Open Licensing Resource Guide
Nkem Osuigwe and Lisbeth Levey

Introduction

In 2025 the African Library and Information Associations and Institutions (AfLIA) taught a short course on open educational resources (OER).

This OER resource list is based on the readings required for the course, but we have also added a few pertinent resources. The overall goal was to find materials with a Creative Commons license, but that was difficult, for there is a dearth of university-level OER. We also found some resources that are copyright protected but are freely available online.

Each document includes a URL, date, and information on the license under which it was released. Underneath are descriptions, most of which are direct quotes from the document and set off by quotation marks.

This is a very long list. We hope that some of the resources are useful to you. Please let us know if there are any that stand out as especially interesting. You can write levey180@gmail.com

> Note: We have all used guides such as this, clicked on a link, and discovered that it does not take us to where we want to go. Sometimes sites are down for updating; sometimes they change their address; and sometimes they disappear altogether. We tried to verify every URL but cannot guarantee that each address will remain the same or continue to exist. If a link in this document does not work, try doing a web search on the title of the resource.

Citations

An additionall note: You may want to write for a blog, a journal or for some other format based on the resources you have found. In that case you must know how to cite the material that you have identified. What happens if you find a document on the here or elsewhere on the Internet? How do you cite it in a

paper or use it in your bibliography? There are different rules, depending on the discipline. It can be quite confusing, but Harvard University has a commonly used citation generator. It can be found at: https://www.mybib.com/tools/harvard-referencing-generator.
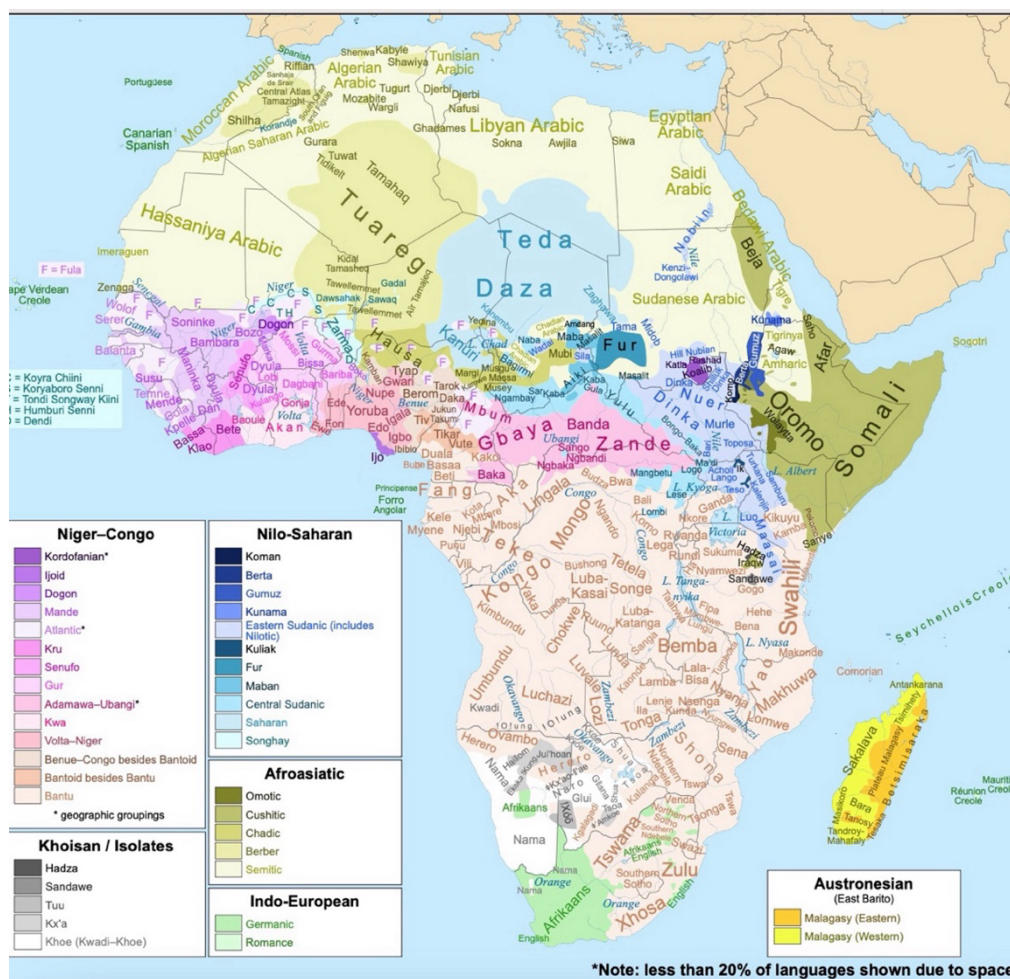
Plagiarism

