



# Beyond OER

Shifting Focus to  
Open Educational Practices

OPAL Report 2011



The "Open Educational Quality Initiative" is an international network to promote innovation and better quality in education and training through the use of open educational resources. It is partly funded by the European Commission. OPAL is initiated through international organisations like UNESCO, ICDE and EFQUEL and a number of Universities like the Open University UK, the Aalto University in Finland, University Duisburg-Essen and the Catholic University in Lissabon, Portugal. It's aiming at establishing a forum which works to build greater trust in using and promoting open educational resources. The Open Educational Quality Initiative will focus on provision of innovative open educational practices and promote quality, innovation and transparency in higher and adult education. The OPAL Initiative focusses beyond the access to open educational resources (OER) on innovation and quality through open educational practices (OEP).

### The OPAL Initiating Organisations

The project runs through a time span of around two years (2010-2011) and includes the following partners:



University Duisburg-Essen (Germany)

**Coordination**



Aalto University (Finland)



The Open University (UK)



European Foundation for Quality in E-Learning (Belgium)



Universidade Católica Portuguesa (Portugal)



ICDE & ICDE member institution (Norway)

UNESCO (France)

**List of Authors:**

António Andrade, Catholic University in Lissabon, Portugal

Ulf-Daniel Ehlers, University Duisburg-Essen

Abel Caine, UNESCO, Paris

Roberto Carneiro, Catholic University in Lissabon, Portugal

Grainne Conole, Open University UK

Anna-Kaarina Kairamo, Aalto University Finland

Tapio Koskinen, Aalto University Finland

Thomas Kretschmer, European Foundation for Quality in E-Learning, Belgium

Nick Moe-Pryce, International Council of Distance Education

Paul Muddin, Open University UK

Judite Nozes, Catholic University in Lissabon, Portugal

Rolf Reinhardt, European Foundation for Quality in E-Learning, Belgium

Thomas Richter, University Duisburg-Essen

Gonçalo Silva, Catholic University in Lissabon, Portugal

Carl Holmberg, International Council of Distance Education



#### D. Barriers to Use OER

A list of 19 potential barriers to use were proposed to all respondents as the last question in chapter IV of the survey. Some of the sub-questions were already dealt with under previous categories of our analysis, but we review them all here to provide a complete picture of respondents views on these barriers.

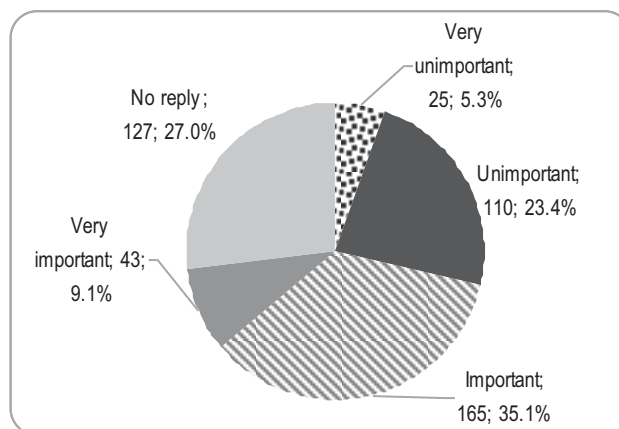
*All respondents: Please evaluate the relevance of the following barriers to the use of OER from your personal experience:*

1. *Not invented here syndrome: no trust in others' resources.*
2. *Lack of time to find suitable materials.*
3. *Lack of Internet connectivity.*
4. *Lack of software to adapt the resources to the user's purposes.*
5. *Lack of access to computers.*
6. *Lack of quality of the OER.*
7. *Lack of OER that are culturally relevant to the user.*
8. *Lack of OER in the user's native language.*
9. *OER are not embedded into the learning scenarios.*
10. *Insufficient reward system for educational professionals devoting time and energy to OER development.*
11. *Lack of interest in pedagogical innovation among educational professionals.*
12. *Insufficient support from the management level of higher education institutions.*
13. *Lack of policies at national/regional level to support the creation or use of OER.*
14. *Lack of policies at institutional level to support the creation or use of OER.*
15. *Lack of interest in creating or using OER.*
16. *Educational professionals lack the skills to create or use OER.*
17. *Learners lack the skills to create or use OER.*
18. *Educational professionals lack the time to create or use OER.*
19. *Learners lack the time to create or use OER.*

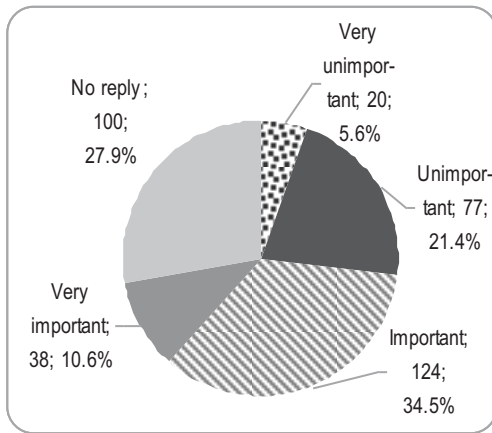
#### 1. *Not invented here syndrome: no trust in others' resources.*

Trust in the OER available from others is a barrier perceived by almost half of all respondents (44.2% of "important" and "very important" replies), with emphasis on respondents from the higher education, 10.6% of whom felt this was a "very important" barrier.

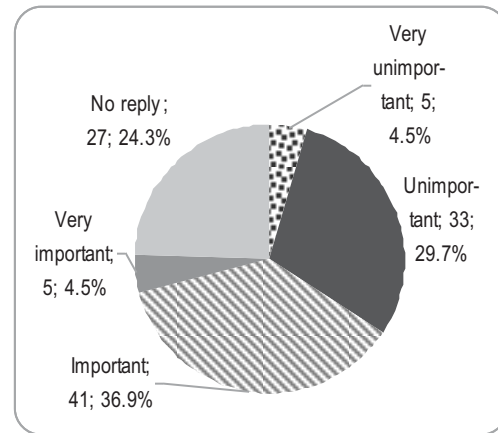
**Diagram 4.87.a – No trust in others' resources**



**Diagram 4.87.b – Higher education**

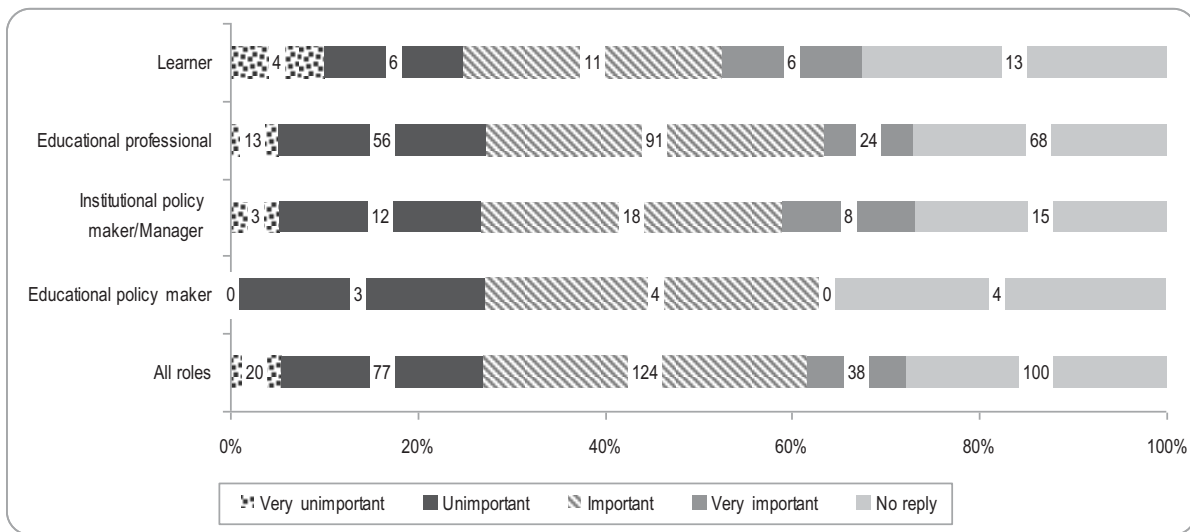


**Diagram 4.87.c – Adult learning**

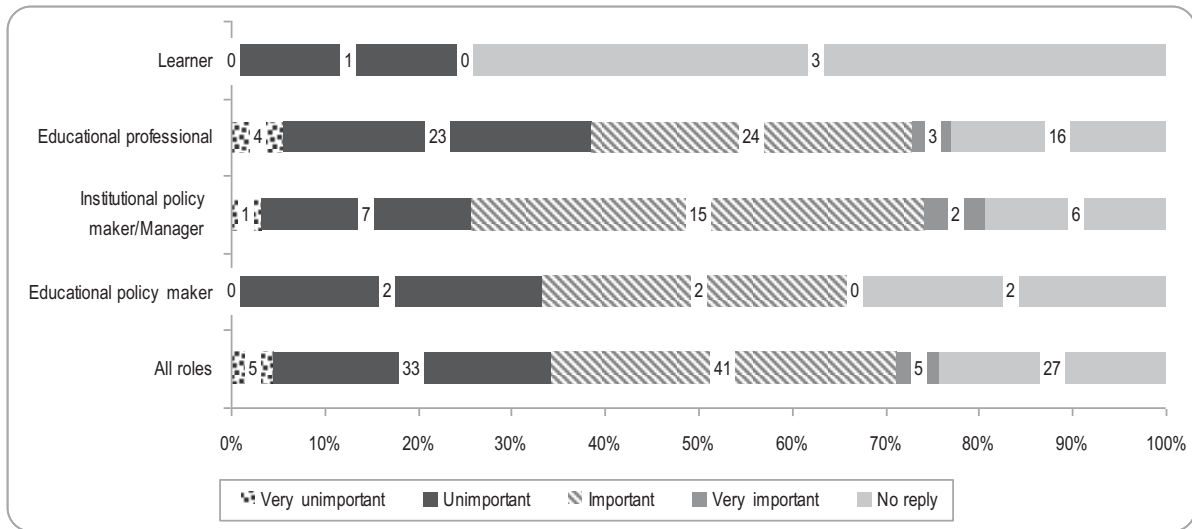


In the breakdown per educational role, educational policy makers from both sectors and learners in adult learning were the only ones who did not to rate this barrier as “very important”.

**Diagram 4.88.a – No trust in others’ resources  
Higher education – Breakdown per educational role**



**Diagram 4.88.b – Adult learning – Breakdown per educational role**

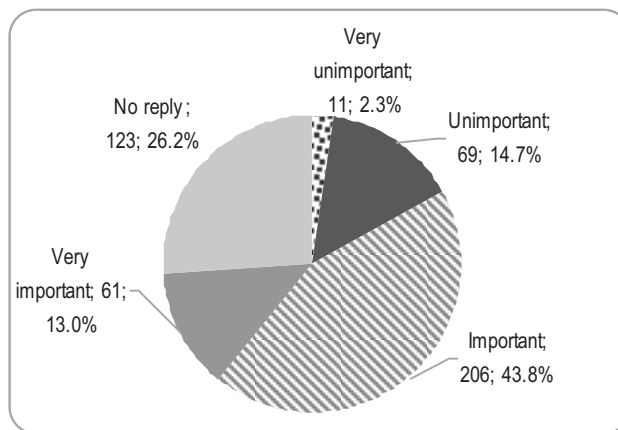


These results might direct the attention of policy makers and managers towards addressing issues of trust in OER through actions in the fields of quality and promotion.

