of 1992. The Act has now been replaced by The Open University of Tanzania Charter, effectively from 1st January, 2007, which is in line with the University Act No. 7 of 2005. The Open University of Tanzania has the mandate of widening access to quality education mainly through the Open and Distance Learning (ODL) mode. The University offers certificate, diploma, degree and postgraduate courses through the open and distance learning mode which includes various means of communication such as face-to-face, broadcasting, telecasting, correspondence, seminars, e-learning as well as a blended mode which is a combination of two or more means of communication.

The Open University of Tanzania is the first university in the whole of the East Africa region to offer educational programmes through Open and Distance Learning mode. Through Open and Distance Learning (ODL), OUT offers a more flexible learning environment often leading to protracted periods of course completion as students fit their learning around their other life and work commitments. Being an ODL institution OUT operates through a network of 30 Regional Centres and more than 70 Study and coordination Centres in Tanzania and beyond.

In order to support educational delivery, the University has extensively employed ICT to reach students who are scattered all over the world. In order to meet the needs of our students all materials used by OUT students are available online. Such materials include lecture notes or study materials available

through the e-learning platform. More recently some of the materials have been made freely available on the University website. The underpinning principle of making these materials freely available is one of the major contributions of the University to the global knowledge.

1.2 Situational Analysis

The OER Paris Declaration 2012 defines Open Educational Resources (OER) as "teaching, learning and research materials in any medium, digital or otherwise, that reside in the public domain or have been released under an open license that permits no-cost access, use, adaptation and redistribution by others with no or limited restrictions. Open licensing is built within the existing framework of intellectual property rights as defined by relevant international conventions and respects the authorship of the work" (Paris Declaration, 2012). Being openly licensed, Open Educational Resources play an important role in supporting teaching, learning and community services. In developing countries like Tanzania, the increasing cost of commercially produced resources has become a financial barrier to accessing such resources for both staff and students. Therefore, the use of OER is not optional but a necessity. Mtebe (2014)[1] further argued that commercially-produced resources are not only increasingly expensive; but they often lack contextual relevance as they were prepared for a general audience, and are difficult to use effectively with specific groups of students in specific contexts. Thus, the use of OER materials has more advantages as they

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[1] Mtebe, J. S. & Raisamo, R. (2014). Challenges and instructors' intention to adopt and use open educational resources in higher education in Tanzania. *The International Review of Research in Open and Distributed Learning*, 15(1). Available online at http://www.irrodl.org/index.php/irrodl/article/view/1687/

remove the barriers of accessing current and relevant materials which have been prepared, developed and reviewed by various experts. Wright and Raju (2012)[2] argue that the use of OER in higher education can widen access to education, reduce the costs and improve the quality of education because the instructors and learners can easily access resources that they were unable to access due to the cost or copyright laws. Butcher (2011)[3] stresses that instructors can use these resources to improve the quality of existing courses or develop new courses by adapting the existing resources. Depending on the licences used, OER enable students to be exposed to a wider range of voices and perspectives than they would if limited to a single resource. They also allow staff to augment resources designed for a general audience for a particular context or group of students by adding, for example, relevant local examples and case studies.

In Tanzania massive expansion in secondary school enrolment is leading to large increases in undergraduates and postgraduate throughout the universities and colleges. Inability of conventional institutions of higher learning to absorb all qualified applicants led to the establishment of The Open University of Tanzania (OUT). The main purpose of

[2] Wright, C.R. & Reju, S.A. (2012). Developing and deploying OLR in Sub-Saharan Africa: Building on the present potential of OER in Sub-Saharan Africa. *The international Review of Research in Open and Distance Learning*, 13(2). Retrieved from http://ww.irrodl.org/index.php/irrodl/article/view/1185/2161

[3] BButcher, N. (2011). *A Basic Guide to Open Educational Resources (OER).* COLButcher, N. (2011). *A Basic Guide to Open Educational Resources (OER).* COL (Vancouver) and UNESCO (Paris). Available online at http://www.col.org/PublicationDocuments/Basic-Guide-To-OER.pdf (Vancouver) and UNESCO (Paris). Available online at http://www.col.org/PublicationDocuments/Basic-Guide-To-OER.pdf

establishing OUT was to make it accessible to all those who qualify and aspire to attain university education including employees who could not study in conventional universities due to their career commitments. OUT started offering academic programmes on 19th January 1994 with a cumulative enrollment of 766 (699 males and 67 females) in undergraduate programmes which has by 2012/13 expanded to 43,802 (11,484 females and 32,318 males). Based on the University setting, students are issued with study manual or lecture notes which are used as guides. However, with the increased number of students enrolled in various programmes, it has become clear that the University could not afford to produce all the materials needed by learners. The budgetary allocations for the University to write and produce study materials is inadequate.

