COMMONWEALTH of LEARNING

Developing Regional OER Guidelines in Cameroon

Consultant's Report

The work involved preparing draft OER guidelines catering to regional requirements; building awareness among key stakeholders on the concept and impact of OER; advocating the necessity and benefits of a regional OER policy for Education; initiating the process of drafting OER guidelines in ten regions and working with champions towards a final draft guideline.

Prepared by
Dr. Michael N. Nkwenti
Lecturer of Educational Technology
Higher Teacher College
University of Yaounde I; and
Lead Inspector of Pedagogy
Educational Technologies
Ministry of Basic Education
Cameroon
nkwenti@ens.cm

Edited by
Dr. Ishan Abeywardena
Adviser: Open Educational Resources
Commonwealth of Learning
Canada
iabeywardena@col.org

The Commonwealth of Learning (COL) is an intergovernmental organisation created by Commonwealth Heads of Government to promote the development and sharing of open learning and distance education knowledge, resources and technologies.

The Commonwealth of Learning

The Republic of Cameroon

Advocacy, Sensitization and Development of Draft Open Educational Resources (OER) Guidelines for the ten Regional Delegations of the Ministry of Basic Education and the Ministry of Secondary Education in Cameroon
(Ref: C17-071)

September – November 2016

Final Report

By

Michael N. Nkwenti, PhD
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ABBREVIATIONS AND ACRONYMS

Abbreviation	Full Meaning
BEPC	Brevet d'Etudes du Premier Cycle
BMD	Bachelor, Master, and Doctorate
CAF	Functional Literacy Centre
CAP	Certificat d'Aptitude Professionnelle
CAPIEMP	Certificat d'Aptitude Professionnelle d'Instituteurs de l'Enseignement Maternel et Primaire
CEBNF	Centre for Non Formal Basic Education
CEMAC	Economic and Monetary Community of Central Africa
COPAX	Council for Peace and Security in Central Africa
COL	Commonwealth of Learning
ECCAS	Economic Community of Central African States
IC	Inspectors Coordinators
ICE	Inspectors Coordinators of Education
IGA	Income Generating Activities
GCE	General Certificate of Education
O/L	Ordinary Level
OER	Open Educational Resources
MINEDUB	Ministry of Basic Education
MINESEC	Ministry of Secondary Education
RD	Regional Delegate
RPA	Regional Pedagogic Advisers
RPI	Regional Pedagogic Inspectors
UNESCO	United Nations Educational, Scientific and Cultural Organization

1.0 INTRODUCTION

Figure 1
Republic of Cameroon
Administrative Regions
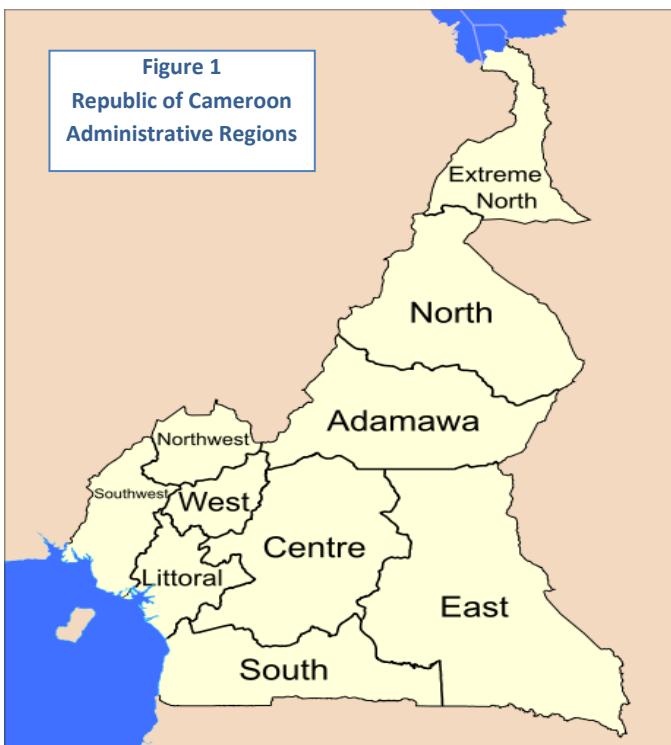
The Republic of Cameroon is a Central African nation on the Gulf of Guinea, bordered to the north by Nigeria, to the east by Chad and the Central African Republic, and to the south by Equatorial Guinea, Gabon and the Republic of the Congo (Brazzaville). Cameroon is a member of the Economic Community of Central African States (ECCAS), the Economic and Monetary Community of Central Africa (CEMAC) and the Council for Peace and Security in Central Africa (COPAX), as well as of the African Union. In 2011, the population of Cameroon stood at 20 million. The population is still growing, but at a slower rate, since the demographic transition started being observed in the 90s. The Education and Training Sector Strategy Paper (2013) observed that for the period 2010-2020, the annual growth rate is estimated at 2.1%, corresponding to a yearly increase of about 420,000 inhabitants. This increase is marked among the youth. Since the youths account for more than 50% of this population, it can rightly be expected that demand for education will rise, requiring government to respond accordingly by opening more schools, providing more infrastructure and equipment, and allocating more human, financial and material resources. In six decades, the urban population rose at an accelerated rate from 14% in 1950 to 58% in 2010. The population is unequally distributed throughout the territory: the extreme gap between regions ranges from 1 to 6. This generates disparities in education. For the year 2013, the World Bank estimated Cameroon's Gross National Income per capita at US$1,170 (using the Atlas method), with GDP growth of 4.8% per annum (World Bank, 2013).

Although originally colonised by the Germans, present-day Cameroon became a League of Nations mandate territory after the defeat of Germany in World War I. For administrative purposes, the territory was split between the French and the British, a division that was only resolved in 1961 when the two parts were re-united in an independent federal republic. Although there are over 250 indigenous languages in Cameroon, the colonial legacy is still evident in the use of European languages for education and administrative purposes. Of the country's ten regions (see Figure 1), the North West and South West regions are predominantly English-speaking, while the remaining 8 regions are predominantly French-speaking. Cameroon is a member of both the Commonwealth of Nations and the *Organisation Internationale de la Francophonie* (OIF).

1.1.   Overview of the Structure of Education in Cameroon

On account of its bi-cultural French/English heritage, Cameroon's educational system is diverse and multi-faceted. The state is not the sole provider of education in Cameroon. Besides public education, there is also private education which could be either lay or denominational. There are lay private schools owned by individuals while denominational schools are owned by religious bodies such as Catholic, Protestant or Islamic. There are nonetheless, two subsystems of education in Cameroon: the English Subsystem and the French Subsystem.   In spite of this diversity, the guidelines for Cameroon's educational system are determined at the central level through legislation or regulation. The State:

-   defines the type of education;
-   decides on the syllabuses and textbooks;
-   lays down conditions for the creation, opening, funding and functioning of private schools ;
-   controls private schools ;
-   regulates systems and conditions of evaluation of learners and organises official examinations and the school calendar throughout the national territory.

By her orientations and decisions, the State outweighs any other organ or institution in terms of demand and supply in education.

Figure 2 presents the structure of the educational system applicable to both public and private sectors. Higher education is endowed with eight State universities and a number of private institutions. In addition to higher education which is common to both systems, each sub-system has five levels of education: preschool, primary, secondary including teacher training, vocational training and tertiary; and university. Preschool is the first level of education and lasts for 2 years. As for primary education, it lasts 6 years in both sub-systems.

The total duration for secondary general education is the same (7 years) in both sub-systems but structured differently in the 2 sub-systems (5 years of studies in the first cycle and two in the second cycle in the English subsystem; 4 years for the first cycle and 3 years for the second sub-cycle in the French subsystem). Technical education is sub-divided into two cycles of 4 and 3 years of studies for both subsystems. The first cycle of secondary general education is sanctioned in the French subsystem by the "*BEPC*" and the General Certificate of Education Ordinary Level (GCE O/L) in the English subsystem. Meanwhile, the second cycle is sanctioned by the *"Baccalauréat"* in the French subsystem and the General Certificate of Education Advanced Level (GCE A/L) for the English subsystem.

Entry into higher education is free for holders of the *Baccalauréat* or GCE A/L, but entry into higher training schools of the public service (as well as into certain private institutions) is subject to success in a competitive entrance examination. Higher education is sub-divided into three levels in compliance with the BMD system (Bachelor's, Master's, and Doctorate) adopted in 2007. The Bachelor's takes three years, the Master's two years and the Doctorate, three years.

Vocational training guarantees the professional integration of graduates from the education system and thereby contributes to streamline their flow. It comprises SAR/SMs and Intensive Vocational Training Centres. The duration of this training varies from 6 to 24 months depending on the background of candidates.

Literacy and non-formal basic education offers alternatives for education and training in the non-formal sector. Literacy covers activities aimed at acquiring the ability to read, write and count, on the one hand, and developing daily life skills and income-generating activities (IGA), on the other. Non-formal basic education is designed for children with no schooling or dropouts, to enable them continue with school, for those who have what it takes to do so, or to solicit vocational training in a given trade. Adult literacy activities take place in formal literacy centres (CAF), while those related to non-formal basic education for unrolled children are done in Centre for Non-formal Basic Education known by its French acronym CEBNF.

Figure 2: *Structure of the Cameroon Education System*
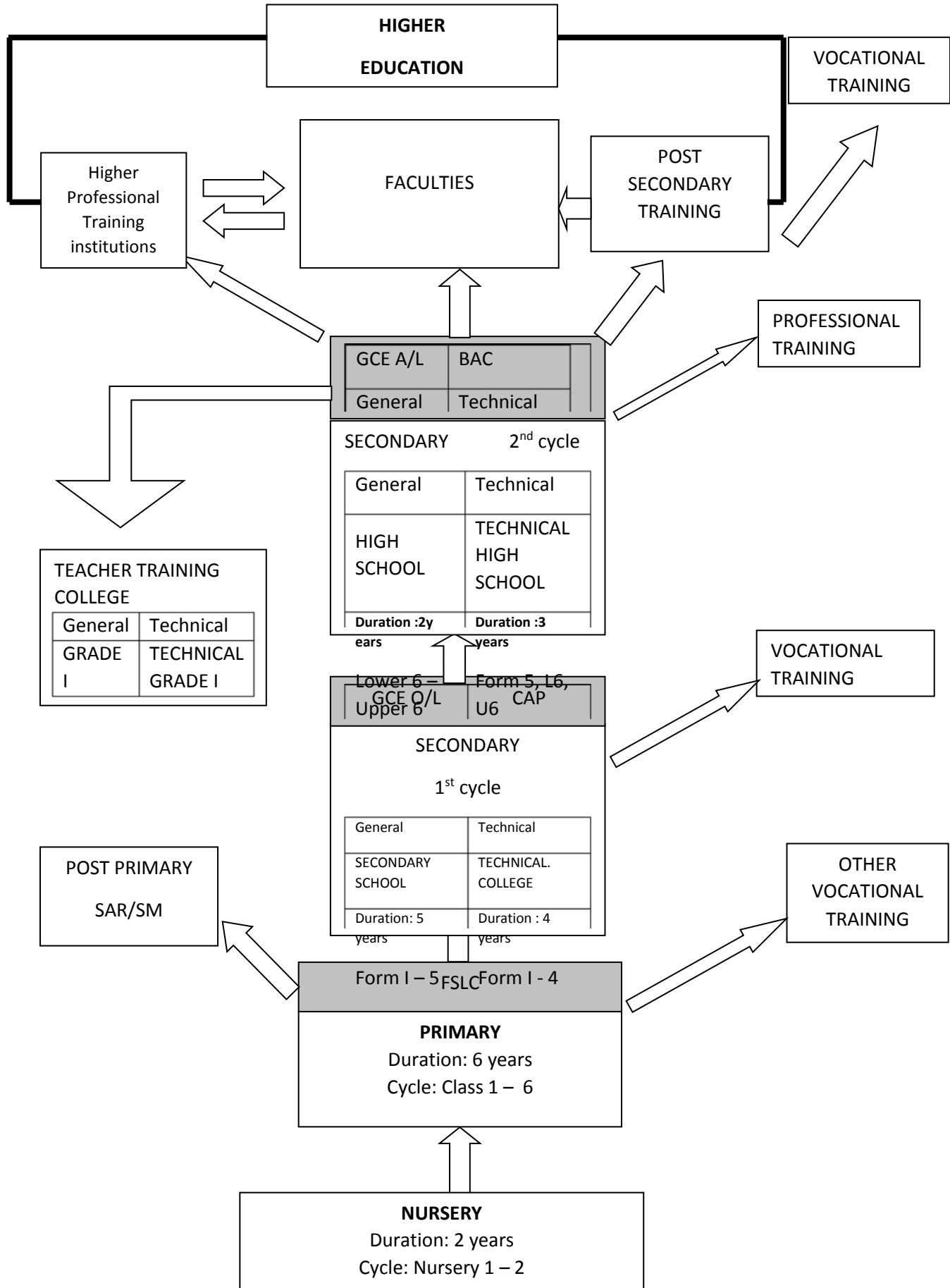
1.2.   Textbook/Course book Challenges in Cameroon

Education stakeholders in Cameroon are increasingly pre-occupied with the quality of learning outcomes for each learner. Efforts to supply schools in Cameroon with textbooks and course books are constantly challenged with the recurrent economic downturn due to the falling prices of raw materials in the world market. The proportion of public investment budget for primary and secondary education dedicated to pedagogic materials in 2013 was less than 1% of the state education budget. Conversely, the UNESCO Institute for Statistics (2011) reported that a study of some 15 African countries revealed the state average investment budget on pedagogic materials at 6.6% in the primary and 5% in secondary schools.

A recent report published by the World Bank in April 2016 show that, the average course book-to-learner ratio in Cameroon is 1:12. The lack of textbooks is even severe in schools that serve learners from poor backgrounds. Disparities are greater in the three Northern Regions of Cameroon where accessibility to some areas has been jeopardised by terrorist attacks in the last three years. The World Bank report further observed that, only 11% of learners in these areas have access to at least one textbook. 17% of classrooms operate without a single textbook in French or English. Similarly, the 2013/2014 statistical yearbook of Ministry of Basic Education reported that, textbooks are very scarce in state-owned (Government) primary schools. The statistical book further revealed that in most classrooms, 19 learners use one reading book for French/English and one mathematics book for 17 learners.

The World Bank Report also noted that, the price of course books is very high and undoubtedly hinder a vast majority of parents from purchasing textbooks for their children. The average cost of a textbook in most African countries is US$3 or about 1500 FCFA in Cameroon, it ranges from US$5.5 to US$9 or about 3000 to 4500FCFA. A parent would pay an average of 23.000 FCFA (US$ 46) for a primary school pupil's course books and up to 60.000 FCFA (US$ 120) for secondary school course books for a student per year. The limited availability and lack of textbooks have negative effects on the quality of Education. This explains why the evaluation of learning outcomes conducted by the Programme for the Analysis of Education Systems (PASEC) in 2014 revealed that, the performance of primary school learners in reading and mathematics was very poor.

1.3.   Commonwealth of Learning Perspectives on Educational Resources

The Commonwealth of Learning (COL) is an intergovernmental organisation created by Commonwealth Heads of Government to promote the development and sharing of open learning and distance education knowledge, resources and technologies. COL's 2015-2021 strategic plan identified the development and promotion of Open Educational Resources (OER) as one of her priorities. COL believes that OER can expand access to quality learning materials and reduce the cost by using and reusing available resources. Through collaborative content development and sharing across countries and cultures, COL believes that OER can foster and promote Commonwealth cooperation. This activity falls in line with the 2030 Sustainable Development

Goals; and responds to Cameroon's 2020 Education and Training Sector Strategy. Cameroon as a member of the Commonwealth is not yet exploring the potential of OER to enhance learning outcomes.