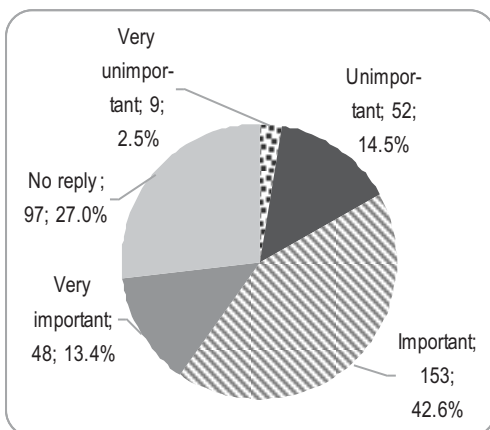
*2. Lack of time to find suitable materials*

Devoting time to search for suitable materials is regarded as a relevant barrier by 56.8% of all respondents.

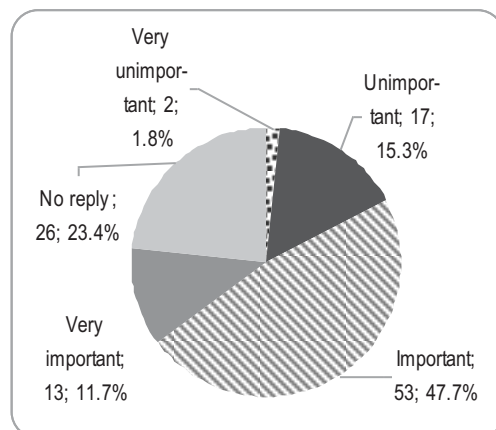
**Diagram 4.89.a – Lack of time to find suitable materials**



**Diagram 4.89.b – Higher education**

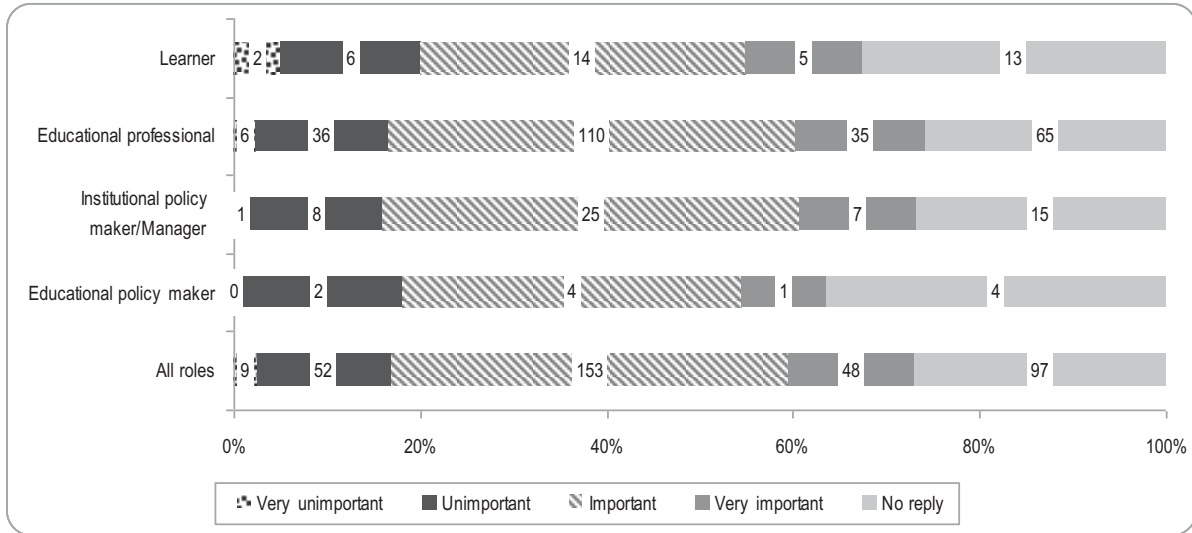


**Diagram 4.89.c – Adult learning**

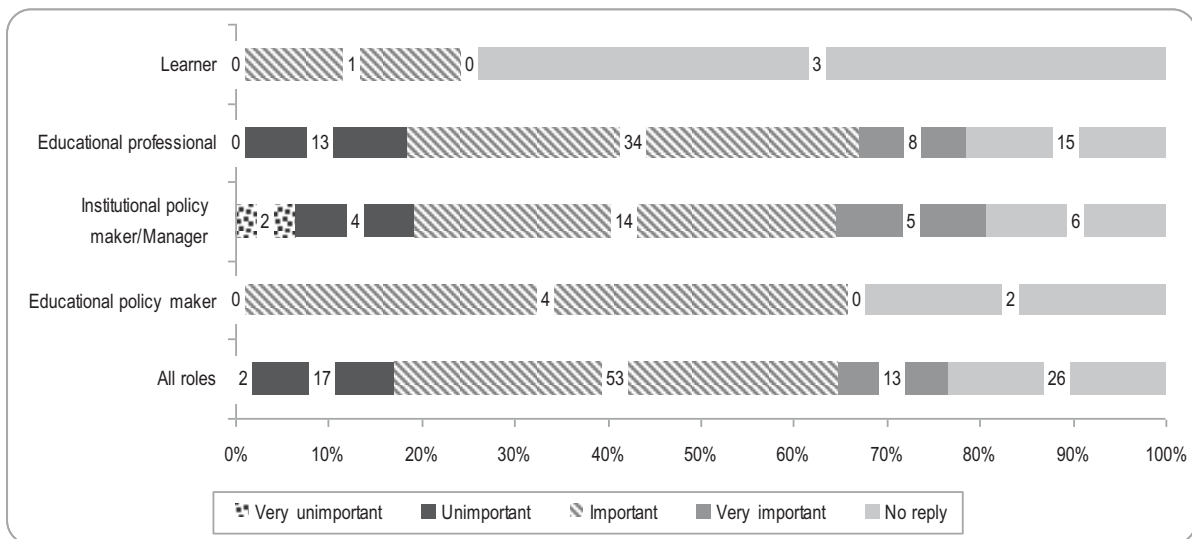


This barrier is felt in a fairly consistent way across educational roles in higher education, with some divergence in pattern as regards the responses by educational policy makers and learners in the adult learning sector.

**Diagram 4.90.a – Lack of time to find suitable materials  
Higher education – Breakdown per educational role**



**Diagram 4.90.b – Adult learning – Breakdown per educational role**

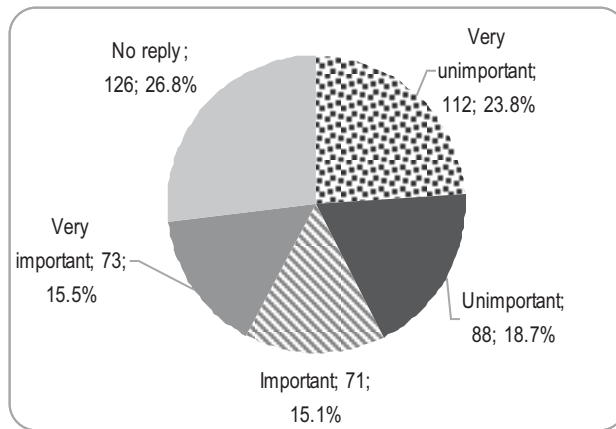


These results seem to indicate that respondents could benefit from the availability of information tools on OER that might curtail the time spent on locating the OER they need.

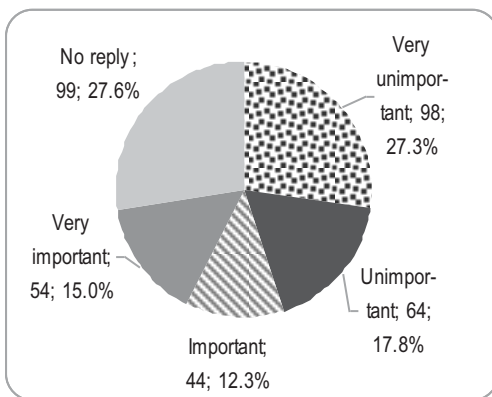
### 3. Lack of Internet connectivity

42.5% of all respondents feel this barrier is very unimportant or unimportant while 30.6% rate it as very important or important. The breakdown per sector leads to a larger figure of unimportance for higher education, at 45.1%, than that for adult learning, at 34.2%.

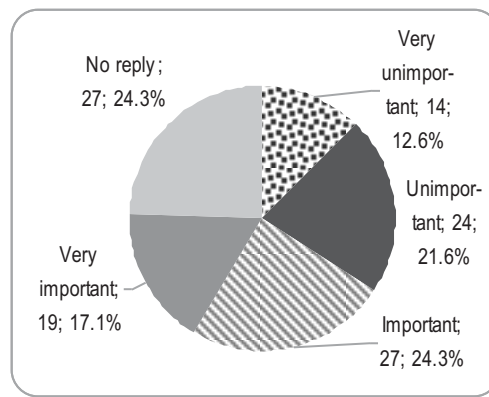
**Diagram 4.91.a – Lack of Internet connectivity**