Against this background one of the major issues facing OUT currently is how to mobilize, sustain and diversify resources needed by learners. Wider sources are required; such sourses can include OER which are freely available. However, to achieve this, the University has to put in place policies which will guide the creation, use and management of OER. Although some existing policies, such as Study Materials Policy and the Library policy, are silent on issues related to OER, it is mentioned in The ICT Policy 2014/15 -2018/19 section 2.2.3 item (k) which states that "The University shall develop guidelines on creating and adoption of educational resources e.g. Open Educational Resources, MOOCs and other innovative ICT related educational resources". The ICT Master Plan 2014/15 -2018/19 section 4.9.3 item (e) states that OUT will "develop OER policy".

Similarly, the Quality Assurance Policy (2016), emphasizes the need to "Ensure timely availability of up to date and quality study materials to meet the increasing student enrolment". Furthermore, the Quality Assurance (QA) policy also states that "The University shall strive to enhance easy and timely provision of complete course packages in both print and electronic form" and lastly the policy seeks "To enhance awareness and knowledge of students, staff and course materials developers on all forms of intellectual property rights."

The analysis of various documents has revealed that there is no comprehensive University OER policy despite importance attached to OER in the improvement of learning and teaching and in ODL philosophy. This OER Policy document therefore is intended to provide a comprehensive institutional OER policy and strategies to guide OER development, integration, use and hosting at OUT.

The policy addresses both open licensing of teaching and learning materials and open access for research and official publications that will form part of the OUT Library Open Repository.

1.3 Rationale
A policy document is a formal document that is legally binding and provides a consistent logical framework for actions and procedures across different functions. The University-wide OER Policy at OUT will guide the University in the course of performing its functions including:
i) Coordination of resource creation
ii) Effective and efficient utilization of resources
iii) Rationalization of proper usage of licenses

iv) Harmonization of rules and regulations for the entire University system to ensure security of resources and fair access to resources.

A University-wide OER policy will provide a conducive environment for the development and management of OER that will effectively contribute towards the vision and mission of the University. The Vision of the OUT is "To be a leading world-class University in the delivery of affordable quality education through Open Distance Learning (ODL), dynamic knowledge generation and application". And the OUT mission is "To continuously provide affordable quality open and distance education, research and public services for sustainable and equitable socio-economic development of Tanzania in particular and the rest of Africa". This policy does NOT advocate the development of OER as a new workload requirement for staff. Rather, it advocates that in developing materials for students in its ODL programmes, staff should as a matter of course, consider OER as possible sources to integrate and in turn be prepared to share back some of the learning materials adapted/created as OUT OER. It also advocates the sharing of research and official publications on an open access basis.

1.4 Policy Applicability
The OER policy is applicable to the following:
i) All content developers, researchers and publishing authors within the University and those engaged by the University for payment of certain fees or for free to write materials on a short-term basis as subject matter experts;
ii) Specified types of learning materials, research articles and official publications released in any physical or electronic format;

iii) In cases where the material is developed in collaboration/partnership with other institutions, the guidelines governing that collaboration as indicated in the MOU will prevail. However, any such agreement should duly consider the OER Policy before any deviation is agreed upon with justification approved by the competent authority of the University.

2. 0 VISION AND MISSION OF OER POLICY

2.1 Vision

The Open University of Tanzania strives to be a universal knowledge hub of quality and affordable open innovations through the use, development and sharing of OER.

2.2 Mission

Harnessing the potential of open educational resources to support teaching, learning and research.

2.3 OER Guiding Principles

OUT will uphold open access values, ethics and principles and strives to contribute to the global OER repository of resources.

2.4 Values and Core Norms

The functions of the policy will be guided by the following values and core norms:

2.4.1 Values

i) Academic and research excellence: achieved through the promotion of scientific and cultural research and use of ICT.
ii) Transparency: simplifying and streamlining the process of making OER information publicly available.

iii) Respect for and recognition of staff and student potentials: by building and cultivating a spirit rewarding and recognizing OER efforts made by the academic community.