In order to assist Cameroon to explore the potential of OER in education, COL contracted Dr Michael Nkwenti as a Consultant to: prepare a draft OER Guide that responds to the needs of the Ministries of Basic Education (MINEDUB) and Secondary Education (MINESEC); sensitise and seek collaboration for the project from the key stakeholders in both Ministries; build awareness among key stakeholders in the 20 Regional Delegations of the two Ministries on the concept and impact of OER; advocate for the necessity and benefits of an OER Guide for Education; initiate the process of drafting OER Guide; identify champions in each Regional Delegation who will contribute in drafting the OER Guide; and provide on-going online support/follow-up to champions of each Regional Delegation leading to a final draft Guide. The 20 Regional Delegations are (that is the Ministry of Basic Education 10 and the Ministry of Secondary Education 10 summing up 20):

(i)	Adamawa Region	(vi)	North Region
(ii)	Centre Region	(vii)	North West Region
(iii)	East Region	(viii)	West Region
(iv)	Far North Region	(ix)	South Region
(v)	Littoral Region	(x)	South West Region

1.4. Task and Timeframe

In order to effectively execute this task, COL and the Consultant arrived at the following activities and timeframe as seen in table 1.

Table 1: Task and Timeframe

	Activity	Expected Time Frame
1.1.1	Prepare regional OER policy/guideline draft	September 25, 2016
1.1.2	Conduct advocacy meetings with MINEDUB/MINESEC and the ten Regional Delegations	October 31, 2016
1.1.3	Coordinate, follow-up and provide online support (e-mail, skype, phone etc.) to champions at each Regional Delegation to finalize the policy/guideline draft	November 20, 2016
1.1.4	Submit the final report along with the ten draft guideline documents to COL	November 30, 2016.

2.0 EXECUTION OF THE MANDATE AS COMMISSIONED BY COL

2.1. Preparation of Draft OER Guide

Before the field activities, the initial step as per the terms of reference submitted to the Consultant by COL was to produce the OER Guide for the Ministries of Basic and Secondary Education. With input received from the OER Advisor at COL and a review of relevant literature the draft was produced. The draft served as a working document to be presented to participants for enrichment during the sensitisation and advocacy sessions held at the different Regional Delegations.

Resource materials required for the sensitisation and advocacy meetings were prepared with support from the OER Advisor at COL. These included a PowerPoint presentation prepared by the Consultant to explain the concept of OER and its significance, and to highlight the need for an OER Guide (Appendix 1a), and a short video clip (Appendix 1b) about the concept of OER and Creative Commons licenses gotten from YouTube Videos.

2.2. Preparatory Meetings for Field Activities

Prior to the commencement of the consultancy activities commissioned by COL, COL wrote notification letters to the Ministers of Basic and Secondary Education (Appendix 2 and 3), The Minister Delegate in Charge of the Commonwealth, Ministry of External Relations was copied in the separate letters. Letters were also written to all Regional Delegates of Basic and Secondary Education (Appendix 4a and 4b) notifying them of the project and the need to collaborate with the Consultant. The Commonwealth of Learning National Focal Point Professor Leke Tambo Ivo was copied in all the letters. To ease work on the field, the Consultant had a brief working session with Professor Leke to plan the activities. Both agreed that the Consultant meet with the Minister of Basic Education to present the project while Professor Leke Tambo Ivo who is also the Secretary General in the Ministry of Secondary Education presented the project to the Minister of Secondary Education. Both Ministers approved the project and proceeded to issue letters to all the 20 Regional Delegates of Basic and Secondary Education requesting them to collaborate with the Consultant to ensure the success of the project (Appendix 5a and 5b).

2.3. Target Population

The targeted officials for this project were Regional Delegates (RD), Inspectors Coordinators of Education (ICE), Inspectors Coordinators (IC), Regional Pedagogic Inspectors (RPI) and Regional Pedagogic Advisers (RPA) for the Ministries of Basic and Secondary Education. This population was targeted because they are the key stakeholders for pedagogic activities in their respective Regions. As one of their core activities, they supervise and support teachers directly in their classrooms. This makes them well placed to assist teachers enhance learning outcomes in their classrooms through the use of various OER. At the Regional level, there are 16 Regional

Pedagogic Inspectors and Advisers (IC, RPI, and RPA) for Basic Education and 81 Regional Inspectors (IC and RPI) for Secondary Education. The two sub groups put together gives a total of 97 Regional Inspectors and Pedagogic Adviser in each Region.

2.4.   Regional Visits

After identifying the target population, the Consultant called all the 20 Regional Delegates to schedule the timetable for each Regional visit and the venue of the meeting based on the availability of the targeted population. After agreeing on the schedule, the itinerary of the Consultant with dates, venue and time of the meeting was communicated to all the Regional Delegates for dissemination to the concerned (Appendix 6). The agenda of each session was also communicated (Appendix 7).

2.5.   Schedule and Timeframe

The field activities began on 14 October 2016 with a visit to the East Region of Cameroon. At each stop, the Consultant met with the Regional Delegates or any one sitting in for the delegate to present in detailed, the rationale of the project and the need for them to collaborate in achieving the expected outcomes. After each briefing session, the delegates accompanied the Consultant to the conference room for work to begin. Table 2 shows the schedule, venue and time for each Regional meeting.

Table 2: Schedule, Venue and Time for each Regional Meeting

Day	Date	Region	Time	Venue
Friday	14 Oct 2016	East	9 am – 11 am	Conference Hall, Regional Delegation MINESEC
Monday	17 Oct 2016	South	10 am – 12 pm	ENIEG Conference Hall EBOLOWA
Tuesday	18 Oct 2016	Centre	10 am - 12 pm	Conference Hall, Regional Delegation MINEDUB
Thursday	20 Oct 2016	West	11 am – 1 pm	Conference Hall, Regional Delegation of MINESEC
Friday	21 Oct 2016	North West	9 am - 11 pm	Conference Hall, Regional Delegation of MINESEC
Monday	24 Oct 2016	South West	9 am – 11 am	Conference Hall, Regional Delegation MINEDUB
Tuesday	25 Oct 2016	Littoral	9 am – 11 am	Conference Hall, Regional Delegation MINEDUB
Monday	31 Oct 2016	Far North	9 am – 11 am	Conference Hall, Regional Delegation MINEDUB
Tuesday	1 Nov 2016	North	9 am – 11 am	Conference Hall, Regional Delegation MINEDUB
Wednesday	3 Nov 2016	Adamaoua	9 am – 11 am	Conference Hall, Regional Delegation MINESEC

Table 2 indicates that the field work began on 14 October 2016 with the East Region and ended on 3 November 2016 with the Adamaoua Region. The calendar further indicates that the Consultant scheduled all the meetings to last for two hours respectively. This time was never respected because the presentations of the Consultant sparked lengthy debates because a majority of the participants had heard about OER for the first time and were curious to know more.

2.6. Participants from both Regional Delegations

The communiqué bearing the Consultant's itinerary contained the number of participants expected from each Regional Delegation (Basic and Secondary). In the Communiqué, the Regional Delegation of Basic Education was expected to send in all 16 Inspectors because they have five Inspectorates with 3 Inspectors per Inspectorate. Secondary had to send in 27 Inspectors because they have nine Inspectorates with the number of Inspectors varying from 6 to 10. Thus for each meeting session, 42 participants were expected. The numbers were not respected. There were fewer participants in some regions and more than expected in others as seen in table 3.

Table 3: Participants turnout per Region in OER Sensitisation and Advocacy Sessions

Region	Basic Education			Secondary Education		
	Male	**Female**	**Total**	**Male**	**Female**	**Total**
Adamawa	07	05	**12**	26	08	**34**
Centre	03	14	**17**	15	13	**28**
East	09	06	**15**	20	07	**27**
Far North	08	05	**13**	24	08	**32**
Littoral	06	06	**12**	03	04	**07**
North	11	07	**18**	27	03	**30**
North West	04	05	**08**	24	10	**34**
West	06	06	**12**	16	02	**18**
South	05	09	**14**	20	04	**24**
South West	09	06	**15**	10	12	**22**
Sub-Total	**68**	**69**	**137**	**185**	**71**	**256**
Grand Total						**393**

It can be observed from table 3 that a total of n = 393 participants took part in the OER advocacy and sensitisation sessions conducted nationwide. Within this total, n = 137 of them were from the Regional Delegations of Basic Education made up of n = 68 males and 69 females while n = 256 of the participants were from the Regional Delegations of Secondary Education made up of n = 71 females and n = 185 males. There were more females in Basic Education than in Secondary

Education because a majority of the teaching supervisory staff are females. The presentation of the data in terms of males and females is to respond to COL's policy which upholds that "…gender equality is integral to all of COL's work and requires that both women's and men's views, interests and needs shape its work in learning for development".

2.7.   OER Sensitisation and Advocacy Sessions

During each sensitisation and advocacy session in the Regions, the Consultant always began by presenting the agenda of the session as communicated to the participants earlier (Appendix 7). The Regional Delegate or the representative officially opened the session with a brief welcome speech urging the participants to actively take part in the discussions for the benefit of the Region. The welcome remarks were immediately followed by self-introduction and the presentation of the Commonwealth of Learning and its activities in Cameroon. Thereafter, the Consultant asked the participants if they have heard about Open Educational Resources (OER) before. The response to this question reveals that in all the Regions, almost all the participants (96%) had not heard about OER before. To set the ball rolling, the Consultant screened a short video on OER downloaded from YouTube Videos that introduces OER (Appendix 1b) and how it can contribute in bridging the gap created by lack of textbooks and other educational resources. After the short video, participants shared their views and only then did the Consultant proceed to the PowerPoint presentation.

The PowerPoint presentation entitled: *Open Educational Resources: Guide for the Ministries of Basic and Secondary Education Cameroon (Appendix 1a)* was also presented to participants to sensitise them on what OER is all about, how it can contribute to enhance learning outcomes and the need for a policy document to guide its effective use. The last part of the presentation focused on the structure of the proposed Guide and its content. The PowerPoint presentation concluded with an opportunity for the participants to ask questions and share their views on issues surrounding open educational resources. From the interactions, it was observed that most of the participants heard about OER for the first time and were grateful with the initiative. Most often they said the presentation served as an eye-opener (see the photographs of Regional sessions in appendix 8). They pledged their total support and expressed the desire to see the Guide go operational within a very short timeframe and also to be trained in the adaptation, production, distribution and use of OER across the school curriculum. After the presentation and discussions, the Consultant requested the participants to constitute two working groups with individuals interested in championing the OER ideology in their respective Regions: one for Basic Education and the other for Secondary Education. Their task was to fine-tune the draft Guide submitted to them by the Consultant and continue to build OER awareness in the entire educational community. A list of the OER champions in each of the 10 Regions of Cameroon can be seen in appendix 9.

COL had contributed hard copies of the following resources:
1. A basic Guide to Open and Educational Resources 15 copies
2. Open Educational Resources (OER) Guide for Student 14 copies
3. Understanding Open Educational Resources 15 copies
4. Report on the Assessment and Accreditation of Learners using OER 15 copies
5. Connections Magazine

Each of these working groups received copies of the OER resources as well as the electronic version of the draft Guide in English and French. They also received the presentation on *Open Educational Resources: Guide for the Ministries of Basic and Secondary Education Cameroon* in English and French, as well as the short video screened at the beginning of the session. They were encouraged to share with their colleagues who were not part of the session and also to encourage them to sign up for Facebook page created for the community. It should be noted that before the field exercise began, the Consultant created a Facebook page entitled "Cameroon Open Educational Resources Community" accessible at https://www.facebook.com/groups/1831841350394016/ (appendix 10). This site was also presented to the participants who were encouraged to enrol in it in order to have access to all resources posted there by the community. The community has been very active and now has close to 200 enrolled members who are working towards the creation of an OER association in Cameroon.

2.8.   Feedback from Regional Teams on the Draft OER Guide

At the end of each Region session, the Consultant accorded the Regional Team, 10 working days to send in their comments on the draft. The Facebook page and emails were used to support the Regional teams on issues necessitating clarification. All Regional teams sent in their comments though many did not respect the deadline. From the feedback received, three of the Regions: East, North and Far North sent emails indicating that they agreed with the document as it were without any modification. An extract of one of the emails read

> *"After diligently reading through the document, your proposals are pertinent. We think that the document will contribute in resolving the problem of lack of school textbooks in our educational system if it is adopted. While encouraging you, receive our sincere congratulations for the initiative. From the Regional Delegation of Secondary Education, Far North".*

The contributions of Adamaoua, South, and Centre Regions focused on the reformulation of some of the statements in the objectives and expected outcomes with emphasis on what participants will gain while sharing their personal resources as OER. The bulk of the contributions came in from the West Region. They made many detailed contributions in the strategic outcomes which some were taken into consideration and the others reserved for the strategy document. The North West, South West and Littoral's comments focused on issues related to capacity building, financing and skills teachers need to produce OERs which in my opinion has been addressed in the draft Guide already. Appendix 11 and 12 are the final draft Guide in English and French.

2.9.   Difficulties Encountered

Travelling to the different regions was an uphill task due to the nature of roads and unstable flight schedule. The Consultant's car regularly suffered breakdowns due to the nature of the roads. Travelling to the three Northern Regions was very challenging. Initially the only internal flight company CAMAIRCO sold out tickets for the North Region - Garoua but failed to respect the schedule. A flight scheduled at 12.30pm took off at 8.15 without notifying a majority of the customers who found themselves stranded (including the Consultant). The Consultant had to reschedule another flight for the next day to the Adamaoua Region in Ngaoundere in order to continue by road. These changes became very expensive and risky for the Consultant who arrived most of the towns in the three Northern Regions as late as 2a.m.

As seen in Table 3, the lowest turnout was recorded in the Littoral Region. The two Regional Delegates did not circulate the information about the meeting on time even though they received it two weeks earlier. The meeting started two hours later because the Consultant had to wait for the participants from secondary education to be rallied.

The bilingual nature of the country required that the draft Guide and the PowerPoint presentations be done in English and French. This was very challenging because the Consultant had to contract a translator to translate the document from English to French.

2.10.   Conclusions and Suggestions

The support received from the Ministers of Basic and Secondary Education under the effective coordination of Professor Leke Tambo Ivo, Secretary General of the Ministry of Secondary Education and COL Focal Point for Cameroon leaves us with no doubt that the integration of OER in Cameroon's educational system is a laudable initiative. Their prompt reaction upon receiving COL's letters designating a Consultant to conduct a nationwide sensitization and advocacy on OER is a clear testimony. The Regional Delegates on their part were very instrumental in convening the Regional meetings based on the Consultant's schedule. The Regional Inspectors Coordinator, Inspectors Coordinator of Education, Regional Pedagogic Inspectors and Regional Pedagogic Advisers turned up massively as requested by the Consultant. Their active participation and curiosity during presentations and discussion sessions leaves the Consultant with no doubt that they are impatiently waiting to see the Guide validated and implemented. Their continuous interaction on the Facebook page is evidence of this perspective. Also, their feedback on the draft Guide submitted to them for review also illustrate that they are interested to see the project start soon.

After the nationwide advocacy and sensitisation campaign, the Consultant observed that a good number of the participants (98%) heard about OER for the first time. Majority (99%) agreed that OER can be used to cut down the cost of education financing. All participants (100%) agreed that there are many benefits in collaboratively developing and sharing learning resources. After every

regional session, at least 98% of the participants testified that the initiative is laudable, timely and constitute a sustainable pathway for pedagogic innovation. Based on these views, while we wait for COL to organise the national workshop to validate the draft Guide, Regional Inspector Coordinators should encourage their collaborators to start exploring the numerous pools of OER repositories available online to support teachers enhance learning outcomes in classrooms.

To keep the Regional Team together, the Consultant sampled their views on the need to create an Association for Pedagogic Innovators with main focus on OER and they were very interested. It is therefore recommended that Regional Inspectors constitute themselves to create branches when the constitution would have been drafted and validated. At the moment, some of the Regional Inspectors volunteered to draft the constitution under the supervision of the consultant and work is on-going.

Due to the potential of OER in cutting down cost for educational financing, the Consultant further recommends the Ministries of Basic and Secondary Education to spray the idea to the wider education community through meetings that bring together key stakeholders in the educational sector. Finally, COL should speed up with the process leading to the validation of the final draft Guide so that the stakeholders do not wait for too long to start implementing their views.