**Diagram 4.91.b – Higher education**

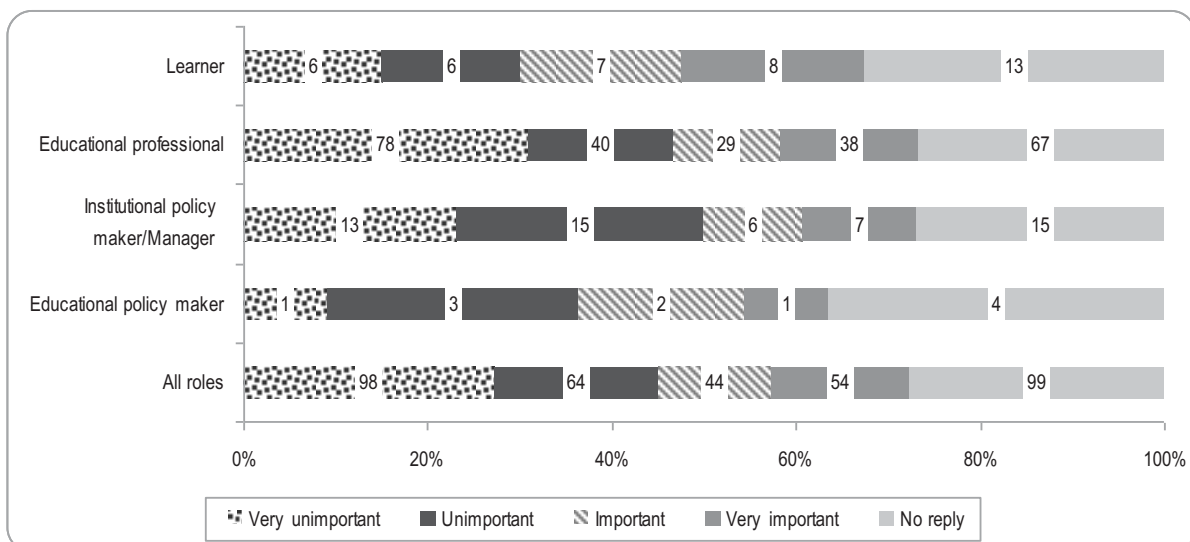


**Diagram 4.91.c – Adult learning**



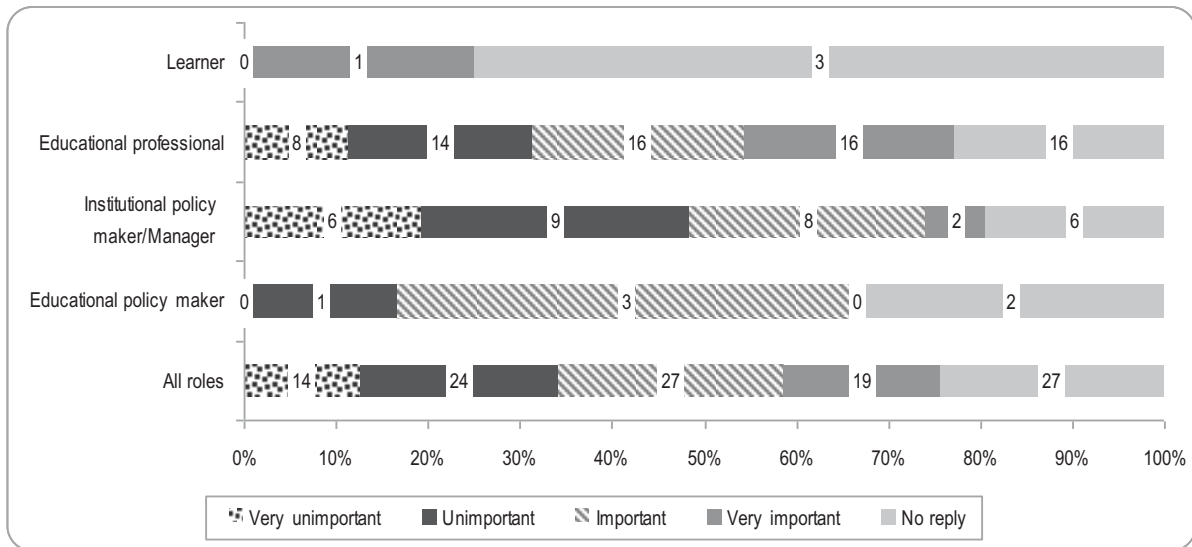
As regards the breakdown per educational role within each sector, higher education professionals show an uneven distribution of responses across the options provided; adult learning professionals, to the contrary, present a very even distribution of opinion. Also, while 46.8% of higher education professionals think Internet connectivity is very unimportant and unimportant for OER use (against 41.6% who think the opposite), only 31.4% of adult learning professionals share that view (against 45.7% who think it is important or very important).

**Diagram 4.92.a – Lack of Internet connectivity  
Higher education – Breakdown per educational role**





**Diagram 4.92.b – Adult learning – Breakdown per educational role**

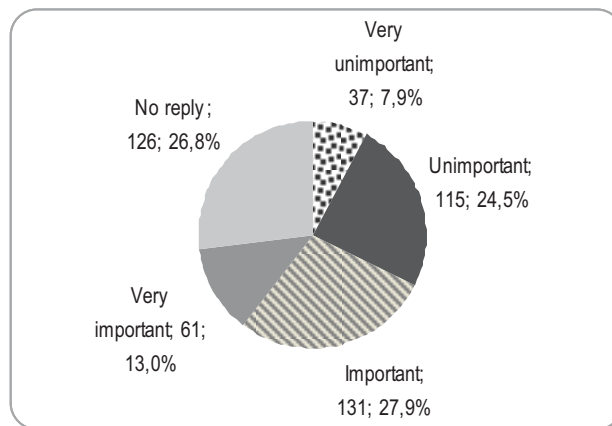


The above responses show that there is still a relevant barrier posed by the insufficient coverage of Internet access for OER users.

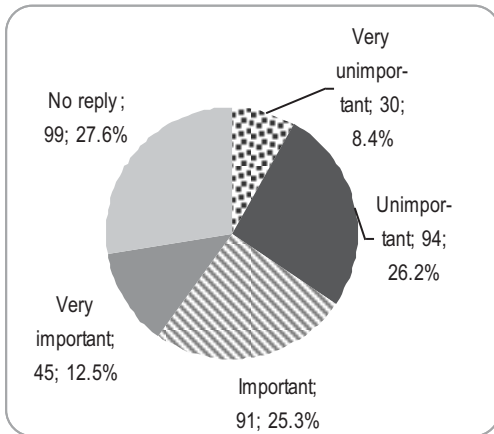
*4. Lack of software to adapt the resources to the user’s purposes*

Overall, the majority of respondents considers this barrier very important or important, but the adult learning respondents more so than their counterparts.

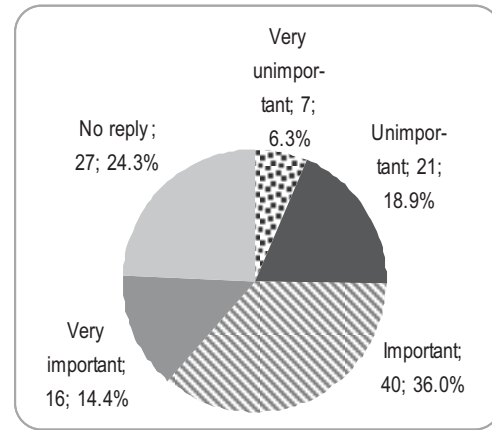
**Diagram 4.93.a – Lack of software to adapt the resources to the user’s purposes**



**Diagram 4.93.b – Higher education**

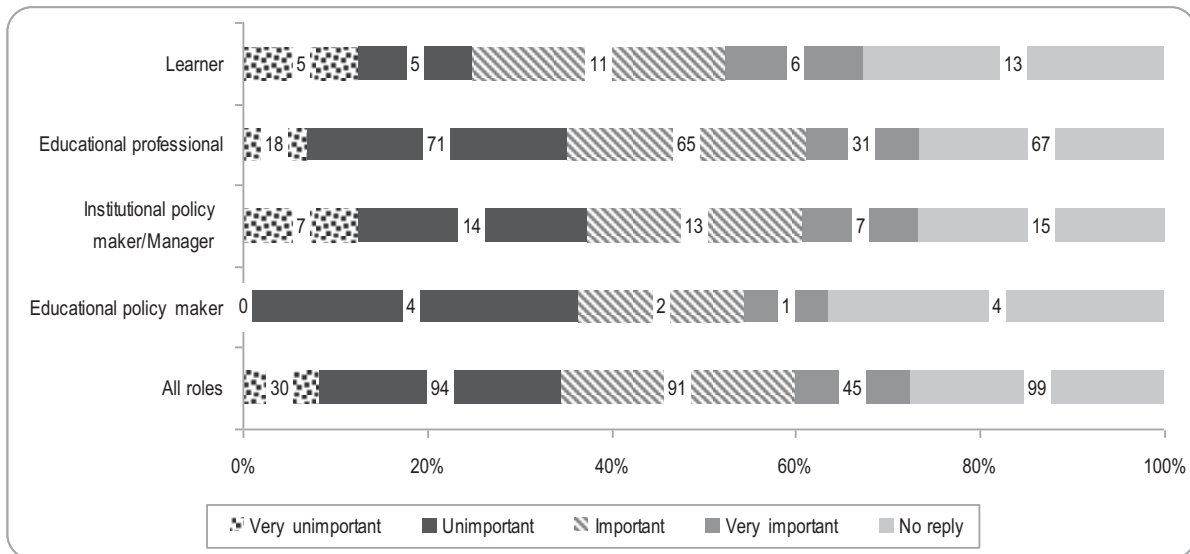


**Diagram 4.93.c – Adult learning**

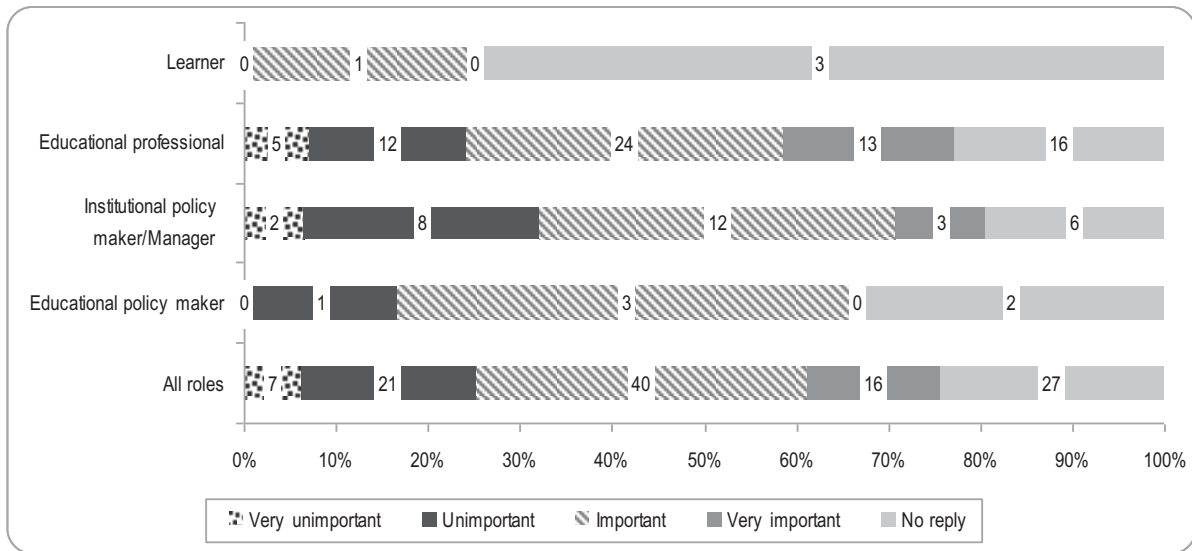


Given the sector breakdown per educational role, one observes that higher education professionals rate in a fairly similar way the positive assessments (at 37.9%) and the negative ones (at 35.2%). A dissimilar pattern can be observed in the adult learning professional, 52.9% of whom rate positively, against 24.3% who rate negatively.

**Diagram 4.94.a – Lack of software to adapt the resources to the user’s purposes  
Higher education – breakdown per educational role**



**Diagram 4.94.b – Adult learning – breakdown per educational role**

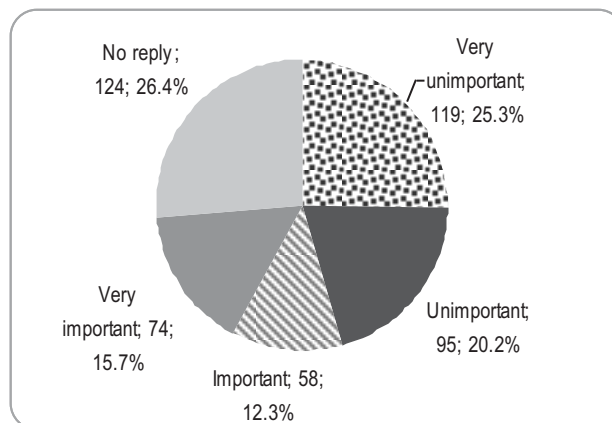


These results indicate that actions are needed to make available appropriate software, in particular when considering the repurposing of existing OER to better suit the users’ educational needs.

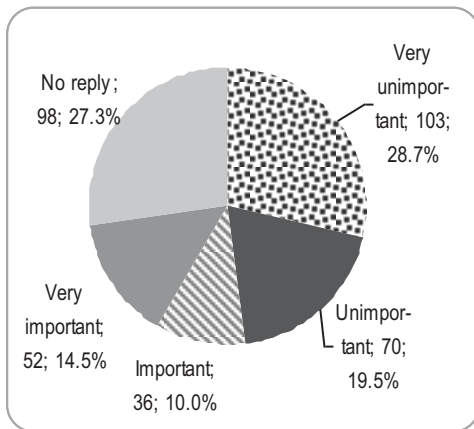
*5. Lack of access to computers*

Almost half of all respondents (45.5%) felt this was very unimportant or unimportant, with only 28% considering it to be important or very important. However, in the breakdown by sector while higher education respondents strongly favour the negative options, adult learning respondents provide more balanced views as seen from the values given for positive and negative options.