A word on plagiarism: don't. Scribbr has an excellent article on plagiarism and how to avoid it: https://www.scribbr.com/frequently-asked-questions/is-it-plagiarism-if-you-cite/

Africa: a continent of many languages

More than 2,500 languages are spoken in Africa, about 500 of them just in Nigeria. UNESCO reports that over one third of the world's languages are in Africa.[1]

The map below shows the different language groupings on the Continent. It carries a Creative Commons Share Alike license, which means that you can freely circulate it to your colleagues. The online map is clickable and you can find more information about the countries and languages included in it. It was last updated in 2018. Go to https://commons.wikimedia.org/w/index.php?curid=60082213

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[1] https://www.unesco.org/en/articles/unesco-and-promotion-languages-africa-cultural-diversity-and-multilingualism#:~:text=To%20mark%20World%20Mother%20Language,of%20linguistic%20and%20cultural%20wealth.

But this map only shows languages spoken by a minimum of 20 percent of the population. Many languages are therefore left out. Question: is your mother tongue represented on this map and, if not, what is your mother tongue? Please write levey180@gmail.com

The Resources

General Information about open licensing

Adapting Open Content
OER Africa
2023
No licensing information given
https://www.oerafrica.org/communication/adapt-new-content/#/

"This learning pathway provides a quick and simple solution to adapting open content for new purposes."

The Case for Openness: Why Academic Librarians Should Embrace Open Education
Tony Lelliott
https://www.oerafrica.org/resource/case-openness-why-academic-librarians-should-embrace-open-education
2023
CC-BY

"This presentation makes the following case: that the world has changed over the past two decades, and while traditional tools of librarianship may have sufficed in the past, there is an urgent need for librarians to embrace open licences, open education resources, open access publications, open data, and open science. Each of these five major parts of the open ecosystem will be discussed, with a focus on how African librarians can learn about and adopt open practices for their own use and that of their clients."

Advancing Learning through Use of Mother Tongue in Africa
The Education Partnership (TEP) Centre
2024
No license given
https://www.linkedin.com/pulse/advancing-learning-through-use-mother-cmwdf/

Becoming a Leader through Action Research: Building Open Education Practice in the School Library
OER Commons
https://oercommons.org/courseware/lesson/10589/overview
No date given
No license given

"The role of the school librarian is evolving from keeper of library materials to leader in school reform. The digital age has elevated information literacy from the mechanics of searching and finding to thinking and inquiry. To meet this challenge the library facility is reconceptualized as a learning environment and the collection as a dynamic process of curation and access. Library staff, including paraprofessionals, student peers, and parent volunteers are viewed as instructional support. Allocated budgets are supplemented by funding sources such as grants and donations. The school librarian, trained in Action Research, can realize the library as learning center as she systematically collects

evidence, sets priorities, and constructs a Strategic Plan. This module brings together the processes of action research, including identifying a problem in practice, formulating a research question, collecting and analyzing data to conduct a Community Scan and School Library Needs Assessment. She will apply her findings to building a Strategic Plan that will transform the school library into a learning center or improve its existing functions."

Closed or Open? Ubongo's Switch from Copyright Protected to Creative Commons Licensing
Lisbeth Levey and Kirsty von Gogh
CC-BY
2020

"'Ubongo' means brain in Kiswahili, and the organization plans to reach children's brains through 'edutainment.' It has created cartoon videos, radio programmes, apps, and books, and believes in distributing its content through technology that is already widely available to Tanzanian and other African children, primarily television but also radio, mobile phones, and other digital devices. Television penetration in Africa is large and projected to grow, albeit slowly.5 At the time of writing, both Ubongo Kids and Akili and Me are broadcast for free on public and free-to-air television stations in 18 countries and seven languages. The programmes also screen on pay television in 13 countries and on radio in four countries.6 Ubongo Kids7 and Akili and Me8 videos in English and Kiswahili are also freely available for streaming on YouTube. Almost all of Ubongo's content was copyright protected until 2020. This brief tells the story of Ubongo's decision to switch from copyright protected licensing to Creative Commons (CC) licensing, why, and the possible ramifications for open educational resources (OER) more broadly."