2.4.2 Core Norms

i) Trustworthiness: by promoting integrity; honesty and loyal in OER processes.
ii) Confidentiality: addressing privacy and confidentiality issues that relate to OER licenses.
iii) Collegiality: by cultivating a positive environment of cooperative interaction among OER practitioners.
iv) Integrity: by promoting and adhering to moral, soundness and ethical principles when creating OER material.
v) Efficiency and effectiveness: by ensuring improvement, simplification and standardization of processes in order to achieve increased efficiency and effectiveness of OER usage.
vi) Provision of unlimited access to multiple learning resources by harnessing emerging trends and technological services to enhance multiple access to OER resources.
vii) Provision of equal opportunity: fostering an environment of equal opportunity and endeavoring to remove barriers to equal opportunity through the promotion and awareness of OER.
viii) Collaboration and teamwork: fostering a creative atmospheres that promotes synergies of OER projects

3.0. POLICY OBJECTIVES

The objectives of the policy are:
i) To provide guidelines on how to formulate the necessary strategic outputs, tasks and performance indicators to

achieve OER creation and integration in the development and delivery of OUT courses;

ii) To develop awareness about the concept and practices related to OER among all OUT academic community and the general public;

iii) To guide capacity building among the academic staff and supporting personnel for the creation, identification, storing and integration of OER in their courses;

iv) To ensure preparation of all required guidelines and manuals for OER creation, integration and dissemination including open licensing procedures.

4.0 POLICY STATEMENTS AND STRATEGIES

This section provides policy statements and strategies that will be undertaken to ensure the effective implementation of the policy objectives.

4.1 Awareness and Promotion of OER
4.1.1 Policy Statement

OUT management shall promote and reward all efforts towards the creation, integration, re-using, re-purposing and sharing of OER.

4.1.2 Strategies

a. Encourage and facilitate staff and students to attend various OER training, workshops, seminars, conferences and other OER related events.

b. Engage OER experts in building capacity of staff to use and contribute to OER.

c. Encourage staff to join OER professional bodies.

d. Become a centre of excellence in OER.

e. Encourage staff to conduct research on OER.

f.   Remunerate and reward staff for developing and converting material into OER.
g.   Promote e-learning environment for achieving increased quality and cost-efficiency.

4.2 ODL Focus
4.2.1 Policy statement
The OER material developed/adapted must be in harmony with a self-learning ODL structure.

4.2.2 Strategies
a.   Ensure capacity building in ODL writing skills.
b.   Engage subject experts and ODL specialists in developing and reviewing OER material.

4.3 Staff Development and Training
4.3.1 Policy statement
OUT community will be committed to the philosophy of OER in building capacity and positive attitudes for effective OER creation and OER integration in the development and delivery of courses.

4.3.2 Strategies
a. Organize regular training and capacity building workshops/seminars on OER for staff and students.
b. Conduct OER awareness campaign.
c. Collaborate with OER partners on capacity building.

4.4 OER Production
4.4.1Policy statement
Faculties, institutes and directorates shall plan and implement academic activities involving the creation and use of Open Educational Resources.

4.4.2 Strategies

a. Faculties, institutes and directorates establish learning material to be released as OER.
b. Faculties, institutes and directorates harmonize existing OER with OUT curriculum.
c. Faculties, institutes and directorates set plans for mainstream OER into OUT curriculum.
d. Faculties to oversee the production of OER material in different formats.
e. Out-source and commission authors to develop OER where there is no internal capacity.

4.5 Review Process
4.5.1 Policy Statement
OUT shall actively endeavor to evaluate, review and update institutional policies to incorporate OER values.

4.5.2 Strategies

a. Mainstreaming OER into existing policies through periodic review.
b. Reviewing the OER policy as the need arises.
c. Reviewing the quality and relevance of OER periodically

4.6 University Governance
4.6.1 Policy Statement
OUT shall create an Open Access Advisory Board.

4.6.2 Strategies

a. The OUT Vice Chancellor to chair OUT Open Access Advisory Board.
b. OUT Vice Chancellor to appoint DVCs, deans and directors, two external members and two members from

Educational Technologies as members of the Open Access
Advisory Board

4.7 Quality assurance
4.7.1 Policy Statement
Ensure timely availability of up to date and quality OER to
meet the increasing student enrolment.