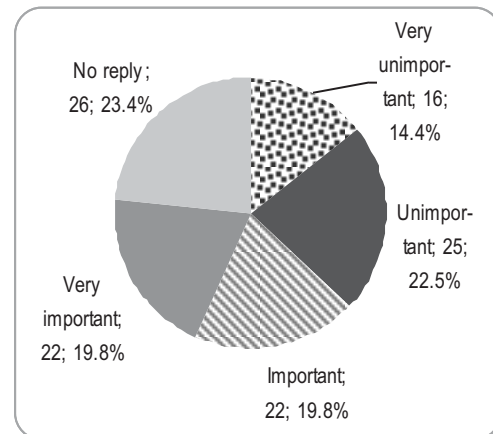
**Diagram 4.95.a – Lack of access to computers**



**Diagram 4.95.b – Higher education**

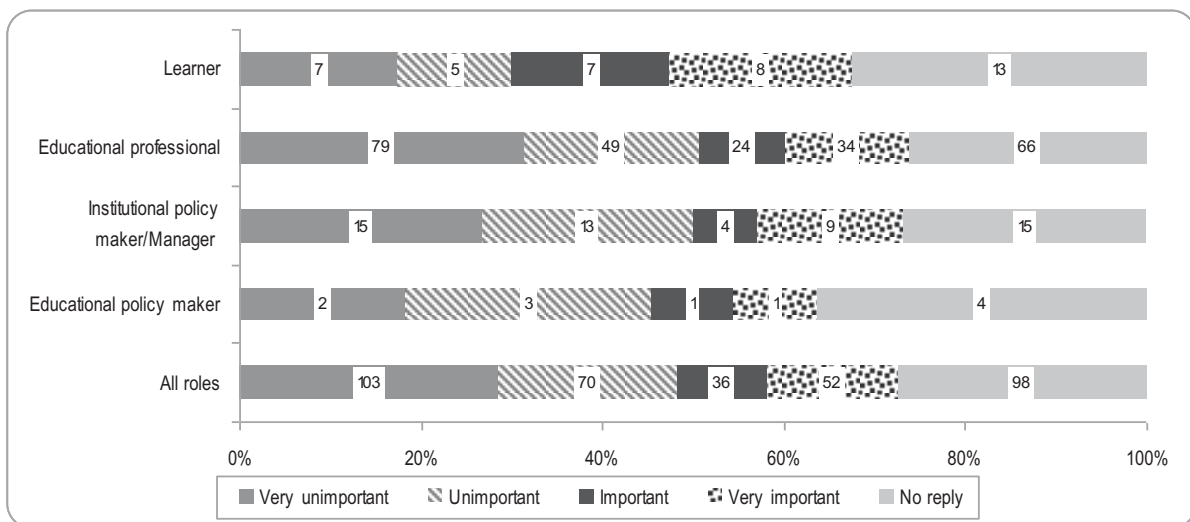


**Diagram 4.95.c – Adult learning**

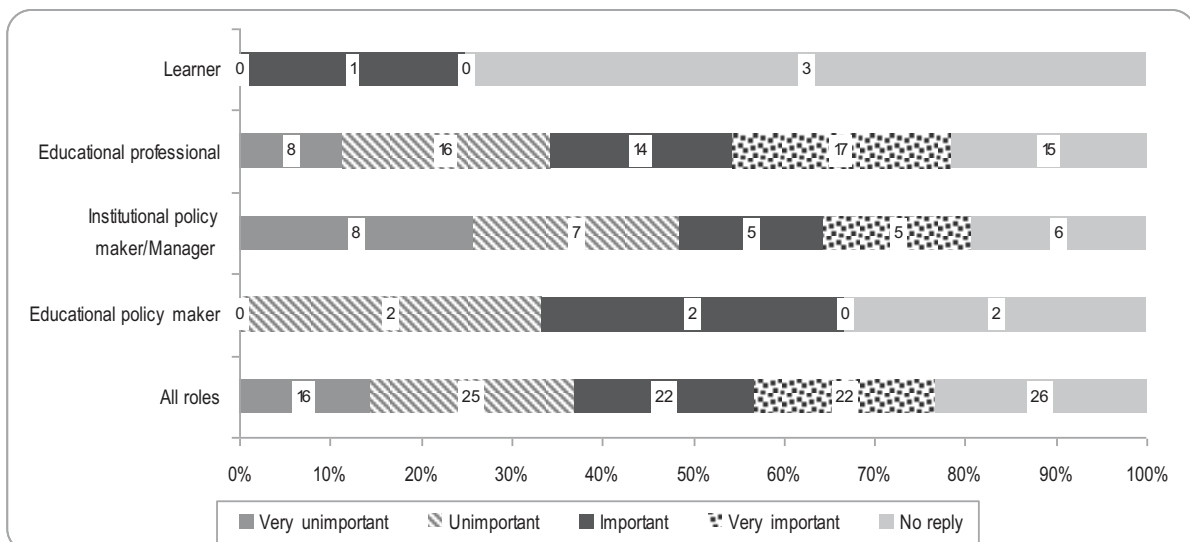


When analysing the breakdown per educational role in the two sectors, the replies from higher education professionals for the positive attributes total 23.0%, against 50.8% for the negative ones. The opposite is observed in the replies from the adult learning professionals, with 44.3% for the positive attributes against 34.3% for the negative ones.

**Diagram 4.96.a – Lack of access to computers  
Higher education – breakdown per educational role**



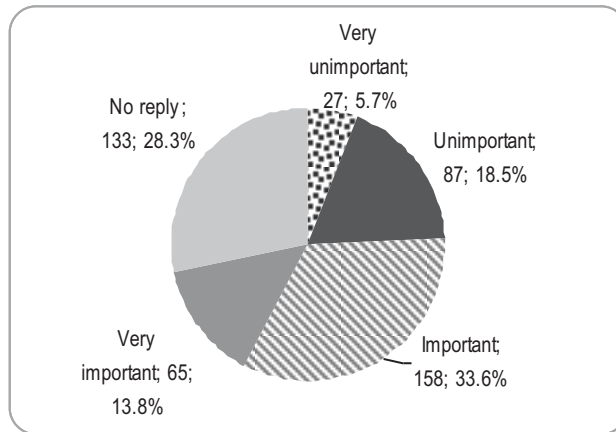
**Diagram 4.96.b – Adult learning – breakdown per educational role**



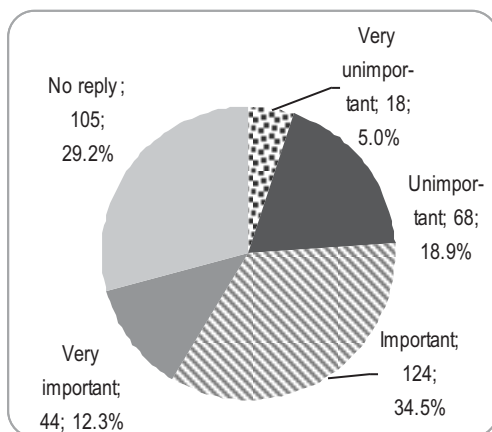
6. Lack of quality of the OER

The issue of quality as a barrier to OER use (see also the related chapter IV.II, section B.4. Representations of Quality and chapter IV.I, section C, 1.1) is positively assessed by nearly half of all respondents (47.4%, against 24.2% who stated it was unimportant or very unimportant), similarly distributed by sector.

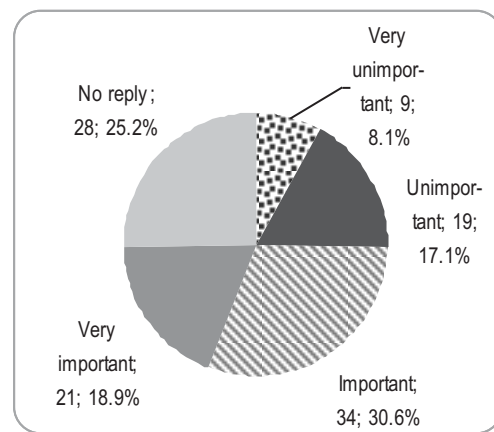
**Diagram 4.97.a – Lack of quality of the OER**



**Diagram 4.97.b – Higher education**

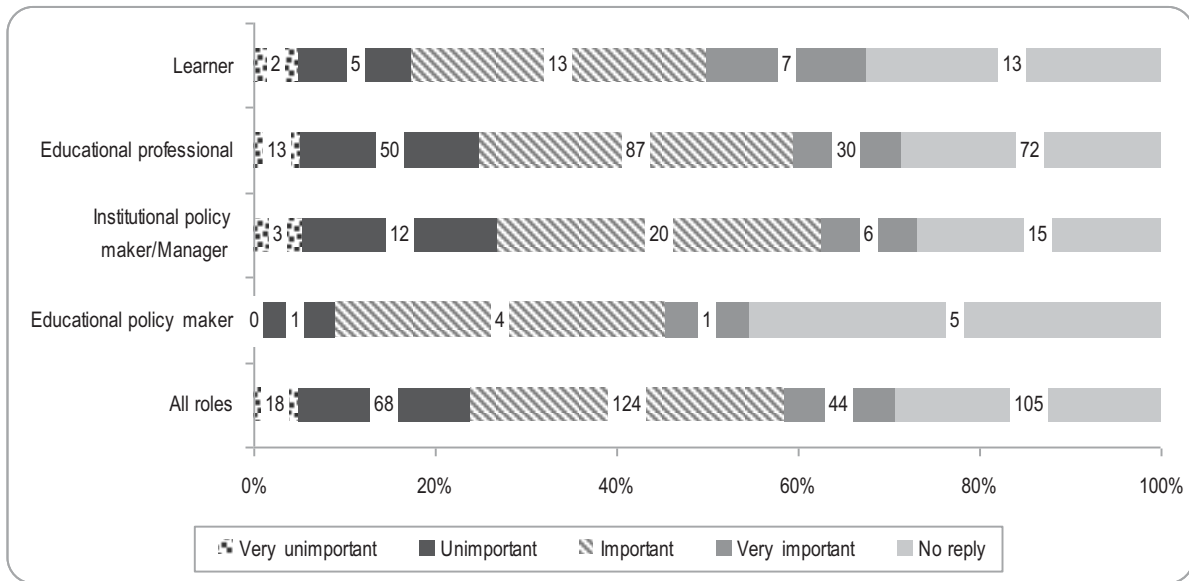


**Diagram 4.97.c – Adult learning**

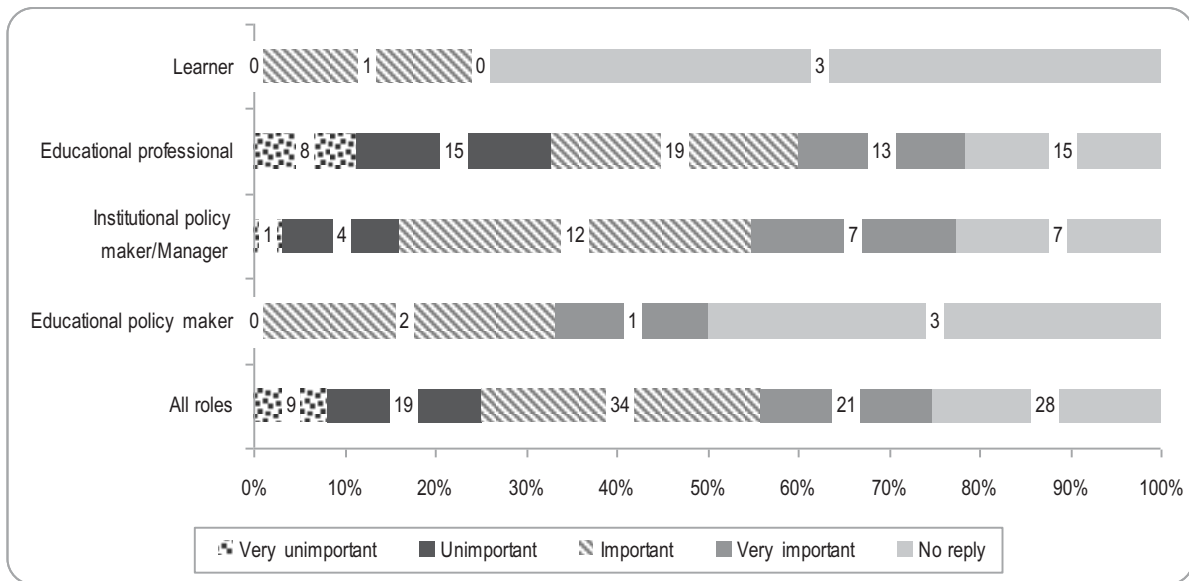


The general pattern observed is also followed in higher education by the institutional policy makers/managers and the educational professionals. In the adult learning sector, 62.3% of institutional policy makers/managers rate this factor positively, against 16.1% who rate it negatively, while opinions are more balanced in the educational professionals of this sector, with 45.7% positive replies, against 32.9% of negative ones. The distribution of responses shows an uneven pattern in educational policy makers and adult learners, affected by the rate of no replies.

