

LAC Reads Capacity Program

Capacity Building Report

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Creative Commons Acknowledgement	N/A

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List of abbreviations

EDMU	Education Development Management Unit
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LAC	Latin America and Caribbean
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OER	Open Educational Resources
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OECS	Organisation of Eastern Caribbean States
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Background

As part of the LAC Reads Capacity Building Programme, we designed an evidence-based Open Educational Resource (OER) training programme in collaboration with the OECS EDMU. In designing the training sessions, we placed strong emphasis on content adaptation and content creation to align with the OECS's content creation and engagement strategy. We also drew on our previous work on OER Guidance for Schools ([↑Haßler, 2016](#); [↑Haßler et al., 2014](#)) and used other OER materials where necessary. We designed all workshop resources for replication and adaptation; the learning objectives, tools, and materials were made available, drawing on open content and open-source material where possible. Below were some features of the programme:

- A bite-sized approach, utilising one-hour sessions, twice a week, spread out over three weeks
- A strong emphasis on integration with teaching practice, not only discovering OER but concretely embedding OER into lessons
- A strong emphasis on adapting learning materials that support effective teaching and learning
- Integrated support for facilitators, making it much easier for the first cohort of teachers to replicate the training for other teachers

Capacity strengthening learning objectives

Below were the learning objectives of the sessions:

- Understand Open Licences
- Understand the OECS Instructional Content and Engagement (ICE) framework and practical applications
- Find and evaluate high-quality content using various search engines and OER repositories in line with the OECS ICE framework
- Create or remix OER to be in line with the OECS ICE Framework and the OECS Core Learning Standards
- Plan lessons using OER
- Openly licence newly-created resources

Sessions outline

The following topics were covered in the sessions:

Session 1 **Introduction to Digital Public Goods (DPG) and Open Educational Resources (OER)**

In this session we explored key concepts linked with OERs and DPGs. We also covered how to use different search engines such as Flickr, Google, Wikipedia, YouTube, and OER repositories to find relevant OER to use in teaching practice.

Session 2 **Creative Commons Licences**

In this session we explored basic attribution and how to use the Creative Commons Licence. We also provided teachers with basic examples of how to use the Creative Commons licence.

Session 3 **The OECS Instructional Content Framework**

In this session we explored how to evaluate the quality and usability of content within the OECS context. We also explored the standards and requirements to adapt and repurpose content.

Session 4 **Remixing Content I: Remixing Images**

In this session we showed teachers how to create remixed content by adapting images to suit their respective classroom contexts and requirements, in line with the OECS ICE Framework.

Session 5 **Remixing Content II: Remixing Text**

In this session, teachers will learn how to adapt text to suit their respective classroom contexts, ensuring they are in line with the OECS ICE Framework.

Session 6 **Applying a licence to your content**

In this session, teachers will explore how to apply an Open Licence to newly-created and remixed content.

Organisation of the sessions

We organised the training programme into a schedule of 18 sessions. For maximal flexibility, we organised three sessions per day, at 2pm, 3pm and 4pm AST on Tuesdays and Thursdays, over a three-week period. Teachers were therefore able to choose a preferred slot based on their availability. The number of people per session was limited to a maximum of 20 to ensure the active engagement of all participants. Each session was supported by two facilitators from OpenDevEd, alongside Ms. Melody Williams, with one lead facilitator and two other facilitators assisting with technical issues and facilitating breakout sessions. Prior to each session teachers were emailed, detailing the outline for the session and providing any useful resources. All workshop materials and resources were shared with the participants via email and WhatsApp, and teachers who struggled with grasping some concepts or joined the sessions late were offered one-to-one catch up sessions. Certificates of completion will be awarded to participants upon the creation of an OER.

Attendance and participation

We had initially planned the sessions for 60 teachers. All Member States submitted the names and contact details of selected teachers to participate in the training, except Montserrat. The table below indicates the number of participants put forward to participate in the training by each Member State.