APPENDIX 1A: OER Guide for the Ministries of Basic and Secondary Education

1. PowerPoint Presentation in English

Open Educational Resources: Guide for the Ministries of Basic and Secondary Education Cameroon

Dr Michael N. Nkwenti
Lecturer/Researcher – ENS- Yaounde,
The University of Yaounde I
Inspecteur of Pedagogy in Charge of ICT
Ministry of Basic Education
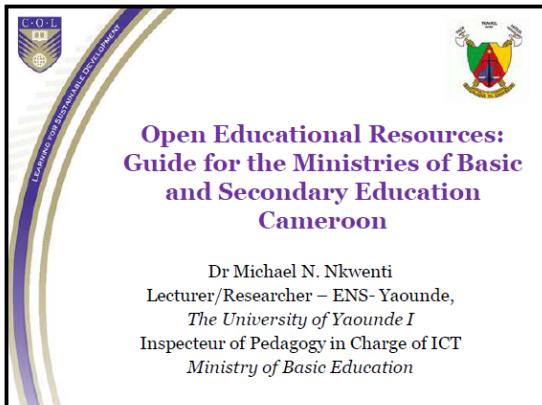
Background

- The lack of textbooks and other learning resources is severe in our schools
- Only 11 % of learners in the 3 Northern Regions of Cameroon have access to at least one textbook
- 2016 World Bank Report shows that, the average textbook-to-learner ratio in Cameroon is 1:12
- 17 % of classrooms operate without a single textbook in French or English
- In most classrooms, 19 leaners use one reading textbook in French/English language and one mathematics textbook for 17 leaners

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Background continue…

- The average cost of a textbook in most African countries is about 1500 FCFA
- In Cameroon, it ranges from about 3000 to 4500FCFA
- A parent pays a minimum of 23.000 FCFA for a primary school pupil's textbooks and at least 60.000 FCFA for secondary school textbooks for a student per year.
- The limited availability and lack of textbooks have negative effects on learners performance.
- Programme for the Analysis of Education Systems (PASEC) 2014 report shows performance of primary school learners in reading and mathematics was very poor.

OERs Can Contribute to Resolve the Problem

What Open Educational Resources (OERs)?

- They are teaching and learning resources, software, and any other tools made available under an intellectual property license that allows for the free use or re-purposing usually under Creative Common licences
- UNESCO (2012) defines 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".

OER may…

- include a variety of educational resources –
    - full courses, course materials, modules, textbooks, audios, videos, simulations, games, quizzes, software, and any other material used for educational purposes.
- be made available in variety of formats-
    - electronically or non-electronically.
- be reused and repurposed to suit diverse learner needs and different learning contexts.

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Why OER ?

- The content is openly available.
    - It can readily be found or discovered.
- Is openly accessible.
    - It is in a form which others can take it away.
- Is openly reusable.
    - The user can easily modify it and is allowed under the license to do certain things with it without having to ask the creator's permission first.

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Cape Town Open Education Declaration (2007)

The Cape Town Open Education Declaration (2007) clearly outlines that:

Open educational Resources should be freely shared through open licenses which facilitate use, revision, translation, improvement and sharing by anyone. Resources should be published in formats that facilitate both use and editing, and that accommodate a diversity of technical platforms. Whenever possible, they should also be available in formats that are accessible to people with disabilities and people who do not yet have access to the internet.

Paris Declaration on OER in 2012

Recommends that States, within their capacities and authority:

1. *Foster awareness and use of OER.*
2. *Facilitate enabling environments for use of ICT.*
3. *Reinforce the development of strategies and policies on OER*
4. *Promote the understanding and use of open licensing frameworks*
5. *Support capacity building for the sustainable development of quality learning materials*
6. *Foster strategic alliances for OER.*
7. *Encourage the development and adaptation of OER in a variety of languages and cultural contexts*
8. *Encourage research on OER.*
9. *Facilitate finding, retrieving and sharing of OER.*
10. *Encourage the open licensing of educational materials produced with public funds*

"Openness" in Education through OER

Education is sharing:

- OER enable extremely efficient and affordable sharing.
- OER can be freely copied and shared (and revised and remixed) without breaking the law.
- OER provide an immediate way to make education significantly more accessible for students.
- OER provide instructors with free and legal permissions to engage in continuous quality-improvement of resources.
- OER represent multiple opportunities for innovations in the teaching and learning context, and enable better personalization of instruction.

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Benefits of OER

- Fosters pedagogical innovation and relevance that avoids teaching from the textbook
- Broadens use of alternatives to textbooks while maintaining instructional quality
- Lowers costs of course materials for both teachers and students
- Reduce the time required to develop resources from scratch
- Share best practice internationally
- Allow peer review
- Maximise use and increase availability of educational materials
- Raise standard of educational resources by gathering more contributors

OER are…

- Educational materials that are released…
  - (a) Under an open copyright license
    - (e.g., **Creative Commons**) or
  - (b) In the Public Domain
    - (i.e. creative materials that are not protected by intellectual property laws),
- Providing..
  - Free (no cost) Access to OER *and*
  - Free (no cost) Permission to engage in the
    - "5R" Activities when using OER.

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'5Rs Framework' of OER

- Retain
  - Right to make, own & control copies of the content
- Reuse
  - Right to reuse the content unaltered
- Revise
  - Right to modify the content
- Remix
  - Right to combine content
- Redistribute
  - Right to share original/ revised/remixed content with others
    (Wiley, 2014)

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Types of Creative Commons Licences

The Creative Commons licences consist of four usage conditions, which can be mixed and matched to form one of six licences.

Attribution. All CC licences require that others who use your work in any way must attribute it – i.e. must reference the work, giving you credit for it – the way you request, but not in a way that suggests you endorse them or their use of the work. If they want to use your work without giving you credit or for endorsement purposes, they must get your permission first.

Non-Commercial. You let others copy, distribute, display, perform and (unless you have chosen No Derivatives) modify and use your work for any purpose other than commercially. If they want to use your work commercially, they must get your permission first.

Types of Creative Commons Licences *continues*

No Derivative Works. You let others copy, distribute, display and perform only original copies of your work. If they want to modify your work, they must get your permission first.

Share Alike. You let others copy, distribute, display, perform and modify your work, as long as they distribute any modified work on the same terms. If they want to distribute modified works under other terms, they must get your permission first.

Publishing under a CC licence is easy. First, choose the conditions that you want to apply to your work.

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.

Attribution-ShareAlike
CC BY-SA
This license lets others remix, tweak, and build upon your work even for commercial purposes, as long as they credit you and license their new creations under the identical terms.

What precaution should be taken while using OERs
Most common creative commons (CC) licences

Attribution-NoDerivs
CC BY-ND
This license allows for redistribution, commercial and non-commercial, as long as it is passed along unchanged and in whole, with credit to you.

Attribution-NonCommercial
CC BY-NC
This license lets others remix, tweak, and build upon your work non-commercially, and although their new works must also acknowledge you and be non-commercial, they don't have to license their derivative works on the same terms.

What precaution should be taken while using OERs
Most common creative commons (CC) licences

Attribution-NonCommercial-ShareAlike
CC BY-NC-SA
This license lets others remix, tweak, and build upon your work non-commercially, as long as they credit you and license their new creations under the identical terms.

Attribution-NonCommercial-NoDerivs
CC BY-NC-ND
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.

Global OER Initiatives

TESSA website for primary/Secondary Education in Sub-Saharan Africa http://www.tessafrica.net/
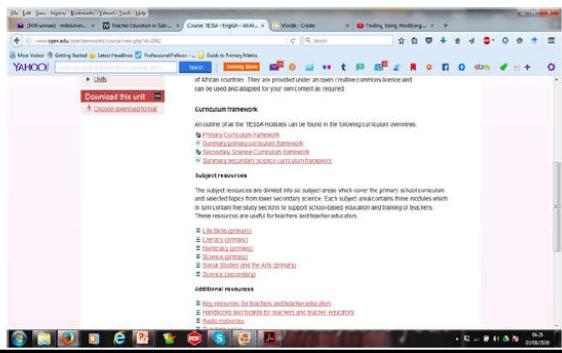
**The Creative Commons Website
https://www.oercommons.org/**
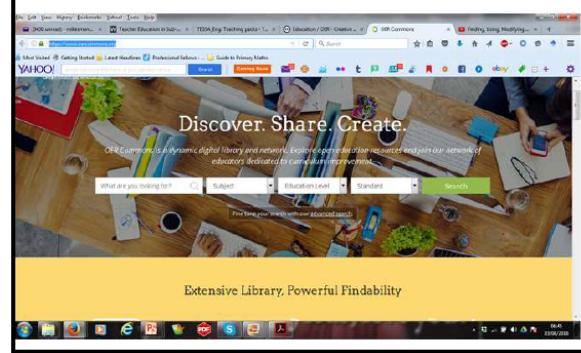
**COL's OER for English language Teaching
http://orelt.col.org/**
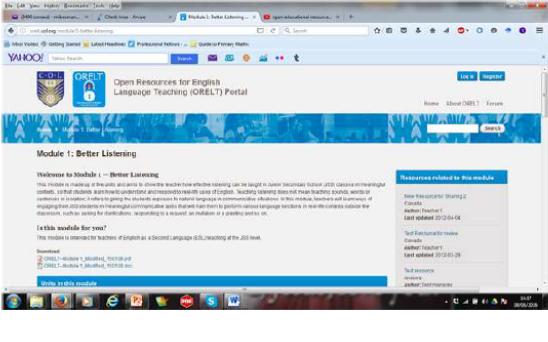
OER Distribution Channels

- Web-based platforms thanks to proliferation and the fall cost of the internet access
- Smart Mobile/Tablet Devices
- CD-ROM and other USB Storage devices
- Print formats

Justifications of this Guide

- Globally, educational systems have develop a policy document to guide the use of of OERs
- In Cameroon, most teachers and learners are not fully aware of the potential of these resources in enhancing learning outcomes.
- Currently, only few teachers and learners are utilising OERs despite the low purchasing powers of most parents and the high cost of textbooks.
- There have been a few initiatives to introduce the use of OERs in classrooms over the last two years.
- Although these initiatives and practices are ongoing but there is no Guide.
- This document will help sensitise teachers, learners and the greater community on the availability of OER
- Define the role of all stakeholder and define OER quality assurance indicators

Structure of the Draft Guide

- Background
- Open Educational Resources
- OER Distribution Channels
- Justifications of the Guide
- OER Philosophical Perspectives
- Objectives of the OER Guide
- Strategic Outcomes
- Scope
- Responsibility
- Procedures
- References
- Appendix: Most common Creative Commons (CC) licences

Thank you...
contact me at : nkwenti@ens.cm
677666029
Search "Cameroon Open Educational
Resources Community" on Facebook and
join

2. *PowerPoint Presentation in French*

Projet de Guide des Ministères de l'Education de Base et des Enseignements Secondaires à l'usage des Ressources Educatives Libres (REL) au Cameroun

Par
Dr. Michael N. Nkwenti
Enseignant/Chercheur – ENS- Yaounde
Inspecteur de Pédagogie Chargé des Technologies Educatives
MINEDUB
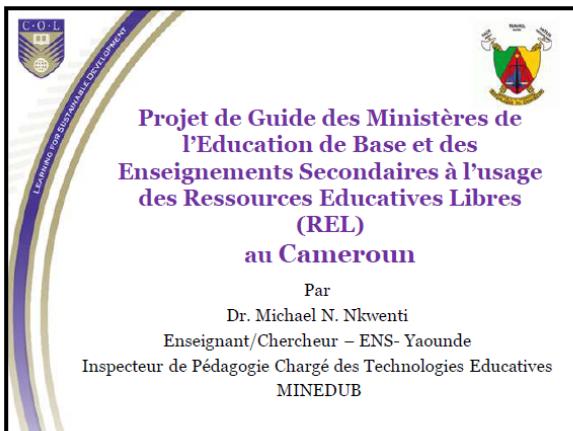
Contexte

- Le manque de livres et d'autres ressources d'apprentissage est criard dans nos écoles;
- Seuls 11% d'apprenants des trois régions septentrionales disposent d'au moins un livre;
- Le rapport de la Banque Mondiale publié en avril 2016, a révélé que le ratio de possession du livre au Cameroun est d'un manuel pour douze apprenants 1/12.
- 17% de classes fonctionnent sans aucun livre de français et d'anglais.
- Dans la majorité des classes, 19 apprenants utilisent un livre de français ou d'anglais et 17 celui des mathématiques.

Contexte (suite)

- Le prix moyen d'un livre dans la majorité des pays africains est estimé à 1500 frs.
- Au Cameroun, il est estimé à un montant qui oscille entre 3000 to 4500 frs CFA.
- Un parent débourse en moyenne par an, une somme 23.000 frs pour l'achat des livres de l'élève du primaire et près de 60.000 frs pour l'élève du secondaire.
- La limitation de stock ainsi que le manque de manuels impactent négativement la performance des apprenants.
- Le rapport du Programme d'Analyse du Système Educatif (PASEC) de 2014 a montré que les performances des apprenants du primaire en lecture et mathématiques étaient très insatisfaisantes.

Les REL Peuvent Contribuer à Résoudre le Problème

Qu'est ce que les Ressources Educatives Libres (REL) ?

- Les ressources éducatives libres (REL) désignent des ressources d'enseignement/d'apprentissage, des logiciels et tout autre outil rendu accessible sous licence de la propriété intellectuelle et donnant libre accès à l'usage ou à la révision de son contenu. Elles sont toujours présentées sous la licence Creative Commons,
- UNESCO (2012) définit les REL comme étant,

« des matériels d'enseignement, d'apprentissage et de recherche, sur tout support, numérique ou autre, existant dans le domaine public ou publiés sous une licence ouverte permettant l'accès, l'utilisation, l'adaptation et la redistribution gratuits par d'autres , sans restrictions ou avec des restrictions limitées ».

La Déclaration (2007) de Cape Town sur l'éducation libre

- La Déclaration (2007) de Cape Town indique clairement que:

« Les Ressources Educatives Libres doivent être gratuites et libres d'accès à travers des licences ouvertes qui facilitent à la fois : l'utilisation, la révision, la traduction, l'amélioration et le partage à tous. Ces ressources doivent être éditées sur des formats qui rendent l'usage et l'édition plus aisés et qui, s'accommodent de la diversité des plateformes techniques. Elles devront aussi être accessibles sur des formats destinés aux personnes qui ont des besoins spécifiques ainsi qu'à celles qui n'ont pas directement accès à internet ».

La Déclaration de Paris de 2012

Elle recommande aux états qu'en fonction de leur pouvoir et de leur capacité, de:

1. Favoriser une meilleure connaissance des REL et de leur utilisation;
2. Créer des environnements propices à l'utilisation des TIC;
3. Renforcer l'élaboration des stratégies et des politiques relatives aux REL;
4. Promouvoir la compréhension et l'utilisation des dispositifs d'octroi des licences ouvertes;
5. Soutenir le renforcement des capacités pour élaborer durablement les matériels éducatifs de qualité;
6. Favoriser les alliances stratégiques pour les REL;
7. Encourager le développement et l'adaptation des REL dans une grande diversité de langues et de contextes culturels;
8. Encourager la recherche sur les REL;
9. Faciliter la recherche, la récupération et le partage des REL;
10. Encourager l'octroi des licences ouvertes pour les matériels éducatifs produits sur fonds publics.

OER may…

- include a variety of educational resources –
  - full courses, course materials, modules, textbooks, audios, videos, simulations, games, quizzes, software, and any other material used for educational purposes.
- be made available in variety of formats-
  - electronically or non-electronically.
- be reused and repurposed to suit diverse learner needs and different learning contexts.

Why OER ?

- The content is openly available.
  - It can readily be found or discovered.
- Is openly accessible.
  - It is in a form which others can take it away.
- Is openly reusable.
  - The user can easily modify it and is allowed under the license to do certain things with it without having to ask the creator's permission first.

"Openness" in Education through OER

Education is sharing:

- OER enable extremely efficient and affordable sharing.
- OER can be freely copied and shared (and revised and remixed) without breaking the law.
- OER provide an immediate way to make education significantly more accessible for students.
- OER provide instructors with free and legal permissions to engage in continuous quality-improvement of resources.
- OER represent multiple opportunities for innovations in the teaching and learning context, and enable better personalization of instruction.