**Diagram 4.98.a – Lack of quality of the OER  
Higher education – breakdown per educational role**



**Diagram 4.98.b – Adult learning – breakdown per educational role**

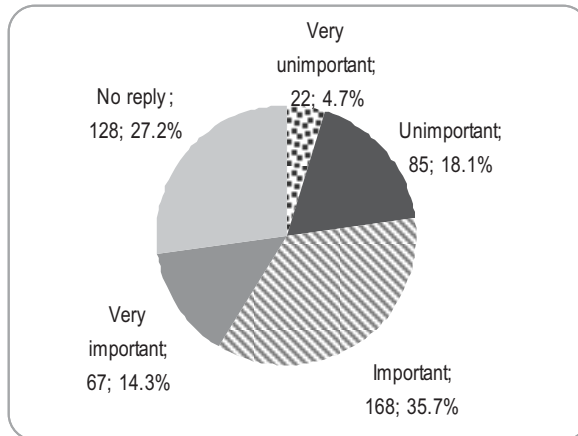


As suggested before, it seems clear that quality is an issue that concerns the respondents and therefore would deserve specific attention, at public and institutional policy level alike.

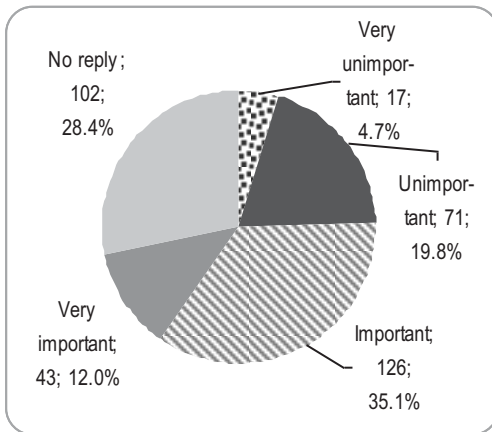
*7. Lack of OER that are culturally relevant to the user*

Half of all respondents felt that this barrier is very important or important, with a higher contribution from the adult learning sector, in relative terms. The rating of very unimportant was notably low, and similarly so in both sectors under scrutiny.

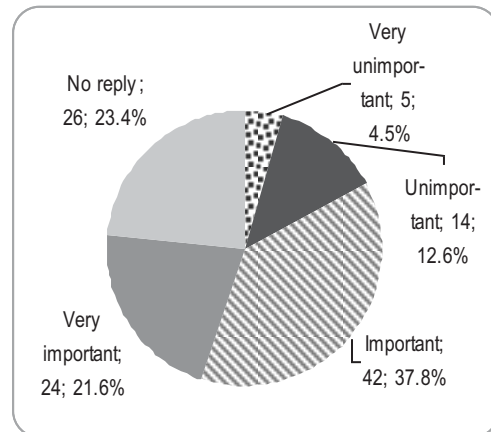
**Diagram 4.99.a – Lack of OER that are culturally relevant to the user**



**Diagram 4.99.b – Higher education**

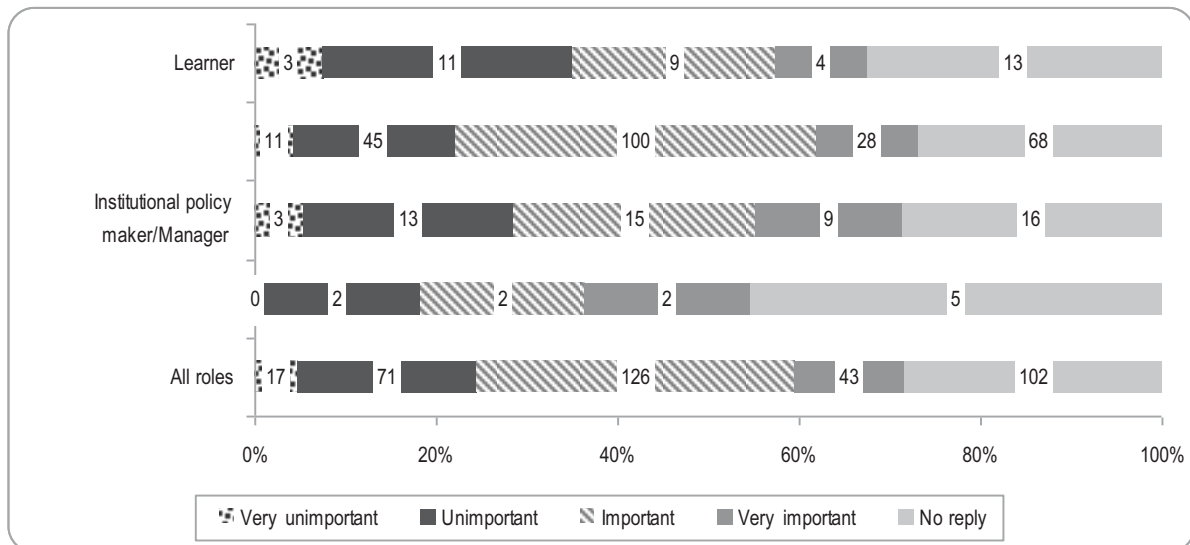


**Diagram 4.99.c – Adult learning questionnaire**

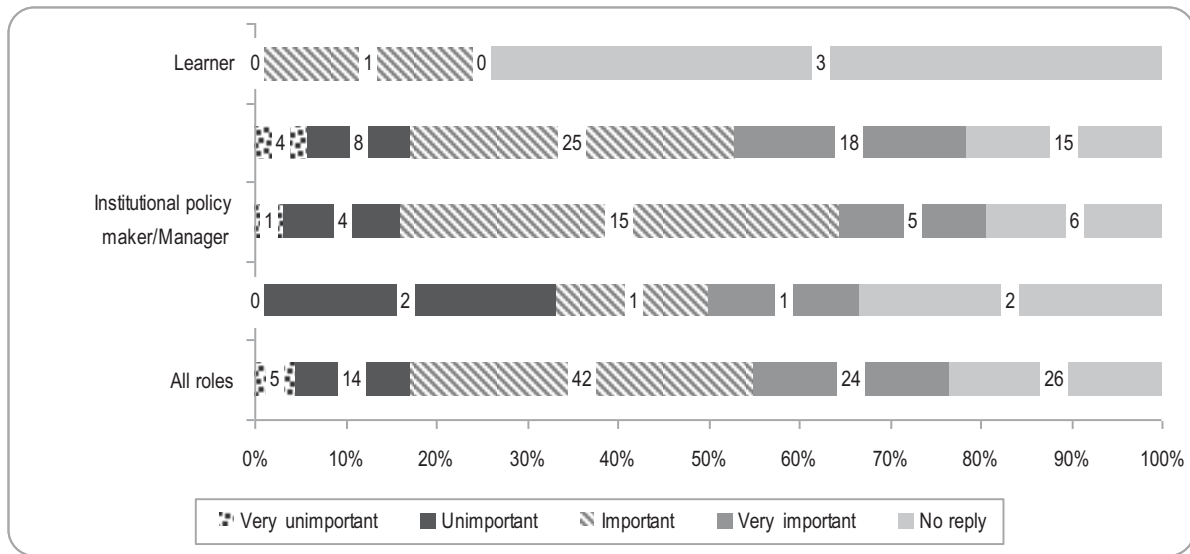


Considering the breakdown by educational role in the two sectors surveyed, both institutional policy makers/managers and educational professionals share a pattern of *circa* half of the responses with a preference for positive attributes and *circa* a quarter for the negative ones.

**Diagram 4.100.a –Lack of OER that are culturally relevant to the user  
Higher education – breakdown per educational role**



**Diagram 4.100.b – Adult learning – breakdown per educational role**

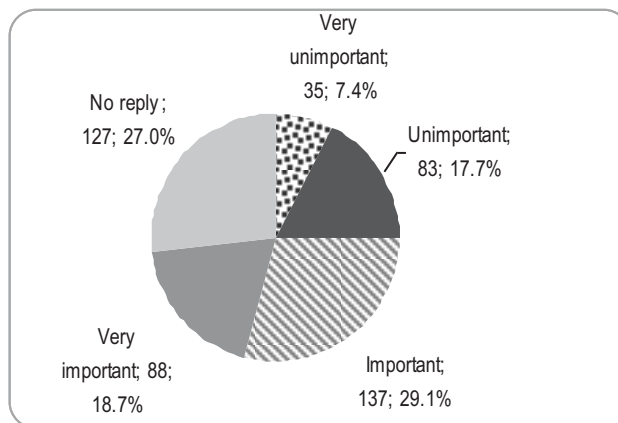


In light of these results, the appropriateness of OER to the cultural contexts of use is an issue that would deserve specific measures at various levels, so that the impact of this barrier may be softened in time.

*8. Lack of OER in the user’s native language*

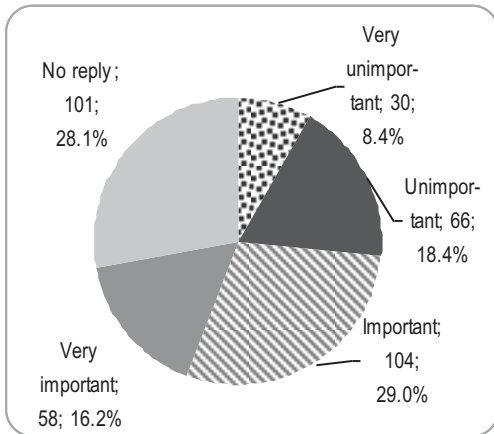
Near half of all respondents rated this barrier as very important or important; the corresponding score for adult learning respondents was 56.7%.