Copyright and Licensing Toolkit
OER Africa
https://www.oerafrica.org/copyright-and-licensing-toolkit
2012
CC-BY

"This toolkit is aimed at higher education stakeholders who are working with Open Educational Resources (OER). It explains the notion of copyright and describes the different licensing options available to the author/creator of a work. Whether you are wanting to license your own work, or are tasked with clearing copyrighted documents, you will find comprehensive information about the basic concepts in copyright and licensing, the types of open licences that exist, and tools and techniques to provide support. "

Countering linguistic imperialism with stories in the languages of Africa: The African Storybook initiative as a model for enabling in and out of school literacies
Yvonne Reed
https://sajce.co.za/index.php/sajce/article/view/637/962
2018
CC-BY

"In 2013, the African Storybook (ASb) initiative was launched to respond to the severe shortage of local language early reading materials throughout sub-Saharan Africa. This paper draws on external evaluators' reports at mid-term and at the end of the 4-year pilot initiative (Gultig 2017; Janks & Harley 2015), five of the six commissioned case studies on the aspects of ASb's work and a cross-case synthesis (Harley 2016a, 2016b; Janks 2016a, 2016b, 2016c), the 2016 report of ASb's co-ordinator, Tessa Welch (Saide 2016), an overview of the initiative prepared for one of its principal funders

(Saide [2017a](), [2017b]()) and a concept document with regard to reading promotion (Saide [2017d]()), together with a video-recorded and transcribed interview with the initiative's co-ordinator (April, 2017) and a subsequent shorter interview (May, 2018). Each of these is drawn on to reflect on the challenges faced and the successes achieved to date, to identify factors that have enabled both responses to the challenges and the achievement of success in several aspects of ASb's work and finally to reflect on the initiative as a model for supporting literacy development in local languages."

Defining OER-Enabled Pedagogy
David Wiley and John Levi Hilton III
https://www.irrodl.org/index.php/irrodl/article/view/3601
2018
No license given

"The term "open pedagogy" has been used in a variety of different ways over the past several decades. In recent years, its use has also become associated with Open Educational Resources (OER). The wide range of competing definitions of open pedagogy, together with its semantic overlap with another underspecified term, open educational practices, makes it difficult to conduct research on the topic of open pedagogy. In making this claim we do not mean to cast doubt on the potential effectiveness of the many pedagogical approaches labeled open. In this article, rather than attempting to argue for a canonical definition of open pedagogy, we propose a new term, "OER-enabled pedagogy," defined as the set of teaching and learning practices that are only possible or practical in the context of the 5R permissions that are characteristic of OER. We propose criteria used to evaluate whether a form of teaching constitutes OER-enabled pedagogy and analyze several examples of OER-enabled pedagogy with these criteria."

Driving Student Engagement Using Open Educational Resources
OER Africa
https://www.oerafrica.org/content/driving-student-engagement-using-open-educational-resources
Date not given
CC-BY

"Students frequently appear disengaged with academic work. In a world filled with competing distractions, apps, and social media, their attention is constantly being pulled in different directions. Academic tasks often feel disconnected from their everyday lives and, despite being potentially interesting, might be perceived as dry and somewhat boring.

The adaptability and flexibility of Open Educational Resources (OER) allow educators to create engaging lessons. Encouraging students to use and modify these resources can enhance their knowledge retention and encourage social interactions among the peers."

Enhancing Inclusion, Diversity, Equity and Accessibility (IDEA) in Open Educational Resources (OER)
Nikki Andersen
https://open.umn.edu/opentextbooks/textbooks/enhancing-inclusion-diversity-equity-and-accessibility-idea-in-open-educational-resources-oer
2022
CC-BY-SA

"This practical guide provides a framework and tips to enhance inclusion, diversity, equity, and accessibility in Open Educational Resources."

Find Open Content
OER Africa
2023
CC-BY

"A short, simple, and interactive tutorial to acquire the skills necessary to search for open content, decipher Creative Commons rights and permissions, and evaluate the usefulness of OER for new purposes."

Guidelines on the implementation of the OER Recommendation
Action Area 3: Effective, Inclusive and Equitable Access to Quality OER
UNESCO
https://www.oerafrica.org/system/files/2024-06/389037eng.pdf
2024
CC-BY-SA 3.0 IGO

"These Guidelines cover Action Area 3 of the Recommendation: encouraging inclusive and equitable quality OER. They provide: a description/overview of the recommendations; an introduction to the specificities addressed in the implementation of Action Area 3; a matrix of actions recommended for governments and institutions to implement each point of Action Area 3; a discussion on the specificities related to Action Area 3; and examples of good practice (from different regions and contexts) in implementation of Action Area 3.

The Guidelines offer advice on how to operationalize Action Area 3 of the Recommendation. They are not prescriptive, but aim to offer suggestions for activities, as well as background on the specificities for the Action Area. Users are encouraged to contextualize the elements of these Guidelines as appropriate for their specific national and institutional contexts."