Les Benefices Des Rel

- Facilitation de l'innovation pédagogique et de la pertinence qui permettent d'éviter d'enseigner à partir des livres;
- Elargissement de l'utilisation des substituants des livres dans la poursuite de l'enseignement de qualité;
- Réduction des coûts des matériels d'apprentissage pour les apprenants;
- Engrangement des économies à l'achat des livres;
- Épargne de l'argent par les enseignants et les apprenants;
- Réduction du temps requis pour l'élaboration des matériels à partir des rudiments;
- Partage des bonnes pratiques à l'international;
- Autorisation de la révision par les pairs;
- Maximisation de l'utilisation et accroîssement de la disponibilité des matériels d'enseignement
- Amélioration du standard des ressources éducatives en associant davantage les contributeurs.

OER are…

- Educational materials that are released…
  - (a) Under an open copyright license
    - (e.g., **Creative Commons**) or
  - (b) In the Public Domain
    - (i.e. creative materials that are not protected by intellectual property laws),
- Providing..
  - **Free (no cost) Access** to OER *and*
  - **Free (no cost) Permission** to engage in the **"5R" Activities** when using OER.

'5Rs Framework' of OER

- Retain
  - Right to make, own & control copies of the content
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  - Right to reuse the content unaltered
- Revise
  - Right to modify the content
- Remix
  - Right to combine content
- Redistribute
  - Right to share original/ revised/remixed content with others

  (Wiley, 2014)

Les licences Creative Commons

Les Licences CC sont basées sur la combinaison de 4 conditions à savoir :

ATTRIBUTION : Toutes les licences Creative Commons obligent ceux qui utilisent vos oeuvres à vous créditer de la manière dont vous le demandez, sans pour autant suggérer que vous approuvez leur utilisation ou leur donner votre aval ou votre soutien.

PAS D'UTILISATION COMMERCIALE : Vous autorisez les autres à reproduire, à diffuser et (à moins que vous choisissiez 'Pas de Modification') à modifier votre œuvre, pour toute utilisation autre que commerciale, à moins qu'ils obtiennent votre autorisation au préalable.

Les licences Creative Commons (suite)

PARTAGE DANS LES MEMES CONDITIONS: Vous autorisez les autres à reproduire, diffuser et modifier votre œuvre, à condition qu'ils publient toute adaptation de votre œuvre sous les mêmes conditions que votre oeuvre. Toute personne qui souhaiterait publier une adaptation sous d'autres conditions doit obtenir votre autorisation préalable.

PAS DE MODIFICATION: Vous autorisez la reproduction et la diffusion uniquement de l'original de votre oeuvre. Si quelqu'un veut la modifier, il doit obtenir votre autorisation préalable.

Quelle précaution devra-t-elle être observée pendant l'utilisation des REL?
Les licences (CC) *les plus courantes*

Attribution CC BY
le titulaire des droits autorise l'exploitation de l'œuvre, ainsi que la création d'œuvres dérivées, à condition qu'il ne s'agisse pas d'une utilisation commerciale (les utilisations commerciales restant soumises à son autorisation).

Attribution-ShareAlike CC BY-SA
Le titulaire des droits autorise toute utilisation de l'œuvre originale (y compris à des fins commerciales) ainsi que la création d'œuvres dérivées, à condition qu'elles soient distribuées sous une licence identique à celle qui régit l'œuvre originale. Cette licence est souvent comparée aux licences « copyleft » des logiciels libres. C'est la licence utilisée par Wikipedia.

Suite

Attribution-NoDerives CC BY-ND
Le titulaire des droits autorise toute utilisation de l'œuvre originale (y compris à des fins commerciales), mais n'autorise pas la création d'œuvres dérivées.

Attribution-NonCommercial CC BY-NC
Le titulaire des droits autorise l'exploitation de l'œuvre, ainsi que la création d'œuvres dérivées, à condition qu'il ne s'agisse pas d'une utilisation commerciale (les utilisations commerciales restant soumises à son autorisation).

Suite

Attribution-NonCommercial-ShareAlike CC BY-NC-SA
Le titulaire des droits autorise l'exploitation de l'œuvre originale à des fins non commerciales, ainsi que la création d'œuvres dérivées, à condition qu'elles soient distribuées sous une licence identique à celle qui régit l'œuvre originale.
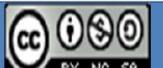
Attribution-NonCommercial-NoDerivs CC BY-NC-ND
Le titulaire des droits autorise l'utilisation de l'œuvre originale à des fins non commerciales, mais n'autorise pas la création d'œuvres dérivés.

Quelques illustrations des REL

Justification de ce Guide

- Les systèmes éducatifs à l'échelle mondiale explorent le potentiel des REL à offrir gratuitement aux enseignants et apprenants une vaste gamme de ressources pédagogiques afin d'améliorer la création de connaissances.
- Au Cameroun, la plupart des enseignants et apprenants du primaire et du secondaire ne sont pas pleinement conscients du potentiel de ces ressources quant à l'amélioration des résultats des apprentissages.
- Néanmoins, quelques initiatives d'introduction des REL dans les classes du primaire et du secondaire au cours des deux dernières années ont été notées en dépit du faible pouvoir d'achat de la plupart des parents ainsi que du coût élevé des manuels scolaires.

Justification de ce Guide
(Suite)

- Bien que ces initiatives et pratiques soient en cours, il n'existe pas de guide.
- Il est donc impératif que les ministères en charge de l'éducation de base et des enseignements secondaires élaborent un guide qui orientera le développement réussi, l'adaptation, le partage et l'utilisation des REL dans le sous-secteur de l'éducation.
- Ce document contribuera à sensibiliser les enseignants, les apprenants et la communauté toute entière sur la disponibilité et la gratuité des ressources éducatives libres présentées sous licence.
- En outre, elle guidera toutes les parties prenantes à la production, l'adaptation, la distribution et l'utilisation des REL réglementés par des licences ouvertes.

Les Canaux de Distribution des REL

- La prolifération des technologies de l'information et de la communication (TIC) dans le système éducatif peut devenir un canal approprié pour la distribution des REL.
- Le ministère de l'éducation de base et celui des enseignements secondaires travaillent avec des organisations partenaires pour:
  - équiper les écoles avec les TIC;
  - créer des centres de TIC;
  - introduire les TIC comme discipline dans le système d'enseignement-apprentissage et renforcer les capacités des enseignants.

Les Canaux de Distribution des REL
(Suite)

- À cet égard, les REL peuvent contribuer comme des catalyseurs qui permettront aux écoles d'exploiter pleinement le potentiel offert par les nouvelles initiatives en matière de TIC.
- En outre, l'intégration complétive des REL aux côtés des manuels des apprenants traduirait la marche vers l'amélioration de la qualité de l'éducation ainsi que la recherche de l'équité.
- Aussi contribue-t-elle à la réduction de certains coûts associés au processus d'enseignement-apprentissage.

Structure du Projet de Guide des REL
(pour échanges)

Structure du Guide des REL

- Contexte
- Les Ressources Educatives libres
- Les canaux de distribution des
- Justification de ce guide
- Des fondements philosophiques des REL
- Objectifs de la politique des REL
- Les Attentes
- Cadre d'Implémentation
- Responsabilité des ministères
- Procédures d'implémentation

Merci pour votre attention...

contact me at : nkwenti@ens.cm
677666029

27 November 2016

Open Educational Resources

APPENDIX 1B: Screen Capture of the Short OER Video
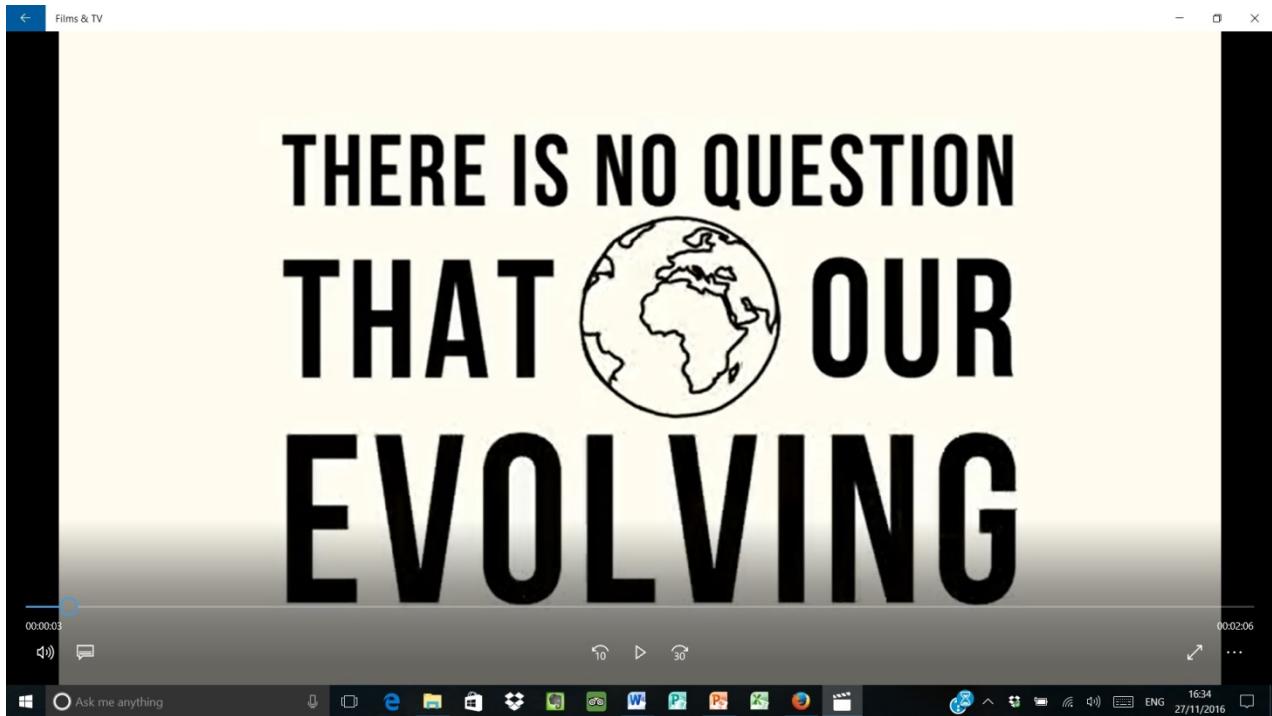
APPENDIX 2: COL's Letter to the Minister of Basic Education

COMMONWEALTH of LEARNING

Learning for Sustainable Development

October 4, 2016

The Honourable Youssouf Hadidja Alim
Minister of Basic Education
Ministry of Basic Education (MINEDUB)
Yaounde
P.O. Box 1600 Yaounde
Republic of Cameroon

Email: salymbd@yahoo.fr

Dear Minister,

RE: Advocacy, Sensitization and Development of Draft Open Educational Resources (OER) Guidelines for the Ten Regional Delegations of the Ministry of Basic Education (MINEDUB) and the Ministry of Secondary Education (MINESEC) in Cameroon

The Commonwealth of Learning (COL) is an intergovernmental organisation created by Commonwealth Heads of Government in 1987 to encourage the development and sharing of open learning and distance education knowledge, resources and technologies. COL focuses on promoting learning for sustainable development and assists governments and institutions / organisations to expand the scale, efficiency and quality of learning. The core strategies to leverage COL's impact are partnerships, building capacity, developing materials and models that can be scaled up and developing appropriate and enabling policies.

One of the key corporate outcomes for COL, based on COL's strategic plan for 2015-2021, is increased and equitable access to, and use of, quality learning opportunities. This is also in line with Goal 4 of the Sustainable Development Goals (SDG). In this regard, COL is currently looking to focus on the areas of (i) improving the content and quality of textbooks; and (ii) upgrading of primary and secondary curriculum in Cameroon through the use of Open Educational Resources (OER).

With a view of promoting OER in the Cameroon School Education System, COL has initiated a project to develop OER guidelines for the ten Regional Delegations of the Ministry of Basic Education (MINEDUB) and the Ministry of Secondary Education (MINESEC). The expected outcomes of the project are to (i) prepare draft OER guidelines which cater to the requirements of the Regional Delegations of MINEDUB and MINESEC in Cameroon; (ii) build awareness among key stakeholders at Regional Delegations of MINEDUB and MINESEC on the concept and impact of OER; (iii) advocate the necessity and benefits of a Regional OER guidelines for Education; (iv) initiate the process of drafting OER guidelines for each region; (v) identify champions in each Regional Delegation of MINEDUB and MINESEC who will provide input to the draft OER guidelines; and (vi) provide ongoing online support/follow-up to champions of each Regional Delegation of MINEDUB and MINESEC leading up to a final draft guideline. This project will lead to a National workshop on OER policy/guidelines, tentatively planned for May 2017, where all key stakeholders will finalize the respective guidelines for adoption and implementation.

In this regard, I'm writing to seek your kind cooperation to ensure that the expected outcomes of the project are successfully met for the betterment of the Cameroon Education system. Furthermore, it would be very much appreciated if your office could officially request the kind cooperation of the Regional Delegates to make the project a success. The COL consultant executing the project, Dr Michael Nkwenti Ndongfack, Lead Inspector of Pedagogy for Educational Technology of the Ministry of Basic Education, will liaise with the MINEDUB to provide further information. Please also do not hesitate to contact me should you require any further information or clarifications by either email at iabeywardena@col.org, by telephone at +1 604 775 8263 directly or by fax at +1 604 775 8210.

Please accept, Minister, the assurance of my highest consideration.

Sincerely Yours,

Dr. Ishan Abeywardena
Adviser: Open Educational Resources

4710 Kingsway, Suite 2500, Burnaby, BC V5H 4M2, Canada
TELEPHONE: +1 604 775 8200   FAX: +1 604 775 8210   EMAIL: info@col.org   WEB: www.col.org

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cc: Dr Joseph Dion Ngute, Minister Delegate to the Minister of External Relations in charge of Relations with the Commonwealth, P.O Box 001 Yaounde, Republic of Cameroon by email at diplocam@gmail.com / ibndzesop@gmail.com / d10minrex@diplocam.cm

Professor Leke Tambo Ivo, Secretary General of the Ministry of Secondary Education and COL Focal Point, P.O Box 16185 Yaounde, Republic of Cameroon by email at leketambo@rocketmail.com

Dr Michael Nkwenti Ndongfack, Lead Inspector of Pedagogy for Educational Technology of the Ministry of Basic Education, P.O. Box 30970 Biyem-Assi, Yaounde, Centre Region, Republic of Cameroon and COL Consultant for the Project by email at nkwenti@ens.cm

APPENDIX 3: COL'S Letter to the Minister of Secondary Education

COMMONWEALTH of LEARNING

Learning for Sustainable Development

October 4, 2016

The Honourable Jean Ernest Massena Ngalle Bibehe
Minister of Secondary Education
Ministry of Secondary Education (MINESEC)
P.O Box 16185 Yaounde
Republic of Cameroon

Via Facsimile: +237 222221940/+237 222223976

Dear Minister,

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Please accept, Minister, the assurance of my highest consideration.

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Dr. Ishan Abeywardena
Adviser: Open Educational Resources

.../2

4710 Kingsway, Suite 2500, Burnaby, BC V5H 4M2, Canada
TELEPHONE: +1 604 775 8200   FAX: +1 604 775 8210   EMAIL: info@col.org   WEB: www.col.org

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cc: Dr Joseph Dion Ngute, Minister Delegate to the Minister of External Relations in charge of Relations with the Commonwealth, P.O Box 001 Yaounde, Republic of Cameroon by email at diplocam@gmail.com / ibndzesop@gmail.com / d10minrex@diplocam.cm

Professor Leke Tambo Ivo, Secretary General of the Ministry of Secondary Education and COL Focal Point, P.O Box 16185 Yaounde, Republic of Cameroon by email at leketambo@rocketmail.com

Dr Michael Nkwenti Ndongfack, Lead Inspector of Pedagogy for Educational Technology of the Ministry of Basic Education, P.O. Box 30970 Biyem-Assi, Yaounde, Centre Region, Republic of Cameroon and COL Consultant for the Project by email at nkwenti@ens.cm

APPENDIX 4A: COL'S Letter to the Regional Delegates of Basic Education

COMMONWEALTH of LEARNING

Learning for Sustainable Development

October 4, 2016

Regional Delegate
Ministry of Basic Education (MINEDUB)
Republic of Cameroon

Email: *salymbd@yahoo.fr*

Dear Sir/Madam:

RE: Advocacy, Sensitization and Development of Draft Open Educational Resources (OER) Guidelines for the Ten Regional Delegations of the Ministry of Basic Education (MINEDUB) and the Ministry of Secondary Education (MINESEC) in Cameroon

The Commonwealth of Learning (COL) is an intergovernmental organization created by Commonwealth Heads of Government in 1987 to encourage the development and sharing of open learning and distance education knowledge, resources and technologies. COL focuses on promoting learning for sustainable development and assists governments and institutions / organizations to expand the scale, efficiency and quality of learning. The core strategies to leverage COL's impact are partnerships, building capacity, developing materials and models that can be scaled up and developing appropriate and enabling policies.