**Diagram 4.101.a – Lack of OER in the user’s native language**

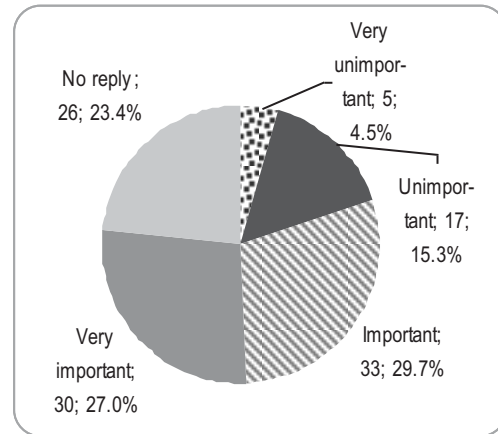




**Diagram 4.101.b –Higher education**

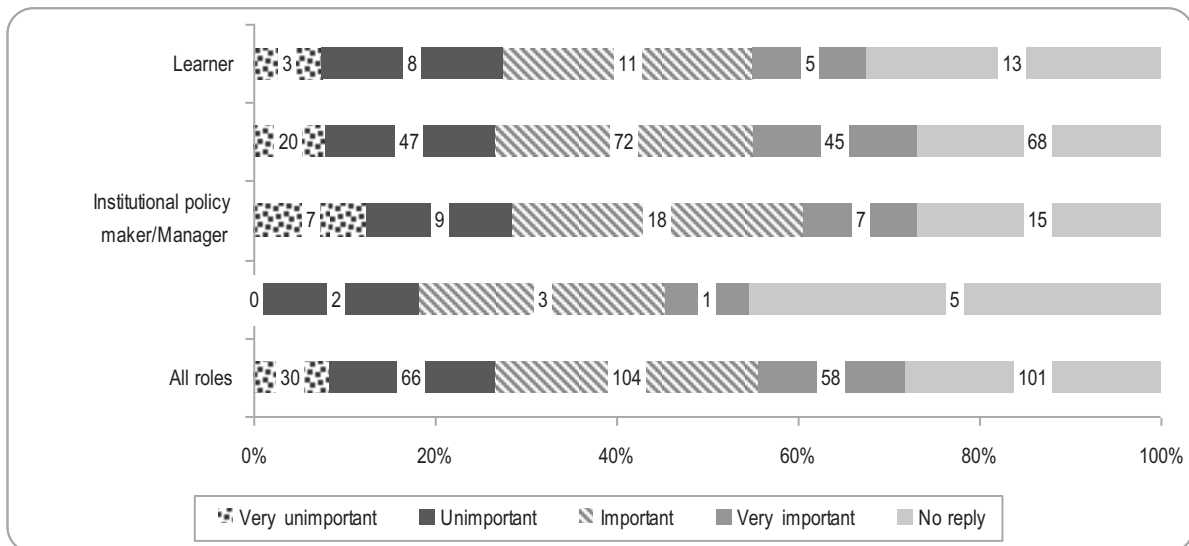


**Diagram 4.101.c – Adult learning**

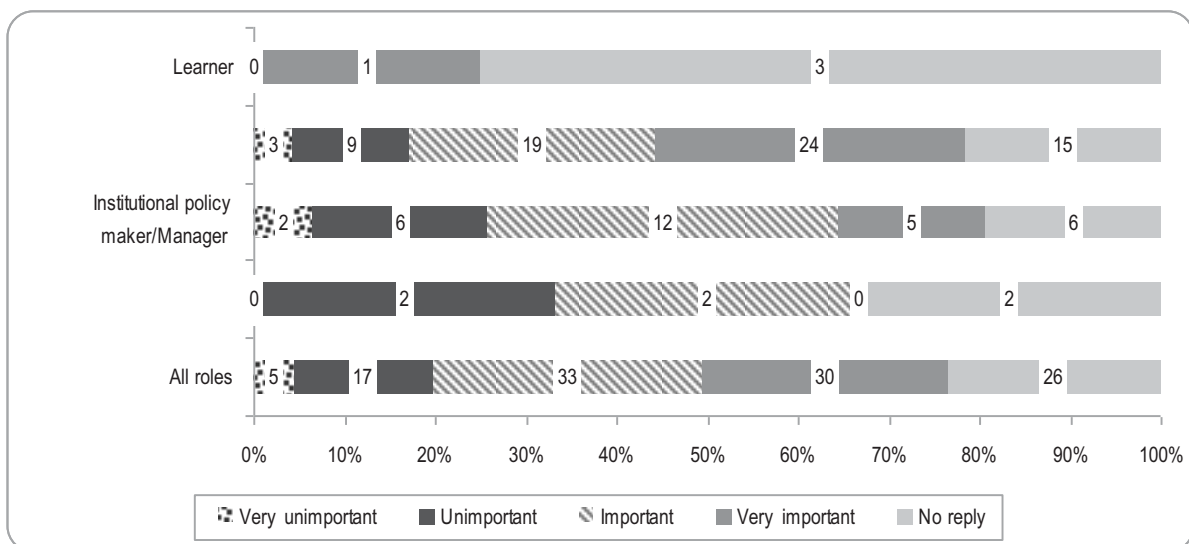


The above trend can also be observed in both institutional policy makers/managers and educational professionals of the two sectors surveyed.

**Diagram 4.102.a – Lack of OER in the user’s native language  
Higher education – breakdown per educational role**



**Diagram 4.102.b –Adult learning – breakdown per educational role**

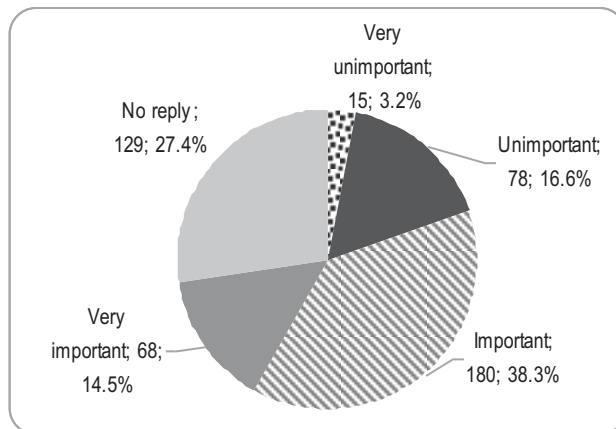


The availability of OER in the user’s language constitutes, according to the results of the survey, a barrier which would point to public policy and institutional policy intervention to support OER supply from a multi-linguistic perspective.

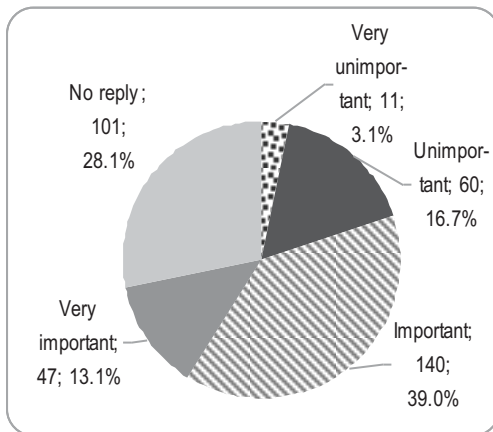
*9. OER are not embedded into the learning scenarios*

More than half of all respondents rate this sub-question positively (52.8% of important and very important ratings), with slightly higher results from the adult learning sector. The negative assessments are fairly balanced between the two sectors.

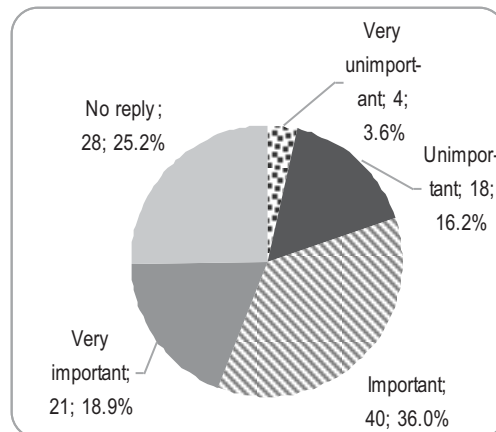
**Diagram 4.103.a – OER are not embedded into the learning scenarios**



**Diagram 4.103.b – Higher education**



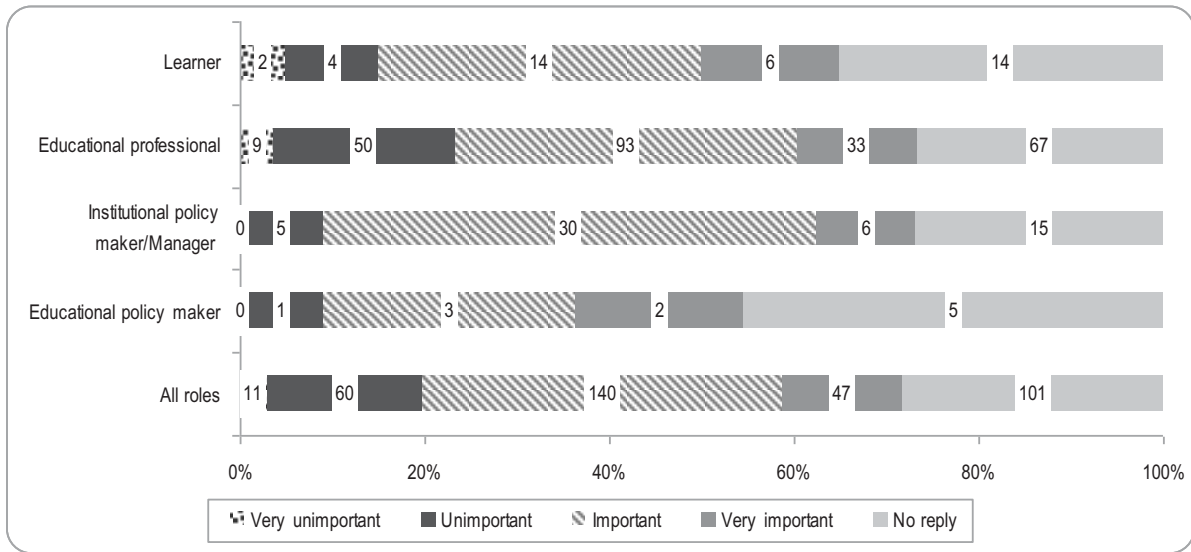
**Diagram 4.103.c – Adult learning**



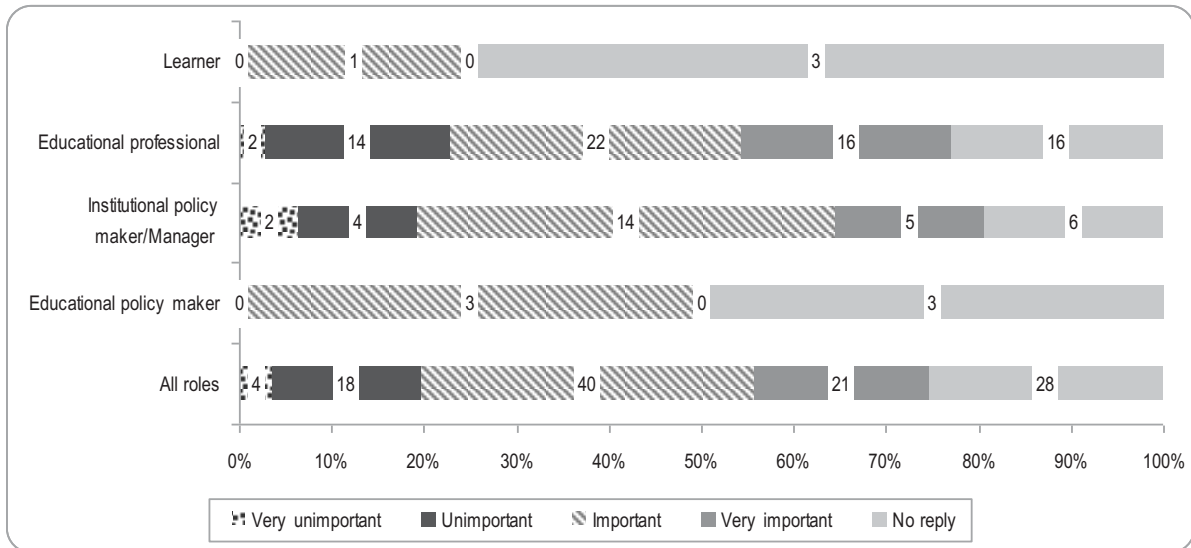
When comparing the results of institutional policy makers/managers and educational professionals, we see that the former provided the higher positive assessments (64.5% in higher education and 61.3% in adult learning, against the latter, at 50% in higher education and 54.3% in adult learning).

Not surprisingly, educational policy makers and learners are the educational roles that provided higher results of no replies to this sub-question.