Member State	Number of participants put forward
Anguilla	3
Antigua & Barbuda	6
British Virgin Islands	3
Dominica	10
Grenada	10
Montserrat	0
Saint Kitts and Nevis	5
Saint Lucia	10
Saint Vincent and the Grenadines	13

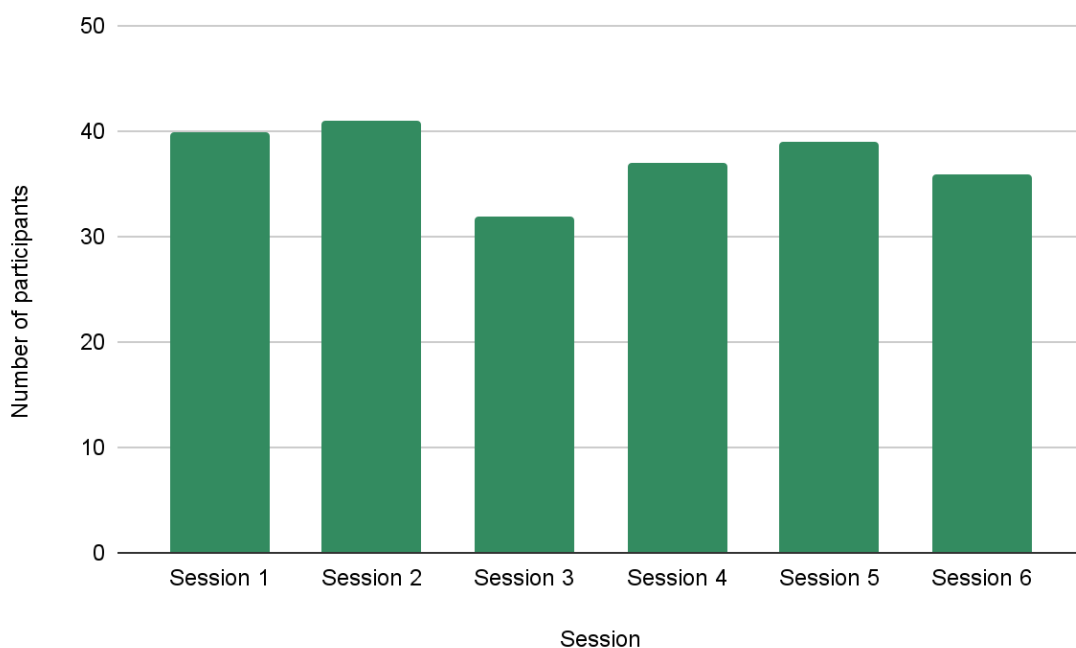
Total

60

Participation

Participation across the sessions averaged 40 participants per training day, which was not as high as we had hoped to achieve. The table below details the number of participants per session.