OER Africa CPD Frameworks for Academic and Research Librarians
OER Africa
https://www.oerafrica.org/system/files/2024-07/CPD%20framework%20Academic%20Librarians%20final%202024-07-17.pdf
2025
No license given

"A CPD framework can be used across all disciplines but is commonly used in the context of education. It serves as a planning guide that supports the career development of higher education professionals. Although CPD can occur in an ad hoc and informal manner, having a structured framework ensures that professional development is more intentional and effective. Essentially, a framework can assist in the planning process…Our experience over the past decade at OER Africa is that ad hoc CPD, which relies on individuals participating voluntarily, has seen limited adoption. To encourage academics to participate in CPD, a clear pathway that maps out the full spectrum of skills and competences required for different audiences within higher education institutions is a possible way forward to encourage participation in CPD and to make it more purposeful."

Open Educational Resources: An Evaluation Rubric
Southern Alberta Institute of Technology
https://pressbooks.openeducationalberta.ca/saitoer/chapter/evaluating-oer/
Undated
CC-BY-SA

A checklist of questions to guide users through evaluating OER.

Open Educational Resources: Basics and Beyond
Online Consortium of Oklahoma
https://open.ocolearnok.org/learnoer/
2021
CC-BY

"This chapter will support learners in being able to:
- Investigate the available reuse options for OER – adopt, adapt, combine and create
- Identify perspectives on evaluating and defining 'quality' as it relates to course materials
- Utilize relevant rubrics for evaluating OER"

Open Licensing in Education
Neil Butcher, Lisbeth Levey, and Kirsty von Gogh
https://www.earlylearningresourcenetwork.org/system/files/resourcefiles/Open%20Licensing%20Toolkit%20FINAL%20V2.pdf
2022
CC-BY

"As governments and development partners invest in the design of better educational programmes, the use of open licensing and open educational resources (OER) can save both time and money, while also creating much greater flexibility in the subsequent reuse of those resources….The benefits of using open licensing include: greater access to titles in languages that children know; rights to version existing titles into other mother tongue languages; cost savings (for example, through the reuse of illustrations and design elements) for translated and adapted titles; lower print costs if procurement is centralized and governments and others print in bulk or pool procurement; the availability of storybooks in multiple formats for wider distribution and access; the ability to localize text and images; and the possibility of content being shared and used regionally and internationally. To leverage these benefits, member states of UNESCO unanimously adopted an OER Recommendation on 25 November 2019…"

Open Education Influencers: Case Studies on African OER Initiatives in Higher Education
OER Africa
https://www.oerafrica.org/resource/oer-initiatives-african-higher-education/open-education-influencers-oei-case-study
Date not given
License not given

"Open Education Influencers (OEIs), or #OpenEdInfluencers, is an initiative based at Nelson Mandela University (NMU) in Port Elizabeth, South Africa. The initiative has been operational in an informal capacity since 2015 but has been officially operational in its current form since 2018. Led by Gino Fransman from NMU, it seeks to influence decision-makers to adopt open educational resources (OER) through advocacy and facilitation, while aiming to affect decision-making and practice through activities to publicise and entrench the use of open education praxis. A core part of the initiative are OEIs, who are ambassadors for the use of open textbooks at NMU. They target all levels in the university –

undergraduate, post-graduate and teacher education – across all faculties, advocating for the use of open materials and increasing awareness about the use of OER."

Open Knowledge Primer for African Universities
Lisbeth Levey
2023
CC-BY
https://www.oerafrica.org/system/files/2024-01/open-knowledge-primer-june-2023.pdf

"Open Educational Resources (OER) and Open Access came first. Now, increasingly, academics and researchers are making Open Science and Open Data integral to discussions about scholarly communication. Rather than segmenting them, many practitioners use the phrase "Open Knowledge." Much of this primer is focused on open access although open licensing, open science, and OER are also discussed. It is meant to complement work carried out at OER Africa on OER and intellectual property rights/copyright. This primer is an updated and revised version of a primer that we published in 2019."

Open Licensing Made Plain
A primer on children's book creation in the global South
Lisbeth Levey, Neil Butcher, and Kirsty von Gogh
https://www.earlylearningresourcenetwork.org/content/open-licensing-made-plain-primer-concepts-challenges-and-opportunities-publishers
2023
CC BY

"In 2018 we published an open licensing primer for early literacy publishers on open licensing, with a brief section for authors and illustrators. So much has changed since then that we decided to take a fresh look at the issues and challenges, this time giving full attention to content creators, such as publishers, authors, illustrators, and teacher, all of whom have a stake in producing high quality and cost effective materials for education. We also include lessons learned from the COVID-19 lockdowns, technology challenges that still impede access to digital content, and the tradeoffs between digital access and print.