4.7.2 Strategies
a. Prepare high quality OER materials
b. All learning materials and other publications produced for
OUT will be checked by the Research and Publications
clearance office to ensure that the institutional OER license
is adhered to.
c. Resources developed using OER and/or to be published as
OER will follow the same quality assurance and approval
process (including internal and external moderation
processes).
d. OER selected for inclusion in OUT teaching and learning
resources should support the agreed teaching and
learning processes and approaches of the institution (e.g.
rationale, language, interaction, motivation, assessment)
and should:
  i. Be accurate and contemporary
  ii. Be presented in an appropriate style and format
  iii. Be technologically accessible to the target staff and
  students
  iv. Not breach any third party copyright and/or license
  conditions.
e. Use of appropriate OER in preference to commercial all
rights reserved copyright materials is specifically
encouraged.
f. Strengthen the editorial section.

4.8 Intellectual property
4.8.1 Policy statement
OUT shall recognize and adhere to existing IP policies

4.8.2 Strategies
a. Promote awareness on IP policy
b. The Open University of Tanzania shall be the copyright holder in all works published as OER.
c. The University may assign rights to another agency and/or own joint copyright.
d. All contributors to the development of a resource have the right to be attributed/ acknowledged in the resource (including for example not only key authors but also students and reviewers).

4.9 Legal and Human Resources
4.9.1 Policy Statement
OUT shall put in place a mechanism for recognition of efforts exerted in creation, development and integration of OER.
4.9.2 Strategy
a. An annual courseware award process shall be initiated to recognize quality courseware integrating OER and published as OER.
b. Contracted authors (internal/external) shall be notified of the intent to publish resources as OER and shall be contractually bound to clear third party copyright to this end.
c. Course material published as OER and based on a range of OER and subjected to internal and external peer review shall be recognized as equivalent to a research output such as publication in a peer reviewed journal.

d.   Half credits (0.5 points) shall be awarded where a course is based upon one or two core OER only with limited adaptation.
e. Provision of incentives to OER champions

4.10 Supporting role of ICT
4.10.1 Policy statement
OUT shall recognize the supportive role of ICT in OER, development and use by ensuring access, security and capacity building in ICT.

4.10.2 Strategies
a. Promote and maintain reliable infrastructure and power supply.
b. Develop guidelines to help improve student access and effective use of OER.
c. Advocate and pursue reduced costs of connectivity/bandwidth for educational purposes.
d. Provide software and hardware options that are suitable for OER producers and users.
e. Conduct regular capacity-building workshops related to effective use of ICT to support OER.
f. Use ICT to create awareness, advocacy and support in the production and use of OER.
g. Maintain an appropriate ICT support team such as technicians, multi-media specialists, graphic designers etc.
h. Where possible, resources shall be shared in multiple formats to facilitate increased access and re-use of OER.
i. Use ICT to promote the delivery and dissemination of OERs.
j. Existing ICT security and disaster recovery strategies will be applied to support OER.

k. Provide up to date software licenses and software versions to support use of OER.
l. Use of OUT OER shall be monitored regularly by putting in place web analytics software
m. For each OER uploaded, appropriate metadata will be provided to optimize ease of searching.

4.11 Hosting and dissemination of OER (including open access research)

4.11.1 Policy Statement

OUT shall establish an open access online repository for learning resources, research outputs (including Masters and Doctoral studies) and official publications.

4.11.2 Strategies

a. The Directorate for Publications and Research together with the Directorate for Library Services to oversee all University OER publications.
b. Where possible, resources will be uploaded in multiple formats to increase accessibility (e.g. PDF and Word processed for text; multiple formats for video).
c. Appropriate branded the OUT OER repository e.g. *FUNGUA OUT.*
d. Provide appropriate disclaimer related to hosted OER material.
e. Ensure adherence to OUT research and ethics policy.

5.0 LICENSING AND CITATIONS

5.1 Default licenses and citation

i) CC BY-NC shall be the default license for all OUT OER teaching and learning materials.
ii) CC BY-ND shall be the default license for selected research and official publications.

iii) OUT reserves the right to create, produce and publish non derivative and derivative works as OER.