Figure 1: Number of participants per session



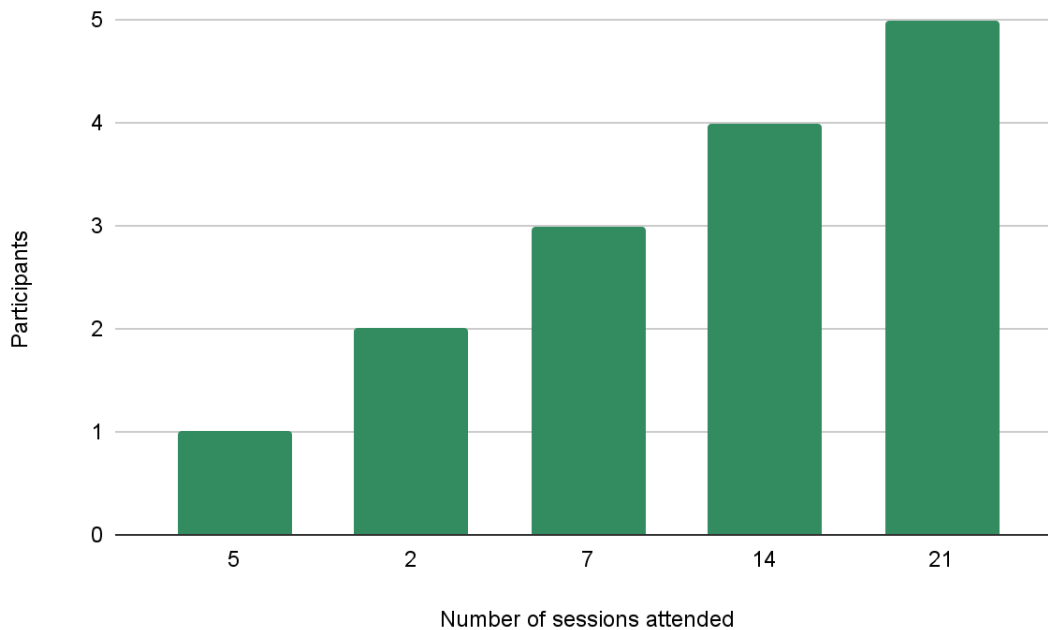
Some reasons for this were as follows:

- Some Member States only decided who was going to be participating in the training after the programme had already commenced. As such, they sent the lists late.
- Some participants' contact details shared by the focal points were not up-to-date. As such, these participants never received any correspondence from us.
- Some participants reached out to us indicating that they were already participating in other professional development programmes, and as such they could not participate in the OER training due to existing time commitment constraints.

- Some participants reported connectivity issues, meaning that their participation in sessions was only partial, or in extreme cases, not possible.

The table below shows engagement throughout the programme. It details the frequency with which participants attended the sessions.

Figure 2: Session engagement



Overall, there was a good retention rate. Over 40% of the participants attended all five sessions where attendance was tracked, and 70% attended at least four sessions. 10% of participants attended only one session.

Lessons learnt from the capacity strengthening

- **September is generally a very busy month for teachers**, as they prepare for the new academic year. As such, capacity building opportunities for teachers should be scheduled at a less busy time.
- **One-hour sessions are too short for teachers.** It is therefore recommended scheduling an extra 30 minutes for teachers to engage and ask questions.
- **Several concurrent training programmes were ongoing in other Member States**, which made it difficult for teachers to attend or engage actively in

the sessions. Some teachers were attending our virtual sessions while in another training session. It is therefore important for the OECS, in collaboration with the respective Member States, to establish a schedule for professional development.

- **Teachers are not fundamentally content creators.** The overall quality of content submitted by teachers in the OER adaptation sessions was inadequate for publishing. We therefore strongly recommend that any content creation or adaptation needs to be scaffolded and guided. Teachers require support with illustrations, copy-editing, writing, and an overall content creation framework to which they can align their content and guide their creations.
- **Teachers require help with internet accessibility.** Limited internet access does not only limit the opportunities teachers have to participate in virtual professional development, it also limits the contact which teachers otherwise could have with one another and thus deprives teachers from opportunities to learn from one another and share practices that work.

Continuity and sustainability plans for capacity strengthening

To ensure continuity and sustainability after the training, we created a WhatsApp group with over 40 participants from the respective participating Member States. The aim of this group was to create an environment where teachers can collaborate and discuss OER and share relevant resources. In addition, we are providing one-to-one mentorship opportunities for teachers to help them either create or adapt OER. The aim is to publish this content on the OECS Learning Hub. We intend to continue providing this support until the end of the year. We also shared all training materials and resources with teachers via WhatsApp and email to enable them to facilitate OER sessions with their colleagues. Lastly, we are committed to providing support as required by the teachers.

References

Haßler, B. (Ed.). (2016). *Open Educational Resources Guide for Colleges of Education* (Handbook for Professional Development Coordinators, Vol. 8). Transforming Teacher Education and Learning, Ministry of Education (Ghana). <http://oer.t-tel.org>

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