In addition, this expanded edition is intended for use by governments, funders, NGOs, and others that commission children's content and plan to use open licensing to do so. These organizations are as important as the content creators for whom we wrote the first edition of this primer. Both they and the content creation sector should understand the licensing and economic issues involved so that budgeting and funding align with a system of **fair compensation** for content creators and producers. Our work in writing and producing this updated primer is based on both past and new research."

Open Pedagogy
OER Africa
https://www.oerafrica.org/content/open-pedagogy
2025
CC-BY

"we want to share our conception of open pedagogy as part of an open learning approach. We are interested not only in what open pedagogy means, but also in the why and the how. We use a set of open learning principles to help us understand why open pedagogy is necessary, but also what it means in practice."

Publish Open Access Revised
Tony Lelliott

Undated
Both open and copyright protected content
https://www.oerafrica.org/communication/publish-open-access/#/

"This is a short learning pathway to acquire the skills necessary to publish or advise on publishing research using Open Access (OA)."

A Review on Utilization of OER in Teaching and Research in Academic Institutions
Beatrice Nyambura Muthanga, James Ochieng Ogalo, Samuel Macharia Were, Paul Gichohi Maku
2023

https://www.scirp.org/journal/paperinformation?paperid=124090

"In this digital era OERs are considered to be offering opportunities to improve access to quality education and information resources worldwide. Academic institutions are taking advantage of technology revolution to transform teaching and research by allowing access to digital resources. Teaching and research are changing significantly worldwide, and currently more academic institutions and members of faculty have availed digital resources through the internet by eliminating financial, legal and technological hurdles. Being inexpensive and adaptable, OERs have created a way to provide accessible and free information resources for all in the academic arena. The ability to adapt and modify content provides an important advantage especially when targeting specific populations. The increasing demand for teaching and learning resources contrasts with the financial situations in many institutions of higher learning in Kenya. The purpose of this study is to review utilization of OER in teaching and research by members of faculty in selected universities in Kenya."

The Role of African Librarians in Early Literacy: Report on an AfLIA Short Course
Nkem Osuigwe
2022

https://www.earlylearningresourcenetwork.org/system/files/resourcefiles/The%20role%20of%20African%20librarians%20in%20early%20literacy%20A%20report%2010.07_0.pdf

"Many African librarians and library staff members lack the training to teach literacy acquisition. Although there are training programmes on early literacy development for librarians, many are located in the United States and use US examples and methods. AfLIA wanted to develop a course on early literacy development for African librarians that would draw on expertise from everywhere, but particularly Africa. In addition, AfLIA wanted to use its course to emphasize the potential of open licensing and the importance of mother-tongue reading materials in reading acquisition.3 With funding from Neil Butcher & Associates (NBA), AfLIA was able to create such a course for African librarians in public, community, and national libraries.

The Role of "Open" in Strategic Library Planning
Lisa Petrides, Letha Goger, and Cynthia Jimes
https://www.researchgate.net/publication/299432914_The_role_of_open_in_strategic_library_planning
2016

"Academic libraries are undergoing evolutionary change as emerging technologies and new philosophies about how information is created, distributed, and shared have disrupted traditional operations and services. Additionally, the population that the academic library serves is increasingly distributed due to distance learning opportunities and new models of teaching and learning.This article, the first in this

special issue,suggests that in today'sincreasingly networked and distributed information environment, the strategic integration of open curation and collection development practices can serve as a useful means for organizing and providing structure to thediverse mass of available digital information, so that individual users of the library have access to coherent contexts for meaningful engagement with that information. Building on insights from extant research and practice, this article proposes that colleges and universities recognize a more inclusive open access environment, including the integration of resources outside of those owned or created by the institution, and a shift toward policies that consider open access research and open educational resources as part of the library's formal curatorial workflow and collection building. At the conclusion on this article, authors Lisa Petrides and Cynthia Jimes offer a commentary on the six remaining articles that comprise this special issue on Models of Open Education in Higher Education, discussing the significant role that "open" policy and practice play in shaping teaching, learning, and scholarship in the global context of higher education."

The Role of School Librarians in OER Curation
Institute for the Study of Knowledge Management in Education (ISKME)
https://docs.google.com/document/d/1XJuR84FZWRsiRPL7dEegBtncMIdmFm_B0k5BFJpZjXU/edit?tab=t.0
No date given
CC-BY

"Open Educational Resources (OER) enable possibilities for new, more collaborative instructional practices and for more personalized learning experiences—because through open licensing, materials can be used, adapted, localized, and shared across learning communities.

Realizing the potential of OER, school librarians have begun to play an ever-increasing role in enabling its use by curating OER to meet specific teaching and learning needs in their schools and districts. But what do these curation practices look like, and how might they be further enabled within and across schools?