One of the key corporate outcomes for COL, based on COL's strategic plan for 2015-2021, is increased and equitable access to, and use of, quality learning opportunities. This is also in line with Goal 4 of the Sustainable Development Goals (SDG). In this regard, COL is currently looking to focus on the areas of (i) improving the content and quality of textbooks; and (ii) upgrading of primary and secondary curriculum in Cameroon through the use of Open Educational Resources (OER). To this extent, COL has already communicated its plans for interventions to Mrs Youssouf Hadidja Alim, The Honourable Minister of Basic Education on October 04, 2016.

With a view of promoting OER in the Cameroon School Education System, COL has initiated a project to develop OER guidelines for the ten Regional Delegations of the Ministry of Basic Education (MINEDUB) and the Ministry of Secondary Education (MINESEC). The expected outcomes of the project are to (i) prepare draft OER guidelines which cater to the requirements of the Regional Delegations of MINEDUB and MINESEC in Cameroon; (ii) build awareness among key stakeholders at Regional Delegations of MINEDUB and MINESEC on the concept and impact of OER; (iii) advocate the necessity and benefits of a Regional OER guidelines for Education; (iv) initiate the process of drafting OER guidelines for each region; (v) identify champions in each Regional Delegation of MINEDUB and MINESEC who will provide input to the draft OER guidelines; and (vi) provide ongoing online support/follow-up to champions of each Regional Delegation of MINEDUB and MINESEC leading up to a final draft guideline. This project will lead to a National workshop on OER policy/guidelines, tentatively planned for May 2017, where all key stakeholders will finalize the respective guidelines for adoption and implementation.

In this regard, I'm writing to seek your kind cooperation to ensure that the expected outcomes of the project are successfully met for the betterment of the Cameroon Education system. The COL consultant executing the project, Dr Michael Nkwenti Ndongfack, Lead Inspector of Pedagogy for Educational Technology of the Ministry of Basic Education, will liaise with you to provide further information. Please also do not hesitate to contact me should you require any further information or clarifications by either email at iabeywardena@col.org, by telephone at +1 604 775 8263 directly or by fax at +1 604 775 8210.

Thank you.

Sincerely Yours,

Dr. Ishan Abeywardena
Adviser: Open Educational Resources

cc: Dr Michael Nkwenti Ndongfack, Lead Inspector of Pedagogy for Educational Technology, Ministry of Basic Education, P.O. Box 30970 Biyem-Assi, Yaounde, Centre Region, Republic of Cameroon and COL Consultant for the Project by email at nkwenti@ens.cm

4710 Kingsway, Suite 2500, Burnaby, BC V5H 4M2, Canada
TELEPHONE: +1 604 775 8200   FAX: +1 604 775 8210   EMAIL: info@col.org   WEB: www.col.org

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APPENDIX 4B: COL'S Letter to the Regional Delegates of Secondary Education

COMMONWEALTH of LEARNING

Learning for Sustainable Development

October 4, 2016

Regional Delegate
Ministry of Secondary Education (MINESEC)
Republic of Cameroon

Dear Sir/Madam,

RE: Advocacy, Sensitization and Development of Draft Open Educational Resources (OER) Guidelines for the Ten Regional Delegations of the Ministry of Basic Education (MINEDUB) and the Ministry of Secondary Education (MINESEC) in Cameroon

The Commonwealth of Learning (COL) is an intergovernmental organization created by Commonwealth Heads of Government in 1987 to encourage the development and sharing of open learning and distance education knowledge, resources and technologies. COL focuses on promoting learning for sustainable development and assists governments and institutions / organizations to expand the scale, efficiency and quality of learning. The core strategies to leverage COL's impact are partnerships, building capacity, developing materials and models that can be scaled up and developing appropriate and enabling policies.

One of the key corporate outcomes for COL, based on COL's strategic plan for 2015-2021, is increased and equitable access to, and use of, quality learning opportunities. This is also in line with Goal 4 of the Sustainable Development Goals (SDG). In this regard, COL is currently looking to focus on the areas of (i) improving the content and quality of textbooks; and (ii) upgrading of primary and secondary curriculum in Cameroon through the use of Open Educational Resources (OER). To this extent, COL has already communicated its plans for interventions to Mr. Jean Ernest MASSENA NGALLE BIBEHE, Minister of Secondary Education on October 04, 2016.

With a view of promoting OER in the Cameroon School Education System, COL has initiated a project to develop OER guidelines for the ten Regional Delegations of the Ministry of Basic Education (MINEDUB) and the Ministry of Secondary Education (MINESEC). The expected outcomes of the project are to (i) prepare draft OER guidelines which cater to the requirements of the Regional Delegations of MINEDUB and MINESEC in Cameroon; (ii) build awareness among key stakeholders at Regional Delegations of MINEDUB and MINESEC on the concept and impact of OER; (iii) advocate the necessity and benefits of a Regional OER guidelines for Education; (iv) initiate the process of drafting OER guidelines for each region; (v) identify champions in each Regional Delegation of MINEDUB and MINESEC who will provide input to the draft OER guidelines; and (vi) provide ongoing online support/follow-up to champions of each Regional Delegation of MINEDUB and MINESEC leading up to a final draft guideline. This project will lead to a National workshop on OER policy/guidelines, tentatively planned for May 2017, where all key stakeholders will finalize the respective guidelines for adoption and implementation.

In this regard, I'm writing to seek your kind cooperation to ensure that the expected outcomes of the project are successfully met for the betterment of the Cameroon Education system. The COL consultant executing the project, Dr. Michael Nkwenti Ndongfack, Lead Inspector of Pedagogy for Educational Technology of the Ministry of Basic Education, will liaise with you to provide further information. Please also do not hesitate to contact me should you require any further information or clarifications by either email at iabeywardena@col.org, by telephone at +1 604 775 8263 directly or by fax at +1 604 775 8210.

Thank you.

Sincerely Yours,

Dr. Ishan Abeywardena
Adviser: Open Educational Resources

cc: Dr Michael Nkwenti Ndongfack, Lead Inspector of Pedagogy for Educational Technology, Ministry of Basic Education, P.O. Box 30970 Biyem-Assi, Yaounde, Centre Region, Republic of Cameroon and COL Consultant for the Project by email at nkwenti@ens.cm

APPENDIX 5A: Minister's Letter to Regional Delegates of Basic Education

REPUBLIQUE DU CAMEROUN
Paix – Travail – Patrie

MINISTERE DE L'EDUCATION DE BASE

INSPECTION GENERALE DES ENSEIGNEMENTS

INSPECTION DE PEDAGOGIE CHARGEE DE
TECHNOLOGIES EDUCATIVES

N° ___ /MINEDUB/IGE/IP-TE

REPUBLIC OF CAMEROON
Peace – Work – Fatherland

MINISTRY OF BASIC EDUCATION

INSPECTORATE GENERAL OF EDUCATION

INSPECTORATE OF PEDAGOGY IN CHARGE OF
EDUCATIONAL TECHNOLOGIES

Yaounde, 11 OCT 2016

The Minister of Basic Education

To

Regional Delegates of Basic Education

Subject: Advocacy, Sensitization and Development of Draft Open Educational Resources Guide for the Ministry of Basic Education

The Commonwealth of Learning (COL) is assisting Cameroon to develop a Guide for the production and use of Open Educational Resources (OER) in schools under the Ministry of Basic Education. OER are learning resources produced or adapted from other sources by educators and made available free of charge for all categories of learners.

This activity falls in line with COL's strategic plan for 2015-2021; the 2030 Sustainable Development Goals; and responds to Cameroon's Education and Training Sector Strategy. This initiative is coming up at a time when education stakeholders are preoccupied with the non-availability and high cost of textbooks in our educational system.

The project will run in two phases: the first phase will run from October 10 to November 10, 2016 and requires COL's Consultant for the project to work with Pedagogic Inspectors Coordinators and Inspectors at Regional Delegations to produce a draft OER Guide; the second phase scheduled for May 2017, will bring stakeholders together in a national workshop to validate the draft OER Guide.

On behalf of COL, Dr. Michael Nkwenti Ndongfack, Inspector of Pedagogy for Educational Technologies, MINEDUB will work with your Regional Inspector Coordinator of Education, Regional Pedagogic Inspectors, and Advisers to:

- sensitise key stakeholders at Regional Delegations of Basic Education about OERs and its impact on learning;
- identify personnel of who will participate in preparing the OER Guide;
- use online technology to support the personnel to actively participate in preparing the OER Guide;
- produce the draft OER Guide which responds to the needs of the Ministry of Basic Education.

I hereby request that you give him all the support needed to carry out this activity successfully.

Mme YOUSSOUF
née HADIDJA ALIM

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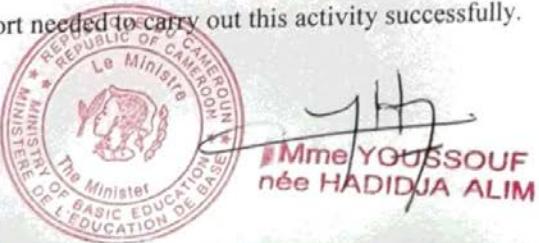
APPENDIX 5B: Minister's Letter to Regional Delegates of Secondary Education

REPUBLIQUE DU CAMEROUN
Paix – Travail – Patrie

MINISTERE DES ENSEIGNEMENTS SECONDAIRES

SECRETAIRE GENERALE

POINT FOCAL DE COMMONWEALTH OF LEARNING

REPUBLIC OF CAMEROON
Peace – Work – Fatherland

MINISTRY OF SECONDARY EDUCATION

SECRETARIAT GENERAL

COMMONWEALTH OF LEARNING FOCAL POINT

Yaounde, 1 0 OCT 2016

N° 2094 /MINESEC/SG/COL-PF

The Minister of Secondary Education

To

Regional Delegates of Secondary Education

Subject: Advocacy, Sensitization and Development of Draft Open Educational Resources Guide for the Ministry of Secondary Education

The Commonwealth of Learning (COL) is assisting Cameroon to develop a Guide for the production and use of Open Educational Resources (OER) in schools under the Ministry of Secondary Education. OER are learning resources produced or adapted from other sources by educators and made available free of charge for all categories of learners.

This activity falls in line with COL's strategic plan for 2015-2021; the 2030 Sustainable Development Goals; and responds to Cameroon's Education and Training Sector Strategy. This initiative is coming up at a time when education stakeholders are preoccupied with the non-availability and high cost of textbooks in our educational system.

The project will run in two phases: the first phase will run from October 10 to November 10, 2016 and requires COL's Consultant for the project to work with Pedagogic Inspectors Coordinators and Inspectors at Regional Delegations to produce a draft OER Guide; the second phase scheduled for May 2017, will bring stakeholders together in a national workshop to validate the draft OER Guide.

Dr. Michael Nkwenti Ndongfack, COL's Consultant for the project will work with your Regional Pedagogic Inspectors and Coordinators to:

- sensitise key stakeholders at Regional Delegations of Secondary Education about OERs and its impact on learning;
- identify personnel of who will participate in preparing the OER Guide;
- use online technology to support the personnel to actively participate in preparing the OER Guide;
- produce the draft OER Guide which responds to the needs of the Ministry of Secondary Education.

I hereby request that you give him all the support needed to carry out this activity successfully.

Le Ministre
The Minister

Jean Ernest Masséna Ngallé Bibehé

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APPENDIX 6: Programme of work at the different Regional Delegations

Advocacy, Sensitization and Development of Draft Open Educational Resources Guide for the Ministries of Basic and Secondary Education

Day	Date	Region	Time
Friday	14 Oct 2016	East	9 am – 11 am
Monday	17 Oct 2016	South	10 am – 12 pm
Tuesday	18 Oct 2016	Centre	10 am - 12 pm
Thursday	20 Oct 2016	West	11 am – 1 pm
Friday	21 Oct 2016	North West	9 am - 11 pm
Monday	24 Oct 2016	South West	9 am – 11 am
Tuesday	25 Oct 2016	Littoral	9 am – 11 am
Monday	31 Oct 2016	Far North	9 am – 11 am
Tuesday	1 Nov 2016	North	9 am – 11 am
Thursday	3Nov 2016	Adamaoua	9 am – 11 am

APPENDIX 7: Agenda of the meeting session

Advocacy, Sensitization and Development of Draft Open Educational Resources Guidelines for the ten Regional Delegations of the Ministries of Basic and Secondary Education Cameroon

Agenda of the Meeting Session with officials on OER Guide for Cameroon

Duration of the meeting, 2h 00m

- Welcome and Self-Introductions of participants

- Purpose of the Meeting

- Introduction to COL, its work globally and specific projects in Cameroon (Open School Project, ODL in Higher Education and OER in Basic and Secondary Education)

- Introduction to the concepts of OER, Open Licensing and their significance in education, especially in supporting and enhancing learning outcomes

- Introduction to the Draft OER Guidelines for Schools and its significance

- Open Discussion on the draft guideline and general feedback from participants

- Designation of Champions/Coordinators to coordinate activities in their area in collaboration with project lead

- The National Workshop on OER Policy to be organized by COL with MINEDUB/MINESEC, in the near future (tentatively planned for May, 2017)

- Presentation of OER resource books and hand outs of presentations and the draft Guide for enrichment.