**Diagram 4.104.a – OER are not embedded into the learning scenarios  
Higher education – Breakdown per educational role**



**Diagram 4.104.b – Adult learning – Breakdown per educational role**

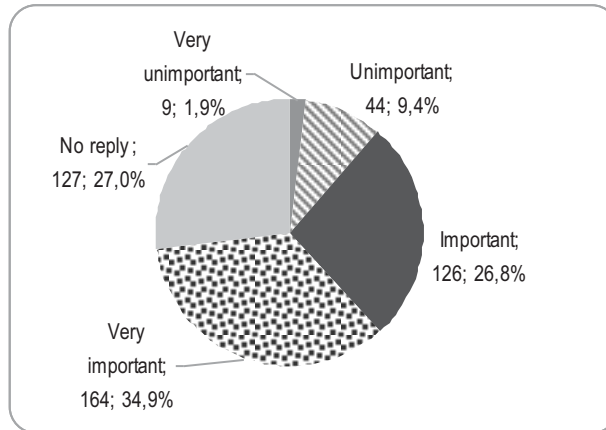


This barrier – which can also be considered as a factor of innovation in educational institutions – is perceived by respondents as an important one, and the results show an awareness across sectors and most educational roles regarding issues of pedagogical innovation and practice surrounding OER.

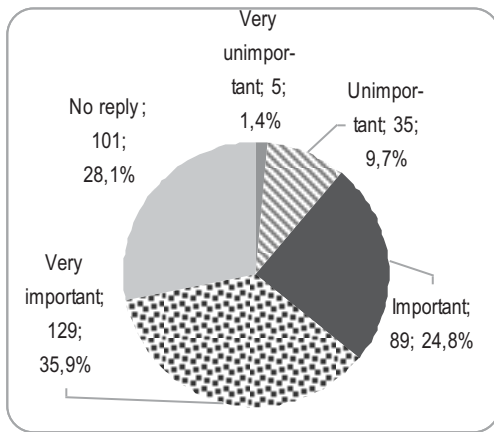
*10. Insufficient reward system for educational professionals devoting time and energy to OER development*

The majority of respondents concur unequivocally with this statement, with overall positive responses reaching 61.7%.

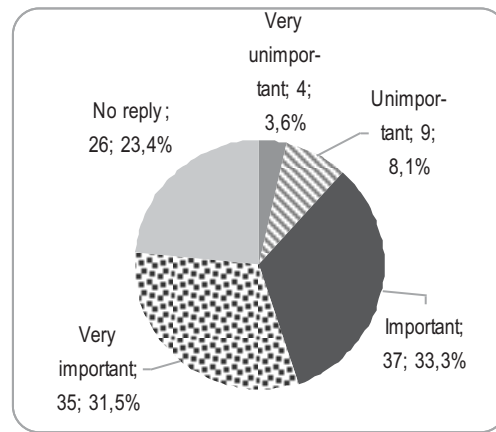
**Diagram 4.105.a – Insufficient reward system for educational professionals devoting time and energy to OER development**



**Diagram 4.105.b – Higher education**

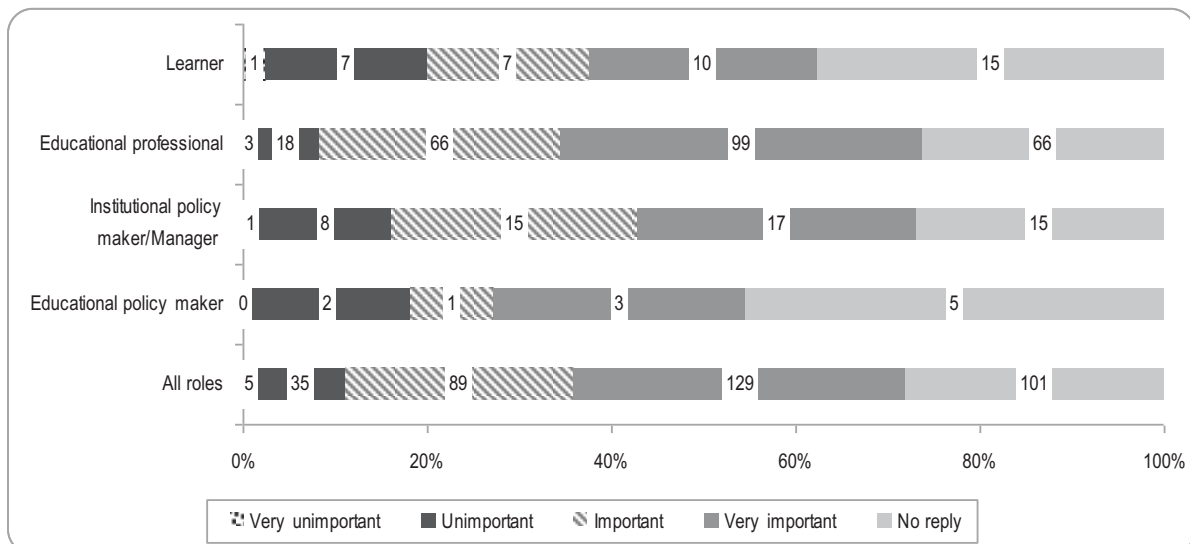


**Diagram 4.105.c – Adult learning**

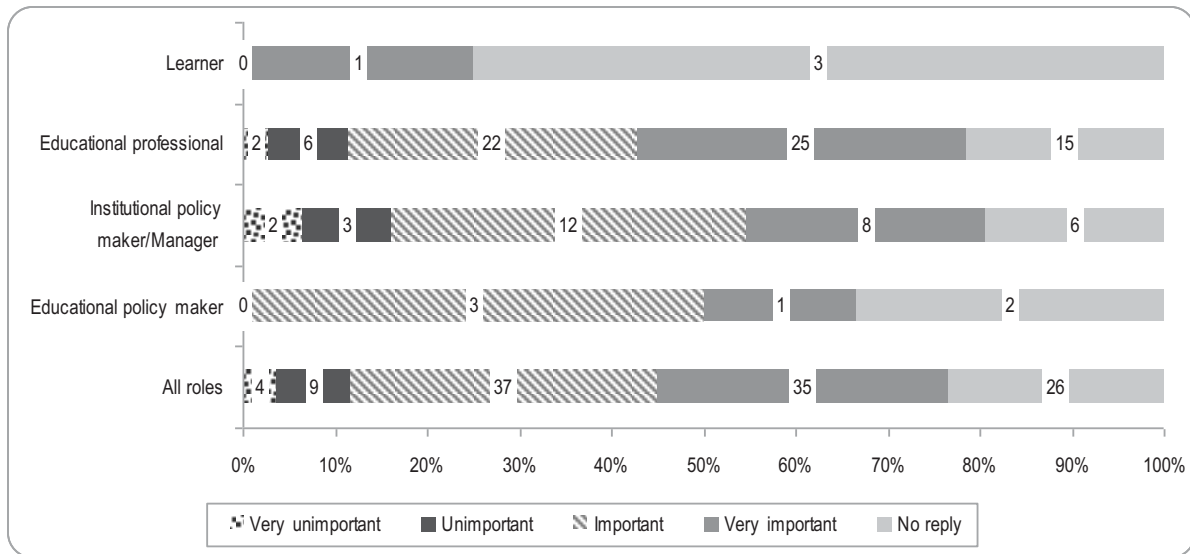


The breakdown per educational role shows dissimilarity in the adult learning sector, in particular as regards the learners' views.

**Diagram 4.106.a – Insufficient reward system for educational professionals devoting time and energy to OER development  
Higher education – Breakdown per educational role**



**Diagram 4.106.b – Adult learning – Breakdown per educational role**

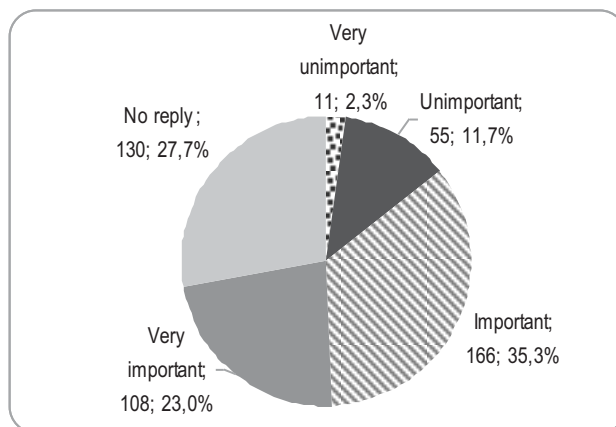


The respondents’ opinions point to the need for appropriate reward systems to be established at institutional level, which would not only help expand OER use but also ensure the sustainability of existing initiatives and programmes.

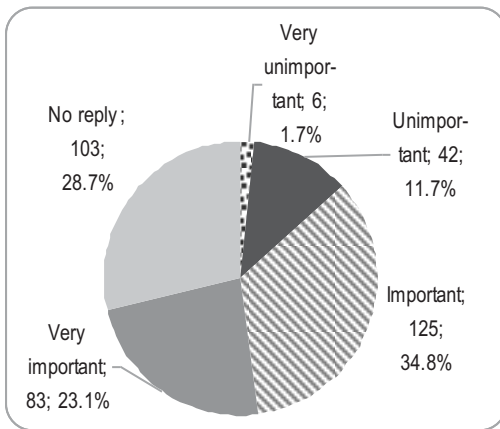
*11. Lack of interest in pedagogical innovation among educational professionals*

More than half of all respondents felt that lack of interest in pedagogical innovation among educational professionals was an important and very important barrier to OER use, and over one quarter did not register a reply. The pattern is similar in each sector surveyed.

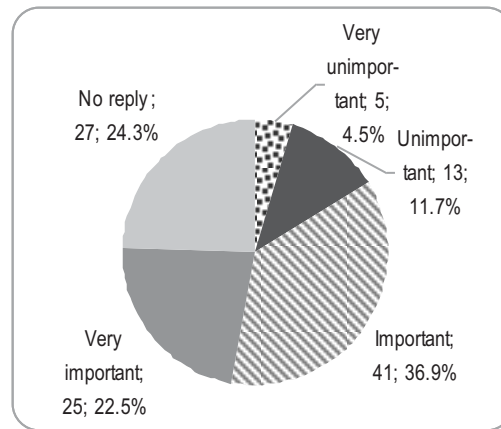
**Diagram 4.107.a – Lack of interest in pedagogical innovation among educational professionals**