To answer these questions, ISKME, in partnership with Florida State University's School of Information, conducted a national study to explore what OER curation looks like for school librarians who are leading the way in OER curation practice. Based on the findings from this research, and ISKME's wider OER curriculum work conducted in collaboration with educators since 2013, the document at hand presents a framework to guide future school librarians in their OER curation practice."

The UNESCO OER Recommendation and Open Knowledge
An Overview for African Librarians
Nkem Osuigwe and Lisbeth Levey
https://www.oerafrica.org/resource/unesco-oer-recommendation-and-open-knowledge-overview-librarians
2023
CC-BY

"This Overview considers one global instrument aimed at facilitating openness, the UNESCO OER Recommendation, and carefully inspects it as it relates to the different library types in Africa and the user communities the libraries represent. It will explore each Action Area of the OER Recommendation to help African librarians develop a deeper understanding of OER, including the kinds of open content that will resonate with library users. OER is consonant with other equally important principles for librarians—access to equitable, suitable, and relevant content for easy sharing and interoperability of knowledge within Africa. Our discussion of the OER Recommendation will not be comprehensive; it will focus directly on the role African librarians can play."

Universal Design for Learning Guidelines

Center for Applied Special Technology
2024
https://udlguidelines.cast.org

"The guidelines offer a set of concrete suggestions that can be applied to any discipline or domain to ensure that all learners can access and participate in meaningful, challenging learning opportunities."

What is Open Pedagogy?
David Wiley
https://opencontent.org/blog/archives/2975
2013
No license given

"Hundreds of thousands of words have been written about open educational resources, but precious little has been written about how OER – or openness more generally – changes the practice of education. Substituting OER for expensive commercial resources definitely save money and increase access to core instructional materials. Increasing access to core instructional materials will necessarily make significant improvements in learning outcomes for students who otherwise wouldn't have had access to the materials (e.g., couldn't afford to purchase their textbooks). If the percentage of those students in a given population is large enough, their improvement in learning may even be detectable when comparing learning in the population before OER adoption with learning in the population after OER adoption. Saving significant amounts of money and doing no harm to learning outcomes (or even slightly improving learning outcomes) is clearly a win. However, there are much bigger victories to be won with openness."

Regional approaches to open licensing

Academic libraries and the need for continuing professional development in Botswana
Olugbade Oladokun and Neo Patricia Mooko
https://journals.sagepub.com/doi/pdf/10.1177/03400352221103901
2022
CC-BY

"An academic librarian is expected to be skilled in the tasks they undertake and make quality services promptly available to users. This study aimed to determine academic librarians' understanding of the changes in their profession and the need for continuing professional development; examine librarians' perception of the quality of library and information science education in Botswana; and find out the extent to which academic librarians perform different library and professional functions. The research paradigm adopted was a positivist approach. Using the census method, quantitative data was collected from practicing librarians and qualitative data was obtained from five library heads. The study established that there had been significant changes in the librarians' jobs over the years, as they were currently required to work harder, learn more skills and perform new tasks. With no suitable continuing professional development strategy in place, there was a lack of adequate knowledge to perform information technology and other salient tasks. Appropriate recommendations are made."

Case Studies on African OER Initiatives in Higher Education
OER Africa
Undated
CC-BY
https://www.oerafrica.org/system/files/2024-01/university-cape-town.pdf

"The University of Cape Town (UCT) is South Africa's oldest university and one of Africa's leading teaching and research institutions. The university has a long history of involvement in open educational resources (OER) and open educational practices (OEPs). This officially began when UCT's Centre for Innovation in Learning and Teaching (CILT) initiated an Opening Scholarship project in 2007, which was funded by the Shuttleworth Foundation. The research focused on 12 case studies profiling open initiatives at UCT. As a result of this work, CILT received funding from the Mellon Foundation in 2008 to create a portal for sharing OER. With this funding, UCT developed its first open content directory called Open Content, which provided a space for UCT academics to share OER.

Since then, through CILT, UCT has spearheaded several open education projects, including OER UCT and the Health OER Project. The University is a member of the Open Education Consortium, an international consortium with approximately 300 universities that make their teaching materials openly available for sharing. This case study examines four of the institution's key OER initiatives: the OpenUCT Initiative (2011–2014); Research on Open Educational Resources for Development (ROER4D) (2021–2017); the UCT Vice Chancellor's OER Adaptation Project (2013–2016); and Digital Open Textbooks for Development (DOT4D) (2018–2021). Each has been selected because of its focus and influence on OER advocacy, practice, and policy for Africa academics."