- Final Remarks and Conclusion

APPENDIX 8: Photographs of advocacy meetings

1 Adamaoua Region: Ngoundere

2. Centre Region: Yaounde

3. East Region: Bertoua

4. Far North: Maroua

5. Littoral Region: Douala

6. North: Garoua

7. North West: Bamenda

8. West Region: Bafoussam

9. South Region: Ebolowa

10. South West

APPENDIX 9: List of OER Champions for the two Mistries in each of the 10 Regions of Cameroon

Region	N°	Names	Position	Telephone	Email
Adamaoua (MINEDUB)	1	KOMGUEP NGUEMNANG Zacharie C.	IRP - TE	677 345 337	zac_komguep@yahoo.fr
	2	ANGOUNOU Jérémie	IRP - EP	676 422 212	angounou33@ymail.com
	3	BIDIAS A ZINTCHEM Paul	IRP - ALPHA	675 210 366 242 169 968	paulbidias_azintchem@gmail.com
	4	DJOB TOUSSIA Ernest	CRP - AEBNFPLN	677510313	etoussia@yahoo.fr
	5	AMBOMO Marie Claire	IRP - EM	677642409	marieclaireambomo@yahoo.fr
Adamaoua (MINESEC)	1	Moses OBEN MBU	CRP - BIL	677913482	mosesobenmbu@gmail.com
	2	NGAH MINKOULOU Victorine Pascale épse DIBENGUE	ICR - EN	674 621 190	ngahminkouloup@yahoo.com
	3	ELUME Grace DIONE	ICR - BIL	677 453 006	elume1@yahoo.com
	4	ANYA MVONDO Achille Robert	ICR - INFO	699 617 002	achille.anyamvondo@yahoo.fr
	5	ZOMENE Moïse	ICR - SCIENCES	699 767 663 676 269 283	zomenems@yahoo.fr
	6	WAGUELE	ICR - OVS	672 607 734	waguelegabriel@yahoo.fr
	7	BIONDI KEDENG	ICR - STT	674 312 770	bkedeng@yahoo.com
	8	ZE Joseph Eugène P.	ICR - SH	877 671 214 242 190 193	zjep2000@gmail.com
	9	FOE ATEBA Protais	ICR - TI	677 597 961	atebafoe@yahoo.fr
	10	JOGUE Samuel	ICR – LAL	695 090 006 652 684 102	zambjamip@yahoo.fr

Region	N°	Names	Position	Telephone	Email
Centre (MINEDUB)	1	YAMDJEU Léonie	ICE	677 610 107	yamdjeuleonie@yahoo.fr
	2	NJUH Godlove ACHUO	IRP - BIL	677 283 303	angounou33@ymail.com
	3	BIDIAS A ZINTCHEM Paul	IRP - ALPHA	675 210 366 242 169 968	paulbidias_azintchem@gmail.com
	4	DJOB TOUSSIA Ernest	CRP - AEBNFPLN	677510313	etoussia@yahoo.fr
	5	AMBOMO Marie Claire	IRP - EM	677642409	marieclaireambomo@yahoo.fr
Centre (MINESEC)	1	Moses OBEN MBU	CRP - BIL	677913482	mosesobenmbu@gmail.com
	2	NGAH MINKOULOU Victorine Pascale épse DIBENGUE	ICR - EN	674 621 190	ngahminkouloup@yahoo.com
	3	ELUME Grace DIONE	ICR - BIL	677 453 006	elume1@yahoo.com
	4	ANYA MVONDO Achille Robert	ICR - INFO	699 617 002	achille.anyamvondo@yahoo.fr
	5	ZOMENE Moïse	ICR - SCIENCES	699 767 663 676 269 283	zomenems@yahoo.fr

Region	N°	Names	Position	Telephone	Email
Far North (MINEDUB)	1	NJI Julius ZHIE	ICE	677 372 546	jzhienji@gmail.com
	2	EWANE EYAMA Hilaire	IRP – TE		ewane_eyama@yaho.fr hilaieewane@gmail.com
	3	SOH Chantal	IRP - EM	694 100 626	chekamchantys@yahoo.fr
	4	MOULAKDI André	CPR - EP	696 009 924	moulakdiandre@gmail.com
	5	ESSOMBA Célestin	IRP - EP	695 871 460	essomba.celestin@yahoo.fr
	6	SAMBA Symplice	IRP - BIL	699 619 898	symplices@yahoo.fr
Far North (MINESEC)	1	BARE Jean Pierre	IRP - TIC	675 871 560 697 213 527	bareljeanpie@gmail.com
	2	FOMENA TATSITSA Sylvain	ICR - EN	670 350 784 699 650 481	fomenesylvain@yahoo.fr
	3	KELLOU Florence épse DJAOYANG	ICR - STT		djaoyangflorence@yahoo.fr
	4	ALPHA SABEROU	ICR - TI	699 810 053	saberou_alpha@yahoo.fr
	5	GEMOH John	ICR - BIL	672 615 805 699 664 255	gemohjohn@yahoo.fr
	6	TSAFACK Marie Louise	IRP - SVTEEHB	677 687 894	marie.louisek@yahoo.fr
	7	TAKOU Paul	IRP - INFO	699 054 333	takou_paul@yahoo.fr
	8	IYA OUSMANOU H.	IRP - INFO	699 026 629	hamadiya222@yahoo.fr

Region	N°	Names	Position	Telephone	Email
North (MINEDUB)	1	BALEBA Laurentine	ICE	699 861 376	laurentinebaleba@yahoo.fr
	2	MESSINA Gérard	IRP - TE	677 968 948	grardmessina@yahoo.com
	3	BIBAI NDIGUI	IRP - EP	677 085 700	bibaindiguisepe@gmail.com
	4	NDAH Julius CHO	IRP - BIL	677 398 317	
	5	DOMADJE Timothée	IRP - ALPHA	691 876 605	
North (MINESEC)	1	TCHIAZE Jean Pierre	ICR - SC	242 197 187	jeantchiaze@yahho.fr
	2	BILIAS Bienvenu	ICR - EN	675 207 648	biliasbienvenu@yahoo.fr
	3	IROUME SILIMANOU	ICR - TI	677 813 888	isimanou@yahoo.com
	4	KAKE DE FONKOU née MEDJOU Carole	IRP - BIL	695 101 357	karomedjou@gmail.com
	5	SAMPSON AGBOR AKO	IRP - ECONS	677 657 082 695 908 677	samsonagborako@gmail.com
	6	BITOU'A BI ZE Jean	IRP - LAL	676 174 379	bibize72@gmail.com
	7	DONGMO TSAGUE Beaudelaire	IRP - STT	695 721 786	dongmotbeau@yahoo.fr
	8	EKOLE KOMOKO A.	IRP - OVS	674 858 722	ekolekomoko@yahoo.com
	9	WADOU Joseph	IRP - INFO	696 842 668	wadaldal06@yahoo.fr

Region	N°	Names	Position	Telephone	Email
Littoral (MINEDUB)	1	NINGO Doris	IRP - BIL	677 662 064	ningodoris@gmail.com
	2	NDIKUM Evaristus SAB	C/SEXC	677 554 718	ndikumsabeva@yahoo.fr
	3	NJOH ETEKI Robert	IRP - TE	677 585 909	njohetekirobert79@yahoo.fr
	4	NANTCHOUANG Robert	CA - TE	653 257 813	robertnantchouang@gmail.com
	5	NZAMA ATONIE Jeannine	CPR - TE		nzamajeannine@gmail.com
	6	BEBEY Joseph	CA - TE	675 751 531	j_bebey5@yahoo.fr
Littoral (MINESEC)	1	ATEBA BESSALA Jean Marie	IRP - PHILO	699 757 071	atebabessalajean@yahoo.fr
	2	MBANTENKHU Mercy M. epse MEGNA	IRP EN	699 965 207	
	3	OLINGA Diane Josephe	IRP EN	699 549 926	dianemessina7@gmail.com
	4	LEUWAING Roger	IRP - AL	699 928 197	

Region	N°	Names	Position	Telephone	Email
South West (MINEDUB)	1	EBI Patrice NEGBO	IRP - TE	677 241 609	ebipatrice35@gmail.com ebipatrice07@gmail.com
	2	NDA Joan TABI	IRP – EM	678 459 071	
	3	NGEH Emmanuel	CRP - EP	675 341 269	ngrhemmanu@gmail.com
	4	BAH Moses AWASI	CRP - TE	679 731 067	mosesbah@gmail.com
	5	Dr. KATE FANDE	IPR - ALPHA	677 605 203	ndohket@yahoo.com
	6	ASHU MBI Samuel	CPR - TE	676 667 266	ashumbisamuel@live.com
	7	TITSE Isaac	IRP - BIL	677 159 551	
South West (MINESEC)	1	BANGA BITCHANGA E. Parfait	IRP - MISTAX	677 603 808	banga07@yahoo.fr
	2	Dr. Koggerson Bertha ESUNG epse EKWOGE	IRP - TE	675 709 056	esungbertha@gmail.com
	3	CHIFU Emmanuel BAWE	IRP - INFO	677 684 713	bawemuba@yaoo.com
	4	NANA née EKURI AGBOR Philippa	IRP - BIL	677 775 190	ekaphil95@yahoo.com
	5	FOTSO	IRP - ECM	676 225 009	chariteangel8@gmail.com
	6	Doris BESEM A.	IRP - BIOLOGY	677 356 040	besemarrey@yahoo.ca
	7	NZUME Deris	IRP - PHYSICS	677 920 008	deriseetuge@gmail.com
	8	NWABO Clet Anicet	IRP - ACCOUNTS	677 928 968	nwaboa@yahoo.fr
	9	Rachel EDUN EKOM	IRP - GEOLOGY	677 202 194	ekomrachel@gmail.com
	10	NYENTY ENOW Sylvester	IRP - PLUMBING	651 713 280	nyentyenow18@gmail.com
	11	Andrew Y. GABUIN	IRP - ACCOUNTING	677 571 621 243 208 423	andrewyubuin@yahoo.com

Region	N°	Names	Position	Telephone	Email
East (MINEDUB)	1	FRU Martine CHE	IRP - BIL	677 517 210	frumartine@ymail.com
	2	ALIMA Paul	IRP - TE	675 882 779	alimapaul47@yahoo.fr
	3	BABEY Mary	IRP - EP	677 341 854	em_chongwan@yahoo.com
	4	RIKAM René	IRP - EM	699 565 504	renerikam@ymail.com
	5	ENOW Andrew EBAÏ	CPR - EP	650 676 975	
	6	TALLA Gabriel	CPR - ALPHA	677 645 427	tallaos@yahoo.fr
	7	ZOHOYA Roger	CPR - ALPHA	654 020 250	zohoya@gmail.com
East (MINESEC)	1	KPADOUM Vincent De Paul	IRC - SCIENCES	699 570 509	kpadoum@yahoo.fr
	2	MBEDE Elisabeth	IRP - BIL	677 025 273	eme151@yahoo.fr
	3	Benedict ALEABELAH	IRP - GEO	677 474 652	benedictaleabelah@yahoo.com
	4	MEJEU Chantal			
	5	BADLA Jules			

Region	N°	Names	Position	Telephone	Email
West (MINEDUB)	1	LEMOUBENG Jean Pierre	IRP - TE	699 944 488 677 743 916	jplemoubeng@gmail.com
	2	Peter AMAAZEE	IRP - BIL	677 024 274 694 471 402	peteamaazee01@yahoo.fr
	3	LOTI Pulchérie	IRP - EM	699 875 121	lotipulcherie@yahoo.fr
	4	NDAM Clarisse	IRP - EP	699 815 136 679 016 938	clarissemeganche@gmail.com megancheclarisse@gmail.com
	5	DOUMBE MOUEN Paulette	IRP - AEBNFPLN	677 525 538 696 183 459	chantalemabong@yahoo.fr
	6	TCHOUAMOU Gislaine Flore	CPR – EP	675 374 221 698 469 335	florekoguem@yahoo.fr
	7	MBAH Mary ATAM	CPR - BIL	677 617 709	atam.mary15@yahoo.com
West (MINESEC)	1	NGWA Andrew MBEREWI	ICR - INFO	677 727 255	ngwaandrewm@yahoo.com
	2	YMELE Paul	IRP -	699 994 208	p_ymele@yahoo.fr
	3	LEMANA Louis	IRP	699 567 221	lemanalouisth@yahoo.fr
	4	YEMANI Martin D.	Chef Antenne CAAP	677 676 509	martinyemani@gmail.com
	5	KENNE née LONGMOU KEUHA Rachel	ICR – SCIENCES	679 286 154	kenne.rachel@yahoo.fr
	6	JOHLIO Robert Marie	ICR - LAL	677 777 174	joroma16@yahoo.fr
	7	Protus NSOM FOINTAM	IRP - GEOLOGY	677 303 766	protus.nsom@yahoo.com
	8	NJOGWOUO Jean Baptiste	ICR - BIL	699 107 724	jbnjonwo@yahoo.fr
	9	TEMATIO Victor	IRP - INFO	699 218 638	victortematio@yahoo.fr

Region	N°	Names	Position	Telephone	Email
South (MINEDUB)	1	NOAH Nadine	ICE	677 580 221	nadinemetomo@gmail.com
	2	MAYOH MBVOUM Oscar	IRP - TE	677 302 733	mmayoh_1@yahoo.fr
	3	EHANDA Odile epse EMANE	CPR - TE	675 069 506 655 162 700	odileehanda1234@gmail.com
	4	NGA FOUDA Line Nelly épse BAMELA	CPR - EP	675 637 258 664 477 110	linenelly@yahoo.fr
	5	NFI Joachim LUME	CPR - BIL	675 967 177	
South (MINESEC)	1	AHIDJO DIFFO Raoul	IRP - INFO	679 119 425 699 287 758	morganraoul@yahoo.fr
	2	ABESSOLO ABAH François	IRP - INFO	677 643 134 693 333 990	abessolo134@gmail.com francabess@yahoo.fr
	3	EMANE Gaston	ICR - EN	677 560 807 663 116 712	emane_gaston@yahoo.fr
	4	ZEH Bruno	ICR - TI	697 781 580 242 023 863	zeh_bruno@yahoo.com
	5	NTSAMA Jean Emmanuel	IRP - INFO	674 900 491 696 450 241	ntsama.jemma@gmail.com
	6	ABOUKONG Véronique Yvette Solange	IRP - BIL	677 257 542 655 596 501	yaboukong@yahoo.com
	7	MOUANGA Auguste Thierry	IRP - OS	695 549 769	thierrymouangaauguste@yahoo.fr
	8	MONTI Vincent Olivier	IRP - E	653 168 236	montipau@.com

Region	N°	Names	Position	Telephone	Email
North West (MINEDUB)	1	WIRNGO Daniel WIRDOH	CPR - TE	677 647 016	wirngodan@gmail.com
	2	Helen YUIN KUKWA	CPR - TE	677 866 140 697 117 533	yuinsalome@gmail.com
	3	NKWAIN NSUH Christian	IRP - EM	670 384 700	
	4	TEMUKUM née ALOTA Justine N.	Cadre - EM	677 412 508	
	5	TOBA Emerentia BIH	AEBNFPLN	677 859 838	tobaebih@gmail.com
North West (MINESEC)	1	TENDO Alfred	ICR - TI	670 520 033	tendoali@yahoo.com
	2	MELENG Samuel	IRP - TI	677 352 306	melengsamuelk@yahoo.com
	3	SOUTOU Clément N.	IRP - TI	677 434 523	soutouc@yahoo.fr
	4	NDONG Peter	IRP - CSC	677 441 880	ndongson2001@yahoo.com
	5	SUH Charles Cypr.	ICR - TE	677 949 580	suhcharles2005@yahoo.com
	6	TAMFU Frida NGUM	IRP - TE	677 796 998	fridatamfu@yahoo.ca

APPENDIX 10: Cameroon open educational resources community Facebook page

APPENDIX 11: Draft Open Educational Resources Guide for the Ministries of Basic and Secondary Education Cameroon

1.0. BACKGROUND

Education stakeholders in Cameroon are increasingly pre-occupied with the quality of learning outcomes for each learner. In 2010, UNESCO reiterated that, the quality of learning outcomes for each learner depends on many factors, among which are the possession of required course books/textbooks and other didactic materials. While there are various types of teaching and learning materials, the Ministries of Basic and Secondary Education in Cameroon have over the years concentrated their efforts in providing textbooks to learners as one of the many strategies to enhance learning outcomes. Textbooks are considered relevant in improving learning outcomes especially in large class sizes where very often, there is insufficient instructional time. The 2016 Global Education Monitoring Report observed that, a country that spends on learning materials is a good indicator of her commitment to providing a quality education for all. Efforts to supply schools in Cameroon with textbooks are constantly challenged with the recurrent economic down turn due to the falling prices of raw materials in the world market. The proportion of public investment budget for primary and secondary education dedicated to pedagogic materials in 2013 was less than 1% of the state education budget. Conversely, the UNESCO Institute for Statistics (2011) reported that a study of some 15 African countries revealed the state average investment budget on pedagogic materials at 6.6% in the primary and 5% in secondary schools.

A recent report published by the World Bank in April 2016 show that, the average textbook-to-learner ratio in Cameroon is 1:12. The lack of textbooks is even severe in schools with learners from low-income families. Disparities are greater in the three Northern Regions of Cameroon where accessibility to some areas has been jeopardised by terrorist attacks in the last three years. The World Bank report further observed that, only 11 percent of learners in these areas have access to at least one textbook. 17 percent of classrooms operate without a single French or English textbook.. Similarly, the 2013/2014 statistical yearbook of Ministry of Basic Education reported that, textbooks are very scarce in state-owned (Government) primary schools. The statistical book further revealed that in most classrooms, 19 learners use one Reading book for French/English and one mathematics textbook for 17 leaners.

The World Bank Report also noted that, the price of textbooks is very high and undoubtedly hinder a vast majority of parents from purchasing them for their children. The average cost of a textbook in most African countries is US$3 or about 1500 FCFA in Cameroon, it ranges from US$5.5 to US$9 or about 3000 to 4500FCFA. A parent would pay an average of 23.000 FCFA (US$ 46) for a primary school pupil's textbooks and up to 60.000 FCFA(US$ 120) for secondary school textbooks for a student per year. The limited availability and lack of textbooks have negative effects on the quality of Education. This explains why the evaluation of learning outcomes conducted by

the Programme for the Analysis of Education Systems (PASEC) in 2014 revealed that, the performance of primary school learners in reading and mathematics was very poor.