5.2 *Exceptions*

Staff shall reserve the right to decide the conditions under which the material produced will be licensed except in the following cases:

i) The material is specifically paid for or commissioned by the University or the University provides an unusual contribution either financial or material.

ii) The material developed as a result of a specific collaboration, in which case the guidelines governing that collaboration will prevail.

iii) Materials in the institutional open repository which do not indicate any specific conditions for sharing will automatically be considered as OER using the OUT default license.

6.0 IMPLEMENTATION, MONITORING AND EVALUATION

Once approved, this policy shall be published on the staff intranet and in the OUT open repository.

The DVC Academic shall have overall responsibility for the implementation, monitoring and evaluation of this policy.

The DVC Academic shall constitute a standing committee with representatives from responsible agencies within the institution which will receive and collate reports on OER implementation and take-up from department and faculty level through to automated analytics from the portal.

The policy shall be discussed and reviewed on a regular basis or as need arises.

APPENDICES

Appendix 1: Definitions

Extended from the CEMCA Policy template for institutions:
http://www.cemca.org.in/ckfinder/userfiles/files/DRAFT%20O
ER%20POLICY%20template_revised.odt)

Open Educational Resources are defined as teaching, learning and research materials in any medium, digital or otherwise, that reside in the public domain or have been released under an open license that permits no-cost access, use, adaptation and redistribution by others with no or limited restrictions.

Open Access in this policy refers to a subset of OER which comprises materials that can be viewed and downloaded by individuals but not adapted or integrated into other courses. Typically open access will refer to research outputs where it would not be appropriate to, for example, disaggregate the data from the analysis and the findings and recommendations. Content Developers: any person engaged in the development of teaching and learning materials used by the University.

Copyright: refers to laws that regulate the use of the work of a creator, such as an artist or author. This includes copying, distributing, altering and displaying creative, literary and other types of work. Unless otherwise stated in a contract, the author or creator of a work retains the copyright. The author/s retains the moral rights to assign the rights to any other person or share the materials with others in any other conditions he/she may desire.

Open License: a license that specifies what can and cannot be done with a work (whether sound, text, image or multimedia). It grants permissions and states restrictions. Broadly speaking,

an open license is one which grants permission to access, re-use and redistribute a work with few or no restrictions. Creative Commons has open licenses in six different types.

Any other definition: [to be added or deleted]

Appendix 2: OER Licenses

Attribution
CC BY

This license lets others distribute, remix, tweak, and build upon your work, even commercially, as long as they credit you for the original creation. This is the most accommodating of licenses offered. Recommended for maximum dissemination and use of licensed materials.

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This license is the most restrictive of our six main licenses, only allowing others to download your works and share them with others as long as they credit you, but they can't change them in any way or use them commercially.

Pack, J. (2009). UNESCO toolkit available at http://creativecommons.org/weblog/entry/18552 retrieved on 20th August 2015

Appendix 3: CC license compatibility

Creative Commons licenses are designed for ease of use. Users can see in a transparent manner how your work is available for reuse. Things can become complicated however if you want to combine two Creative Commons licensed works, for example when making a collage or remixes of music. Not all licenses are in fact compatible. In the chart below we show which licenses are compatible.

License Compatibility Chart

	PUBLIC DOMAIN	PUBLIC DOMAIN	BY	BY SA	BY NC	BY ND	BY NC SA	BY NC ND
PUBLIC DOMAIN	✓	✓	✓	✓	✓	✗	✓	✗
PUBLIC DOMAIN	✓	✓	✓	✓	✓	✗	✓	✗
BY	✓	✓	✓	✓	✓	✗	✓	✗
BY SA	✓	✓	✓	✓	✗	✗	✗	✗
BY NC	✓	✓	✓	✗	✓	✗	✓	✗
BY ND	✗	✗	✗	✗	✗	✗	✗	✗
BY NC SA	✓	✓	✓	✗	✓	✗	✓	✗
BY NC ND	✗	✗	✗	✗	✗	✗	✗	✗

Choose two works you wish to combine or remix. Find the license of the first work on the first row and the license on the first column. You can combine the works if there is a check mark in the cell where the row and column intersect. Use at least the most restrictive licensing of the two (use the license most to right or down state) for the new work. If there a cross at the intersection of the row and column then you cannot just combine these works.

This probably indicates that one of the two licenses may not be used for commercial purposes, or one of the licenses does not allow for derivative works to be created.

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