Embracing openness: The challenges of OER in Latin American education
Nadia Paola Mireles Torres
https://files.eric.ed.gov/fulltext/EJ1077634.pdf
2013
CC-BY

"The Open Educational Resources (OER) movement and the Open Access began only over a decade ago. During this period, the progress of the Open Educational Resources movement took place in developed countries for the most part. Recently, new projects have begun to emerge with a strong emphasis on open education. Yet, the concept of openness in education is a very innovative one, and it has not been embraced by many. In some regions, such as Latin America, OER is still in its early stages and faces many challenges that need to be addressed. Some of these challenges include awareness raising and capacity development. But there is a bigger challenge to face: embracing openness as a core value and an institutional strategy. In this paper, we offer a brief overview of the meaning of the term "open" in education and we analyze the challenges facing the OER in Latin American countries."

Kenya: A new era of open access publishing
Agava Stanislaus
2023
No license given
https://eifl.net/blogs/kenya-new-era-open-access-publishing

"In Kenya, the landscape of open access and open science has witnessed remarkable changes, propelled by the collaborative efforts of the Kenya Library and Information Services Consortium (KLISC) and the support provided by EIFL. Through joint projects, open access journal publishing has seen significant growth and enhancement, ushering in a new era of research accessibility and discoverability."

Malawi: Open Access & Open Science on the Rise
Patrick Mapulanga
https://www.eifl.net/blogs/malawi-open-access-open-science-rise
open access

"Open access and open science have been gaining momentum in Malawi, especially over the last decade. The most significant change has been the establishment of open access repositories at institutions and universities in different parts of the country."

Also see the EIFL article, *Open Access and Open Science in Malawi*, https://www.eifl.net/eifl-in-action/open-access-and-open-science-malawi

Mapping the Evolution of Open-Access University and Research Document Platforms: A Comprehensive Study of Senegal's Scholarly Landscape
Mamadou Dia
https://www.researchgate.net/publication/373159750_Mapping_the_Evolution_of_Open-Access_University_and_Research_Document_Platforms_A_Comprehensive_Study_of_Senegal's_Scholarly_Landscape
2023
CC-BY

"This article provides an overview of the various open-access university and research document platforms in Senegal. It reviews the history of national scientific research systems in Senegal, from the first databases and national collective catalogues to the open access platforms we have today. The aim of this study is to describe and explore the various documentary platforms and digital projects for developing open-access scientific and technical information in university and research institutions in Senegal. In conclusion, recommendations are made for better practice in disseminating and promoting research and scientific production in Senegal, after having clearly identified the specific aspects of networking libraries and collective catalogues."

"Mother tongue won't help you eat": Language politics in Sierra Leone
Mneesha Gellman
2020
Copyright protected
https://www.researchgate.net/publication/345815874_Mother_tongue_won't_help_you_eat_Language_politics_in_Sierra_Leone#fullTextFileContent

"This article addresses the question, how does Sierra Leone's language regime, moderated through formal and informal education, contribute to postwar globalization dynamics? Since Sierra Leonean independence from Britain in 1961, Krio, a type of Creole, has gone from being the mother tongue of a small ethnic minority to the lingua franca, particularly in Freetown, the state capital. English has been Sierra Leone's elite language since colonial times and remains the only official language of government. Yet many other languages are spoken in Sierra Leone in different communities and contexts. Drawing on interviews and political ethnographic work in Freetown and the districts, the study argues that language and identity shift connected to postwar globalization reflects tensions between upward socioeconomic mobility and cultural survival."

Namibian Open Learning Network Trust
University World Map
No date given
No license given
https://oerworldmap.org/resource/urn%3Auuid%3A0c57c1bd-cc46-46c4-ba34-cef47b5e7a9f

"In 1999 the then Ministers of Higher and Basic Education started a process that was aimed at coordinating the activities of the Open and Distance Learning institutions in Namibia.
By 2001, a smart partnership was established…

13

The University of Namibia also maintains an open access repository, the ***Gā-aisib Repository***, which maintains the full text of its publications. Go to: https://repository.unam.edu.na/home

National Policy on Open Educational Resources
Fiji Higher Education Commission
2016
No license given
https://www.oerafrica.org/system/files/2024-01/oernationalpolicyfinal.pdf

"Fiji recognizes the potential in OER to play a major role in expanding equalopportunities to access quality education and contribute in a significant way towards the development of a smarter Fiji. This is so due to OER's ability to provide free and adaptable learning and teaching materials. OER allows the adaptation or adoption of existing learning and teaching materials, avoids duplication of efforts and promotes innovative use of resources in different pedagogical contexts. At the same time, it is noted that there are issues relating to the use of OERs which include resistance from publishers."