The problem of insufficient text books is not only limited to Cameroon, it is a global issue. The Fourth Sustainable Development Goal (SDG 4) recognises the challenges teachers face with limited learning materials and calls on all stakeholders in the education sector to "ensure inclusive and equitable quality education and promote lifelong learning opportunities for all". Furthermore, the 2030 education agenda reiterates that:

> "Educational institutions and programmes should be adequately and equitably resourced, with … books, other learning materials, open educational resources and technology that are non-discriminatory, learning conducive, student friendly, context specific, cost effective and available to all students – children, youth and adults."

These internationally negotiated perspectives recognise that teachers need textbooks to help guide what they do in the classroom in the same way as learners need textbooks to support their learning experiences (Global Education Monitoring Report, 2016). Based on these challenging issues, there is a need to identify alternative means to resource learners and teachers with quality learning materials. A review of some literature on textbook provision reveals that, Open Educational Resources can offer a cost effective alternative. As stakeholders continuously equip schools with various learning technologies and as Internet connectivity continues to improve across the country, it will constitute a sustainable pathway for the distribution of the resources.

1.1. Open Educational Resources

Open Educational Resources (OERs) are teaching and learning resources, software, and any other tools made available under an intellectual property license that allows for the free use or re-purposing usually under Creative Common licences. More explicitly, UNESCO (2012) defines 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, adaptati restrictions".

The term OER can include textbooks, course materials, other learning content such as simulations, videos, games, learning applications, syllabi, quizzes, assessment tools, and any other material that can be used for educational purposes. OER can originate from individual teachers, colleges, universities, libraries, archival organisations, government agencies, commercial organisations such as publishers, or other individuals who develop educational resources they are willing to share. On the other hand, the Cape Town Open Education Declaration (2007) clearly outlines that:

Open educational Resources should be freely shared through open licenses which facilitate use, revision, translation, improvement and sharing by anyone. Resources should be published in formats that facilitate both use and editing, and that accommodate a diversity of technical platforms. Whenever possible, they should also be available in formats that are accessible to people with disabilities and people who do not yet have access to the Internet.

Some researchers uphold that traditionally, teachers work on their own, creating their own resources with the technologies they are most familiar with to meet a specific teaching need and age group. The developed resources may be shared with other teachers teaching similar subjects, possibly in the same school, and engaged in minimal reuse of materials. OER makes it easier for teachers to find other teachers' resources that can inform their practice. Open access to OER, moreover, enables teachers to easily use someone else's resources in their teaching, rework other teacher's material, and even co-create (or remix) materials with others.

The advantages of integrating OERs into Cameroon's Educational system are many. OERs:

- Promote a culture of information and knowledge sharing among teachers and learners
- Reduce barriers to education by widening access and reducing cost to learning resources;
- Transform teaching and learning by providing free access to innovative pedagogic resources;
- Facilitate inclusive education for learners with varying abilities;
- Expand outreach to disadvantaged and marginalized communities;
- Encourage individualized learning
- Facilitate the incorporation of current worldwide trends in education thereby ensuring a global competiveness
- Enable the free access to and reuse of human knowledge in all its forms.

1.2.   OER Distribution Channels

The increasing proliferation of Information and Communication Technologies (ICT) into the school system can become a suitable channel for the distribution of OERs. The Ministries of Basic and Secondary Education are both working hard with partner organisations to equip schools with relevant ICTs through the establishment of ICT centres; the introduction of ICTs as a subject in the teaching-learning system; and teacher capacity building. In this regard, OER can act as an enabler which will allow schools to fully harness the potential provided by the new ICT initiatives. Furthermore, integration of OER to complement the textbooks provided to all school children would result in enhancing the quality and equity of education while contributing to the reduction of certain associated costs of the teaching-learning process. Promoting educators to engage in the production of complementary educational materials as OER, in the two official languages (English and French) as well as the national languages, would allow for the adaption and adoption of existing quality materials to match with the national school curriculum requirements. As a result, duplication of efforts can be reduced while promoting creative and innovative use of resources. Schools with

computer laboratories connected to the Internet can share OERs directly online; those without Internet connection can distribute their resources through CDROMs while those with no computer labs can benefit from the print formats of OERs. Besides, a recent national survey shows that the rate of mobile phone penetration in the country is above 80%. This can become a good distribution channel. The need for relevant guidelines and effective implementation strategies on OER therefore needs to be addressed to make educational resources freely available for reuse and repurposing through the use of open licenses. In this regard, this Guide recognises its place within or alongside the ICT in Education Policy of the Ministries of Basic and Secondary Education to ensure wider acceptance and use of OERs as an educational tool.

1.3.   Justification of this Guide

Globally, educational systems are exploring the potential of OERs to resource teachers and learners with wide variety of educational resources in diverse formats for free, to enhance knowledge creation. In Cameroon, most teachers and learners of the Basic and Secondary Education sub-sectors are not fully aware of the potential of these resources in enhancing learning outcomes. Currently, only few teachers and learners are utilising OERs despite the low purchasing powers of most parents and the high cost of textbooks. There have been a few initiatives to introduce the use of OERs in Basic and Secondary Education classrooms over the last two years. Although these initiatives and practices are on-going, there is no Guide. It is therefore, an imperative that the Ministries of Basic and Secondary Education develop a Guide that will guarantee the successful development, adaptation, sharing and use of OERs in the sub-sectors. This document will help sensitise teachers, learners and the greater community on the availability and free-use of open-licensed educational materials in a productive manner. Furthermore, it will guide all stakeholders in the production, adoption, adaptation, distribution and use of OERs regulated by open licenses. Based on best practices outlined by researchers (Adala, 2016; Camilleri, Ehlers & Pawlowski 2014; Ehlers, 2011; Karunanayaka, 2016), the following draft Guide is hereby proposed.

2.0.   GUIDELINE STATEMENTS

In recognition of the potential of OER to widen access to education at all levels, the Ministries of Basic and Secondary Education shall:

  a. Sensitise all stakeholders on the importance of OERs and how it can reduce the cost of educational materials and narrow the gap that exist in learners-textbooks possession ratio;
  b. Build capacity and develop positive attitudes in teachers and learners to embrace the philosophy of OER in the effective creation, adaption, distribution and use of the resources under open licenses to enhance quality and equity in education;
  c. Promote and foster the use of OER in the production of complementary educational materials that respond to the needs of the national school curriculum in the two official languages (English and French) to enhance quality learning outcomes;

d. Develop, supervise, and maintain OER repositories at National and Regional levels; develop OER quality assurance mechanisms and ensure the strict respect of open licensing of educational materials;

e. Use print formats, CDROMS, the Internet and emerging mobile technologies to facilitate access to, and redistribution of openly-licensed teaching and learning resources;

f. Collaborate with other governmental and non-governmental organisations on issues related to the development, adaptation and use of OERs in a variety of context;

g. Support teachers and learners to use and develop OERs under the legal framework of open licensing of the *Creative Commons[1]* which facilitates the reuse, revision, remixing, redistribution and retention (*Five 'R's*) of educational materials under open licenses;

h. Use OERs to resource disadvantaged and marginalised communities; facilitate inclusive education for learners with varying abilities and transform instructional processes with innovative pedagogical practices;

i. Use open licensing for educational materials including research resources produced with public funds to maximise their impact in education and training while restrictions, if any, shall be on a case by case basis.

3.0. OBJECTIVES OF THIS GUIDE

The objectives of this Guide shall be to:

a. Create a general public awareness on the existence of OERs and its potential in reducing the cost of educational materials and narrowing the gap that exist in learners-textbooks possession ratio among primary and secondary school learners;

b. Develop teachers and learners knowledge, skills and attitudes in the effective creation, adaptation, distribution and use of OER under open licenses with a view of enhancing quality and equity in education at school level;

c. Develop mechanisms that encourage, promote and ease the creation, adoption, adaptation, distribution and use of educational materials under open licenses in all schools under the Ministries of Basic and Secondary Education;

d. Develop OERs repositories; quality assurance mechanisms that enforce open licensing of educational material polices at national and regional levels;

e. Map out strategies that foster the distribution of OERs through print formats, CDROMS, Internet, and other emerging technologies to facilitate access to all users;

f. Identify strategies that foster partnerships with governmental and non-governmental organisations and institutions of learning interested in supporting the creation, adoption, adaptation, distribution and use of educational materials under open licenses;

g. Develop guidelines that encourage teachers and learners to create, adopt, adapt, distribute and

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[1] https://creativecommons.org/

use educational materials that adhere to the legal framework of open licensing of the *Creative Commons*;

h. Develop strategies that prioritise the distribution of OERs in disadvantaged and marginalised communities; facilitate inclusive education for learners with varying abilities and transform instructional processes with innovative pedagogical practices;

i. Monitor the use of open licensing for educational materials including research resources produced with public while restrictions, if any, shall be on a case by case basis.

4.0.   STRATEGIC OUTCOMES

The smooth implementation of the OER Guide will lead to the following strategic outcomes:

a. All stakeholders are aware of the existence of OERs and how it can cut down the cost of educational materials for learners and teachers;

b. A qualified team of teachers and learners with capabilities to effectively create, adopt, adapt, distribute and use OER under open licenses to enhance quality and equity in education;

c. A nationwide recognition and/or incentive strategy for teachers and learners who are actively demonstrating adoption of OER at school level;

d. A commitment from the Ministries of Basic and Secondary Education on the provision of OERs repositories, human, financial and other relevant resources necessary for the implementation of the OER guide at national and regional level as well as quality assurance mechanisms;

e.   A commitment from the Ministries of Basic and Secondary Education to distribute OERs through print formats, CDROMS, Internet, and other emerging technologies as need arises to facilitate access for all users;

f. A commitment from the Ministries of Basic and Secondary Education to work with governmental and non-governmental organisations and institutions of learning interested in supporting the creation, adoption, adaptation, distribution and use of educational materials under open licenses;

g. A commitment from the Ministries of Basic and Secondary Education to enforce copyright issues in the creation, adaptation, distribution and use of educational materials created under open licenses;

h. A commitment from the Ministries of Basic and Secondary Education to prioritise the distribution of OERs in disadvantaged and marginalised communities; facilitate inclusive education for learners with varying abilities and transform instructional processes with innovative pedagogical practices;

i. A commitment from the Ministries of Basic and Secondary Education to publish the past questions of sequential and certificate examinations as OER;

j. A commitment from the Ministries of Basic and Secondary Education to define a proportion of OERs to be included in the official book list annually

5.0.   SCOPE

This Guide shall apply to all schools under the Ministries of Basic and Secondary Education.

6.0.   RESPONSIBILITY

The Ministries of Basic and Secondary Education shall ensure compliance of this Guide.

7.0.   PROCEDURES

The implementation of this OER Guide in schools under the Ministries of Basic and Secondary Education shall be undertaken in the following ways:

a.   All schools under the Ministries of Basic and Secondary Education that is: Nursery, Primary, Adult Literacy Centres, Secondary General/Technical and Teacher Training Colleges shall comply with the respective OER guidelines and procedures;

b.   The Ministries of Basic and Secondary Education, shall facilitate the implementation of the OER Guide by working closely with individual schools;

c.   The Ministries of Basic and Secondary Education shall be the absolute owner of the copyright of any supplementary educational material/content created by individuals or group of teachers or learners and will make them available as OERs using available distribution formats;

d.   The Creative Commons licence is the preferred form of open licence. The six types of Creative Commons licence that are available for use are listed in **Appendix 1**.

e.   The Ministries of Basic and Secondary Education will adopt a **Creative Commons Attribution-Share Alike 4.0 International (CC-BY-SA 4.0) license**[2]**.** (note: the final license is to be decided by the Policymakers during adoption)

The license declaration on OER created by MINEDUB and MINESEC will be as follows:

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[2]http://creativecommons.org/licenses/by-sa/4.0/

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4 main categories of licenses:

BY – Attribution

SA - Share Alike

ND - No Derivatives

NC - Non-Commercial

APPENDIX 12: Projet du Guide des Ressources Educatives Libres pour les Ministères de l'Education de Base et des Enseignements Secondaires du Cameroun

1.0. CONTEXTE

Le secteur de l'éducation au Cameroun est davantage préoccupé par les résultats des apprentissages scolaires. En 2012, l'UNESCO a relevé que la qualité des résultats des apprentissages de chaque apprenant dépend de nombreux facteurs au rang desquels la possession des manuels scolaires requis ainsi que d'autres matériels didactiques. Bien qu'il existe différents types de matériel d'enseignement et d'apprentissage, le ministère de l'éducation de base et celui des enseignements secondaires ont au fil des années consenti des efforts dans la fourniture de manuels scolaires aux apprenants ainsi que de nombreuses stratégies d'amélioration des résultats de leurs apprentissages. Dans les classes à effectif pléthorique où les horaires sont insuffisants, la présence des livres est un aspect pertinent et contribue de manière spéciale à améliorer les apprentissages. Suivant le rapport mondial de suivi de l'éducation de 2016, il est établi que les matériaux d'apprentissage sont un indicateur pour chaque pays qui s'y investit et, lui permettent de faire montre de son engagement à fournir une éducation de qualité pour tous. Alors, le défi constant de doter les établissements scolaires du Cameroun de ressources d'enseignement/apprentissage reste confronté aux affres la crise économique ainsi qu'aux aléas de la récurrente baisse des prix des matières premières sur les marchés mondiaux. En 2013, la part du budget d'investissement public octroyée aux unités pédagogiques de l'enseignement primaire et secondaire était inférieure à 1% du budget total du secteur de l'éducation nationale. A l'inverse, les conclusions d'une étude menée en 2013 sur 15 pays africains par l'Institut de statistique de l'UNESCO ont souligné que la moyenne du budget d'investissement de l'État sur les ressources pédagogiques a été de 6,6% dans le primaire et 5% dans le secondaire.

Un rapport récent de la Banque Mondiale publié en avril 2016, a révélé que le ratio de possession du livre au Cameroun est d'un manuel pour douze apprenants. Le manque de livre est plus criard dans les établissements où les apprenants appartiennent aux couches pauvres et défavorisées de la population. Les disparités sont plus élevées dans la partie septentrionale du pays et principalement dans les zones qui subissent les assauts terroristes depuis trois ans. Plus loin, ce rapport indique que seule 11% d'apprenants de ces zones disposent d'au moins un livre. 17% de classes fonctionnent sans aucun livre de français et d'anglais. Dans le même sillage, l'annuaire statistique du Ministère de l'Education de Base de l'année scolaire 2013/2014 a relevé que le manuel scolaire est le grand absent des écoles primaires publiques. Aussi a-t-il indiqué que dans la majorité des classes, le ratio de possession du manuel est de 19 apprenants pour un livre de français ou d'anglais et de 17 pour un livre de mathématique.

Ce même rapport de la Banque Mondiale indique que le coût très élevé du livre constitue un véritable problème d'acquisition chez la majorité de parents. Le prix moyen d'un livre dans les pays

africains est estimé à 3 US$ soit 1500 frs tandis qu'au Cameroun, il est estimé entre 5.5 et 9 US$ soit un montant qui oscille entre 3000 to 4500 frs CFA. Le parent débourse donc en moyenne par an, une somme 23.000 frs soit 46 US$ pour les livres de l'élève du primaire et près de 60.000 frs soit 120 US$ pour celui du secondaire. La limitation de stock ainsi que la cherté du livre impactent négativement la qualité de l'éducation. Ceci explique pourquoi les résultats de l'étude sur l'évaluation des acquis scolaires menée par le Programme d'Analyse du Système Educatif (PASEC) ont montré que les performances des apprenants du primaire en lecture et mathématiques étaient très insatisfaisantes.

Le problème d'insuffisance des manuels scolaires ne se limite pas au Cameroun car il est un problème d'ordre mondial. Sous le même angle, le quatrième objectif de développement durable en matière d'éducation reconnaît les défis auxquels sont confrontés les enseignants avec le redoutable déficit de matériaux d'apprentissage. C'est dans ce sens qu'il est demandé à tous les acteurs du secteur de l'éducation d'œuvrer pour «assurer une éducation de qualité, inclusive, équitable, et, de promouvoir des possibilités d'apprentissage pour tous». Bien plus, l'agenda 2030 de l'éducation réitère que:

> «Les institutions ainsi que les programmes qui relèvent de l'éducation devraient être pourvus de manière suffisante et équitable de ressources telles que : des livres, d'autres matériels didactiques, des ressources éducatives libres ainsi que la technologie non discriminatoire et conviviale à l'apprenant, tout comme des conditions favorables à l'apprentissage, un contexte spécifique, un coût abordable et accessible à tous les apprenants, jeunes et adultes ".