OER initiatives in Nigerian Universities: A Library Perspective
Ezra Shiloba Gbaje
https://www.ifla.org/wp-content/uploads/Ezra-Shiloba-OERs-initiatives-in-Nigerian-Universities.pdf
2022
No license given

"The regulatory body of Nigerian Universities, the National Universities Commission (NUC) has been the driving force for the adoption of Open Educational Resources (OER) initiatives in Nigeria. The Federal Ministry of Education through the NUC developed a National OER policy for Higher Education in Nigeria which was approved in 2018. Sixteen years after UNESCO introduced the idea of Open Education Resources (OER)."

Open Access and OER in Latin America: A survey of the policy landscape in Chile, Colombia and Uruguay
Amalia Toledo
2017
CC-BY
https://www.oerknowledgecloud.org/record1572

"This study employed a descriptive, case study approach to examine whether and how Open Access and OER policies have been applied at national and institutional levels. It first engaged in an Open Education policy country-mapping exercise, then conducted a comparative analysis, and concluded the research process with a workshop conducted with 10 regional education experts and activists to validate findings. Findings indicate that while each country has its own approach to funding higher education, there are few or no specific national and/or institutional policies aimed at promoting Open Education in the higher education sectors. Low OER awareness and a commercialised model of higher education appear to account for the lack of any OER policies in Chile, while in Colombia various national and institutional strategies reveal a country at a nascent stage of Open Education policy development. By contrast, the nature of OER management and extent of policy implementation in Uruguay suggests that it is an enabling environment for current and future open policy development."

Open Access Initiatives in Ethiopia's Higher Learning Institutions
Melkamu Beyene, Solomon Mekonnen Tekle, and Daniel Gelaw Alemneh
https://www.igi-global.com/pdf.aspx?tid=303631&ptid=281278&ctid=4&oa=true&isxn=9781799898054
CC-BY
No date given

"Ethiopia is one of the world's oldest civilizations with a population of about 120 million (2022 estimate). Ethiopia suffers from declining higher education quality, resulting from the rapid growth in the number of institutions (from three in 1990s to 50+ public Universities and 327+ private higher education institu- tions in 2022), the rapid expansion in tertiary student enrollment, as well as the lack of basic entrance qualifications. The quality of education in Ethiopia is further impacted by their limited access to criti- cal content or knowledge as evidenced by limited subscriptions to scientific and technical databases. In recognition of open access's (OA's) potential to fill disadvantageous access gaps and enhance the overall educational quality, Ethiopia adopted a National OA policy in 2019. Among other enforcement mechanisms and guidelines, the policy requires universities to deposit all publicly funded publications in the National Academic Digital Repository of Ethiopia as well as in an institutional repository. In this chapter, the authors outline the state of OA policies and practices in Ethiopia's higher learning institutions."

Open Access in Ghana
Electronic Information for Libraries (EIFL)
https://www.eifl.net/eifl-in-action/open-access-ghana
No date given
CC-BY

"The first national open access and institutional repository workshop took place in Accra, Ghana, in June 2007. The workshop was organized by EIFL. In 2008, Kwame Nkrumah University of Science and Technology (KNUST) launched an institutional open access repository - the first in Ghana and in West Africa. KNUST was also the first university in Ghana to introduce policy mandating open access to theses and dissertations."

Open Access in Kenya
EIFL
https://www.eifl.net/eifl-in-action/open-access-kenya
Undated (but blog goes through 2022)
No license given

"EIFL began advocating for open access in Kenya in 2010 when, with our partner, the Kenya Libraries and Information Services Consortium (KLISC), we organized the first-ever open access workshop in the country, at the University of Nairobi".

Open University of Tanzania Case studies on African OER initiatives in higher education
OER Africa
https://www.oerafrica.org/system/files/2024-01/open-university-tanzania.pdf
No date given
CC-BY

"The Open University of Tanzania (OUT) is an open and distance learning (ODL) institution, operating through a network of 30 regional centres and ten coordinating centres spread throughout the United Republic of Tanzania and beyond the country borders to other parts of Africa.1 OUT has engaged in several open educational resources (OER) initiatives, starting from 2008 when it began working with OER Africa. This case study considers the broader implementation of OER at OUT, and in particular 'The Institutionalization of OER Practices Project', a collaboration between OER Africa and OUT, that ran between 2008 and 2016."

Regional Comparison of OER in Africa, Asia, and Latin America
Lisbeth Levey

This document briefly describes OER developments in the global South—Africa, Asia, and Latin America. We have also included open access (OA) because OA can be a building block to creating an OER. You will see that most of the resources are about implementing OER policies but not about actually implementation of the policies.