Ces perspectives établies au niveau international sont une reconnaissance du besoin de manuels qu'ont les enseignants pour faciliter leurs pratiques de classe, de même que les apprenants pour soutenir leurs expériences d'apprentissage (Rapport mondial de suivi de l'éducation 2016).

Sur la base de ces défis préoccupants, il urge d'identifier des alternatives en vue d'outiller les enseignants et les apprenants en ressources de qualité. La revue de la littérature sur l'accès aux livres révèle que, les ressources éducatives libres constituent une alternative au coût persuasif. Aussi faut-il souligner que la volonté gouvernementale d'équiper continuellement les écoles d'outils technologiques pour les apprentissages comme internet, participe de la démarche durable de vulgarisation des ressources éducatives.

1.1. **Les Ressources Educatives libres (REL)**

Toujours présentées sous la licence Creative Commons, les ressources éducatives libres (REL) désignent des ressources d'enseignement/d'apprentissage, des logiciels et tout autre outil rendu accessible sous licence de la propriété intellectuelle et donnant libre accès à l'usage ou à la révision. De manière plus explicite, UNESCO (2012) définit la REL comme,

« un ensemble de ressources de recherche, d'enseignement et d'apprentissage de support varié et même des ressources numériques. Ces ressources ouvertes réservées au public ou encore diffusées sous licence libre sont gratuites, libres d'accès, exploitable, adaptables et révisables avec ou sans restriction ».

Le concept REL peut englober les livres, les matériaux de leçons, les autres contenus d'apprentissage tels que les simulations, les vidéos, les jeux, les applications d'apprentissage, les syllabaires, les quizz, les outils d'évaluation et toute autre ressource qui peut converger vers l'objectif d'enseignement. La REL peut être crée par un enseignant, des collèges, des universités, des bibliothèques, des structures d'archives, des cabinets du gouvernement, des organisations à but lucratif comme celles des éditeurs et d'autres individus qui développent les ressources éducatives à partager.

Aussi faut-il relever la Déclaration de Cape Town sur les ressources éducatives libres de (2007) qui stipule que :

> Les REL doivent être gratuites et libres d'accès à travers des licences ouvertes qui facilitent à la fois : l'utilisation, la révision, la traduction, l'amélioration et le partage à tous. Ces ressources doivent être éditées sur des formats qui rendent l'usage et l'édition plus aisés et qui, s'accommodent de la diversité des plateformes techniques. Elles devront aussi être accessibles sur des formats destinées aux personnes qui ont des besoins spécifiques ainsi qu'à celles qui n'ont pas directement accès à internet.

Certains chercheurs soutiennent que traditionnellement, les enseignants travaillent tous seuls. Le faisant, ils créent à l'aide des technologies qui leur sont le plus familières, leurs propres ressources pour une tranche d'âge ou pour un besoin spécifique dans l'enseignement. Les ressources développées pourront être partagées avec d'autres enseignants qui dispensent la même discipline dans la même structure et, mobilisées pour leur réutilisation minimale. Les REL facilitent l'accès des enseignants aux ressources qui orientent leur pratique de classe. Bien plus, le libre accès aux REL permet aux enseignants d'utiliser aisément les ressources d'un tiers dans leur pratique enseignante, d'amender les ressources des pairs et d'en co-créer de nouvelles.

L'intégration des REL dans le système éducatif du Cameroun charrie beaucoup d'avantages au rang desquels :

- La promotion de la culture du partage du savoir et de l'information entre enseignants et élèves ;
- La réduction des barrières à l'éducation par l'élargissement de l'accès et la réduction du coût des ressources pédagogiques;
- La transformation de l'enseignement/apprentissage qui donne libre accès aux ressources pédagogiques innovantes ;
- La facilitation de l'éducation inclusive au profit des apprenants à besoins spéciaux ;
- L'extension aux communautés marginalisées et désavantagées;

- L'encouragement de l'apprentissage individualisé ;
- La prise en compte facile des nouvelles tendances mondiales en éducation conduisant à la compétition planétaire ;
- La promotion du libre accès et de la réutilisation de la production humaine sous toutes ses formes.

1.2. **Les canaux de distribution des REL**

La prolifération croissante des technologies de l'information et de la communication (TIC) dans le système scolaire peut devenir un canal approprié pour la distribution des REL. Le ministère de l'éducation de base et celui des enseignements secondaires travaillent avec des organisations partenaires pour: équiper les écoles avec les TIC, créer des centres de TIC; introduire les TIC comme discipline dans le système d'enseignement-apprentissage et renforcer les capacités des enseignants. À cet égard, les REL peuvent contribuer comme des catalyseurs qui permettront aux écoles d'exploiter pleinement le potentiel offert par les nouvelles initiatives en matière de TIC. En outre, l'intégration complétive des REL aux côtés des manuels des apprenants traduirait la marche vers l'amélioration de la qualité de l'éducation ainsi que la recherche de l'équité. Aussi contribue-t-elle à la réduction de certains coûts associés au processus d'enseignement-apprentissage. Encourager les éducateurs à se livrer à la production de ressources didactiques supplémentaires comme les REL dans les deux langues officielles (anglais et français) et les langues nationale, permettrait l'adaptation et l'adoption de matériaux de qualité existants pour correspondre aux exigences du programme scolaire national. En conséquence, la duplication des efforts peut être réduite tout en favorisant l'utilisation créative et innovante de ces ressources. Les écoles dotées de laboratoires informatiques peuvent acheter la connexion Internet et distribuer directement leurs ressources en ligne tandis que, celles qui n'en disposent pas peuvent le faire par CDROM ou sur formats imprimés. D'ailleurs, une récente enquête nationale montre que le taux d'acquisition du téléphone mobile dans le pays est au-dessus de 80% et peut servir d'issue de distribution des ressources.

Le manque d'orientations pertinentes et de stratégies efficaces d'implémentation des REL sont un besoin à combler pour permettre d'accéder librement aux ressources éducatives sous licences ouvertes pour réutilisation et adaptation. Sous cet angle, cette orientation se forge relativement dans la politique éducative des TIC des ministères de l'éducation de base et des enseignements secondaires en vue d'assurer une vaste accommodation et usage des REL en éducation.

1.3. **Justification de ce Guide**

Les systèmes éducatifs à l'échelle mondiale explorent le potentiel des REL à offrir gratuitement aux enseignants et apprenants une vaste gamme de ressources pédagogiques afin d'améliorer la création de connaissances. Au Cameroun, la plupart des enseignants et apprenants du primaire et du secondaire ne sont pas pleinement conscients du potentiel de ces ressources quant à l'amélioration des résultats des apprentissages. Néanmoins, quelques initiatives d'introduction des REL dans les classes du primaire et du secondaire au cours des deux dernières années ont été notées en dépit du

faible pouvoir d'achat de la plupart des parents ainsi que du coût élevé des manuels scolaires. Bien que ces initiatives et pratiques soient en cours, il n'existe pas de guide. Il est donc impératif que les ministères en charge de l'éducation de base et des enseignements secondaires élaborent un guide afin d'orienter le développement réussi, l'adaptation, l'adoption, le partage et l'utilisation des REL dans le sous-secteur de l'éducation. Ce document contribuera à sensibiliser les enseignants, les apprenants et la communauté toute entière sur la disponibilité et la gratuité des ressources éducatives libres présentées sous licence. En outre, elle orientera toutes les parties prenantes dans la production, l'adaptation, l'adoption, la distribution et l'utilisation des REL réglementées par des licences ouvertes. Les meilleures pratiques décrites par les chercheurs (Adala, 2016; Camilleri, Ehlers & Pawlowski 2014; Ehlers, 2011; Karunanayaka 2016), justifient le présent projet de guide.

2.0. DÉCLARATIONS DU GUIDE

En reconnaissance du potentiel des REL pour élargir l'accès à l'éducation à tous les niveaux, les ministères de l'éducation de base et des enseignements secondaires devront:

a) Sensibiliser toutes les parties prenantes à l'importance des REL, et à leur capacité à réduire le coût des matériels pédagogiques ainsi que, l'écart existant entre les apprenants et le taux de possession des manuels scolaires.

b) Renforcer les capacités et développer des attitudes positives chez les enseignants et les apprenants afin qu'ils adoptent de manière effective la philosophie des REL dans la création, l'adaptation, la distribution et l'utilisation des ressources sous licence ouverte pour améliorer la qualité et l'équité dans l'éducation;

c) Promouvoir et encourager l'utilisation des REL dans la production du matériel pédagogique supplémentaire qui répond aux besoins des programmes scolaires nationaux dans les deux langues officielles (anglais et français) en vue d'améliorer les résultats d'apprentissage de qualité;

d) Élaborer, superviser et entretenir des banques de REL aux niveaux national et régional; Mettre au point des mécanismes d'assurance qualité des REL et, veiller au strict respect des licences ouvertes des matériels pédagogiques;

e) Utiliser des formats imprimés, des CD ROMS, Internet et des outils mobiles de technologiques émergentes pour faciliter l'accès et la redistribution des ressources d'enseignement/apprentissage sous licence ouverte;

f) Collaborer avec d'autres organisations gouvernementales et non gouvernementales sur des questions relatives au développement, à l'adaptation et à l'utilisation des REL dans des contextes variés;

g) Soutenir les enseignants et les apprenants à l'utilisation et au développement des REL dans le cadre légal des licences ouvertes Creative Commons qui facilite la réutilisation, la révision, le remixage, la redistribution et la rétention (cinq «R») des ressources éducatives sous licences ouvertes.

h) Utiliser les REL pour approvisionner les communautés défavorisées et marginalisées; Faciliter l'éducation inclusive pour les apprenants ayant des aptitudes différentes et transformer les processus d'enseignement par des pratiques pédagogiques novatrices;

i) Utiliser les licences ouvertes pour le matériel éducatif, y compris le matériel de recherche produit sous fonds publics en vue de maximiser leur impact dans l'éducation et la formation, tandis que, les restrictions, le cas échéant, doivent être au cas par cas.

3.0. LES OBJECTIFS DE CE GUIDE

Les objectifs de la politique des REL sont formulés en vue de:

a. Sensibiliser le grand public à l'existence des REL et à leur potentiel de réduction du coût des matériaux d'apprentissage ainsi qu'à la réduction du taux de non-possession des manuels scolaires chez les apprenants du primaire et du secondaire;

b. Développer les connaissances des enseignants et des apprenants, leurs aptitudes et attitudes dans la création effective, l'adaptation, la distribution et l'utilisation des REL sous licences ouvertes en vue d'améliorer la qualité et l'équité dans l'éducation;

c. Développer des mécanismes qui favorisent, promeuvent et facilitent la création, l'adaptation, la distribution et l'utilisation de matériel éducatif sous licences ouvertes dans toutes les écoles sous tutelle du ministère de l'éducation de base et celui des enseignements secondaires;

d. Développer des référentiels pour les REL; des mécanismes d'assurance qualité et, former les enseignants à l'adaptation, la production et à l'application des licences ouvertes des politiques de ressources éducatives pour le niveau national et régional;

e. Planifier des stratégies qui favorisent la distribution des REL à travers des formats imprimés, des CDROMS, Internet et des technologies émergentes pour faciliter l'accès à tous les utilisateurs;

f. Identifier des stratégies qui encouragent le partenariat entre le gouvernement et les organisations non-gouvernementales ainsi que les institutions en charge de l'éducation et qui sont intéressés à soutenir la création, l'adaptation, la distribution et l'utilisation des ressources éducatives sous licences ouvertes;

g. Élaborer des orientations qui encouragent les enseignants et les apprenants à créer, adapter, distribuer et utiliser des ressources éducatives conformément au cadre juridique des licences libres des Creative Commons;

h. Élaborer des stratégies qui privilégient la dissémination des REL dans les communautés défavorisées et marginalisées; faciliter l'inclusion des élèves ayant des besoins spéciaux et transformer les approches d'enseignement avec les pratiques pédagogiques innovantes.

4.0. LES ATTENTES

La bonne mise en œuvre du guide des REL conduira aux résultats stratégiques suivants:

a. Le grand public et tous les acteurs seront sensibilisés à l'existence des REL et de leur capacité à contribuer à la réduction des coûts des ressources éducatives pour les enseignants et les apprenants ;
b. Une équipe qualifiée d'enseignants et d'apprenants outillés à effectivement créer, adapter, distribuer et utiliser les REL sous licence pour améliorer la qualité et l'équité de l'éducation ;
c. Une reconnaissance nationale et/ou des stratégies de récompense pour enseignants et apprenants qui s'activent à implémenter les REL au niveau de l'école;
d. Un engagement du ministère de l'éducation de base et de celui des enseignements secondaires pour la fourniture des ressources éducatives libres, physiques, humaines, et financières nécessaires à la mise en œuvre du guide des REL au niveau national et régional, ainsi que la présentation des indicateurs d'assurance qualité;
e. Un engagement du ministère de l'éducation de base et de celui des enseignements secondaires à distribuer les REL en fonction des besoins sous des formats imprimés, des CDROMS, internet et toute autre technologie innovante pour faciliter l'accès à tous les utilisateurs.
f. Les ministères de l'éducation de base et celui des enseignements secondaires recherchent et nouent des partenariats avec des organisations gouvernementales et non-gouvernementales ainsi que des institutions en charge de l'éducation intéressées à l'adaptation, la création, la distribution et l'utilisation des ressources éducatives sous des licences ouvertes;
g. Les ministères de l'éducation de base et celui des enseignements secondaires s'engagent à appliquer le droit d'auteur à la création, l'adaptation, la distribution et à utiliser des ressources éducatives crées sous licences libres ;
h. Un engagement du ministère de l'éducation de base et de celui des enseignements secondaires à prioriser la distribution des REL dans les communautés désavantagées et marginalisées, faciliter l'inclusion des apprenants ayant des besoins spéciaux et transformer les processus d'enseignement avec des pratiques pédagogiques innovantes ;
i. Un engagement du ministère de l'éducation de base et de celui des enseignements secondaires à publier sous licence ouverte les épreuves usitées issues des examens séquentiels et certificatifs
j. Un engagement du ministère de l'éducation de base et de celui des enseignements secondaires de définir une proportion ressources libres dans la liste officielle des manuels scolaires

5.0. CADRE DE MISE EN ŒUVRE

Ce guide est applicable à tous les établissements sous tutelle du ministère de l'éducation de base et celui des enseignements secondaires.

6.0. **RESPONSABILITÉ**

Les ministères en charge de l'éducation de base et des enseignements secondaires veillent à l'application du présent document d'orientation.

7.0. **PROCÉDURES**

La mise en œuvre de cette politique dans les écoles sous tutelle des ministères de l'éducation de base et des enseignements secondaires devra être entreprise ainsi qu'il suit:

a. Toutes les écoles sous tutelle des ministères de l'éducation de base et des enseignements secondaires - maternelle, primaire, centres d'alphabétisation des adultes, secondaire général /technique et l'école de formation des enseignants devront se conformer aux orientations et procédures des REL;

b. Les ministères de l'éducation de base et des enseignements secondaires, devront faciliter la mise en œuvre du guide des REL en travaillant en étroite collaboration avec chaque école;

c. Les ministères de l'éducation de base et des enseignements secondaires sont les détenteurs du droit d'auteur de toute ressource éducative ou, de tout contenu supplémentaire créé par des individus ou des groupes d'enseignants/apprenants. Ils les rendront disponibles sous forme de REL en utilisant des formats de distribution disponibles;

d. La licence Creative Commons est l'appellation préférée de la licence ouverte. Les six types de cette licence qui sont disponibles sont énumérés à l'annexe 1;

e. Les ministères de l'éducation de base et des enseignements secondaires adopteront la licence internationale Creative Commons Attribution-Share Alike 4.0 (CC-BY-SA 4.0).

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