**Diagram 4.107.b – Higher education**

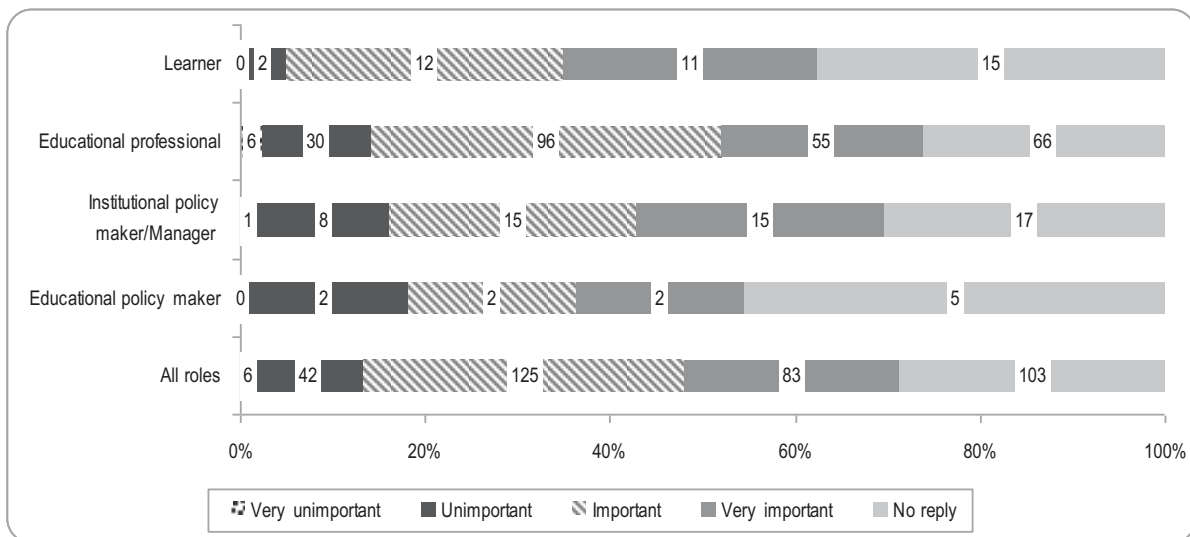


**Diagram 4.107.c – Adult education**

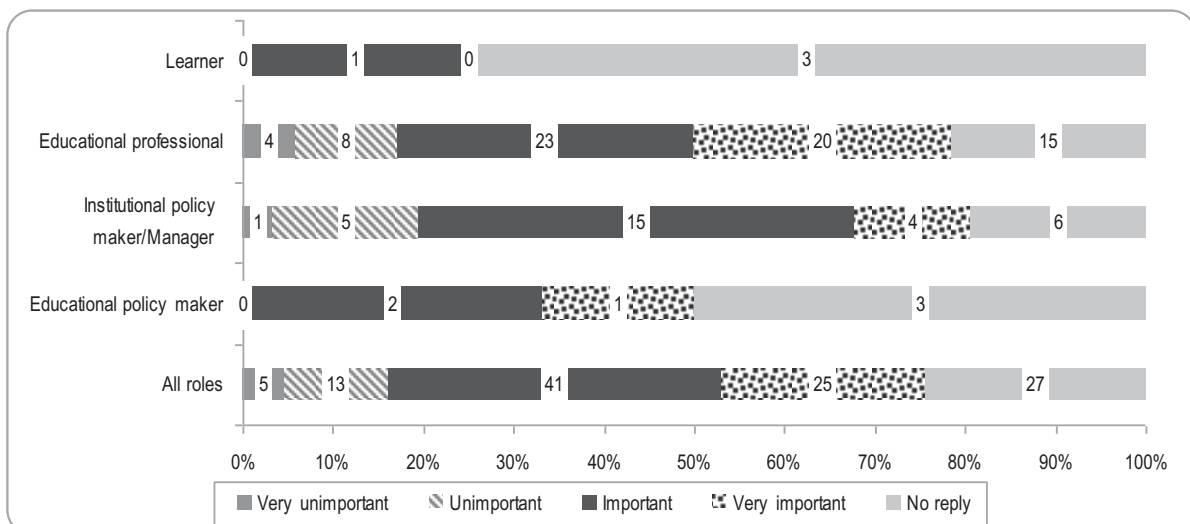


The breakdown analysis per educational role does not show remarkable deviations from the pattern described above.

**Diagram 4.108.a – Lack of interest in pedagogical innovation among educational professionals  
Higher education – Breakdown per educational role**



**Diagram 4.108.b – Adult learning – Breakdown per educational role**

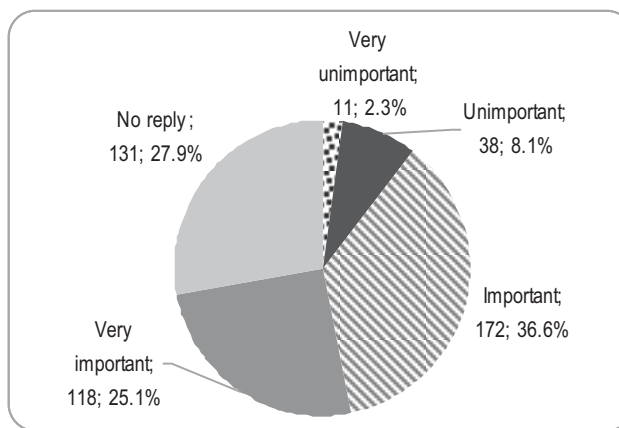


The results support the close link between OER and pedagogical innovation and would seem to endorse the views we expressed earlier (chapter IV.II.A.1.5) and the need for measures to promote cultures of innovation in educational institutions.

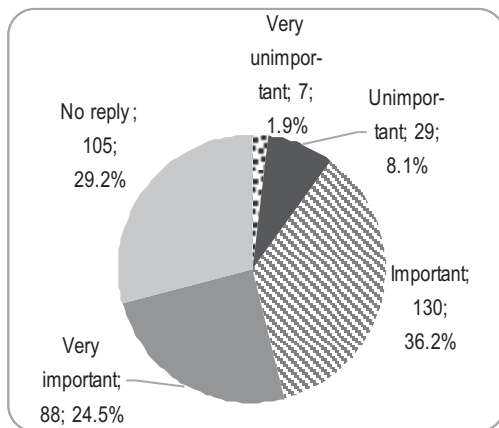
*12. Insufficient support from the management level of higher education institutions/adult learning organisations*

Overall, respondents place a great deal of importance on this barrier, with positive responses totalling 61.7%. It should be noted that this sub-question received a high percentage of no replies (27.9% overall).

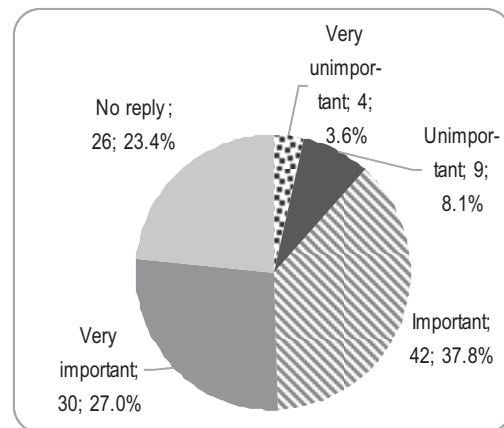
**Diagram 4.109.a – Insufficient support from the management level**



**Diagram 4.109.b – Higher education**

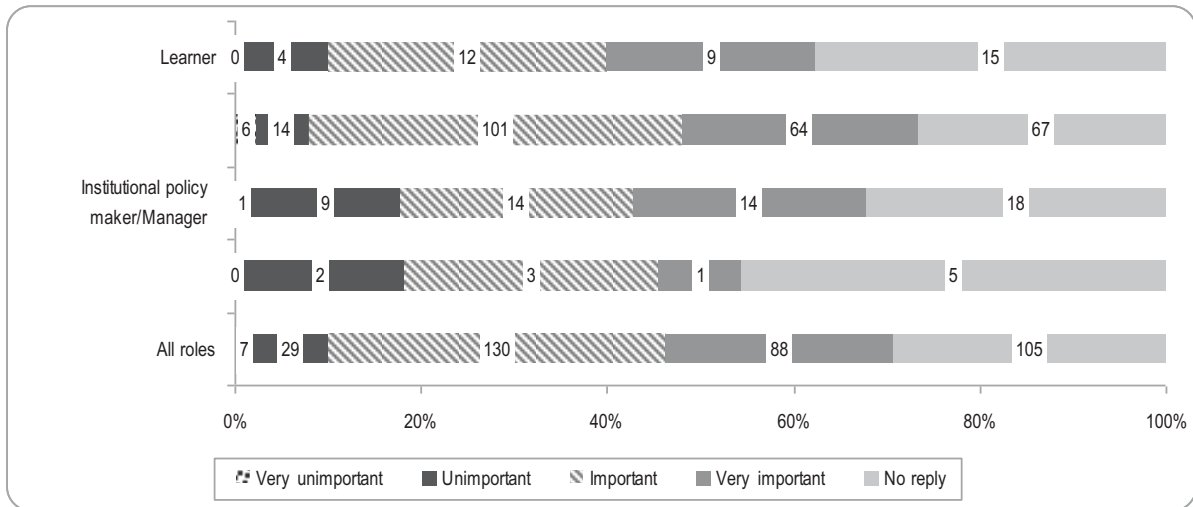


**Diagram 4.109.c – Adult learning**

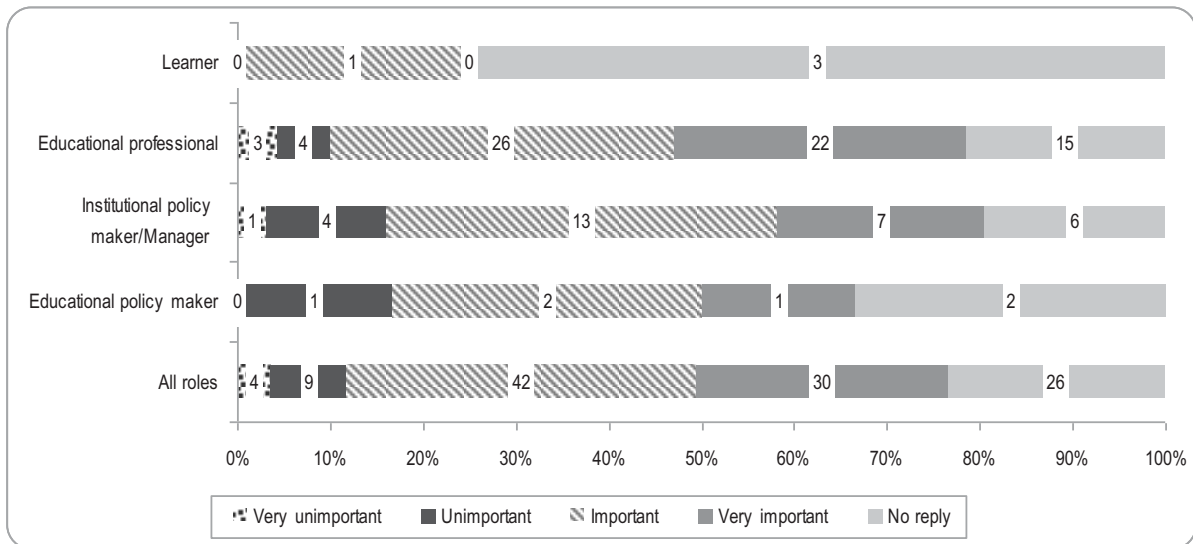


Both educational professionals and institutional policy makers/managers offer positive assessments to this sub-question: the former at 65.5% in higher education and 67.1% in adult learning; the latter at 50% in higher education and 64.5% in adult learning.

**Diagram 4.110.a – Insufficient support from the management level  
Higher education – Breakdown per educational role**



**Diagram 4.110.b – Adult learning – Breakdown per educational role**



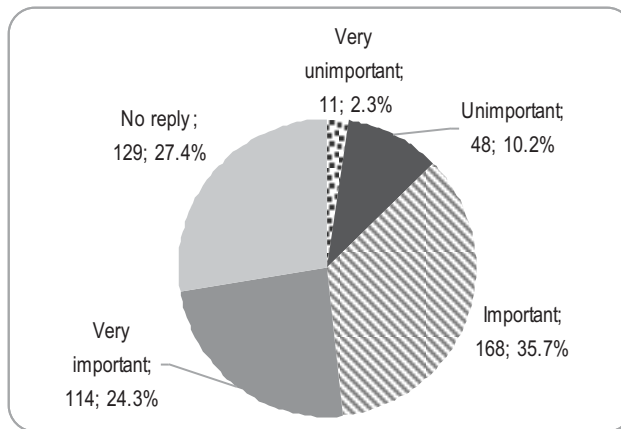
Thus, the results clearly point to the perception that there is ample ground for improvement as regards the concrete support that the management of educational institutions should be providing to OER developments.

*13. Lack of policies at national/regional level to support the creation or use of OER*

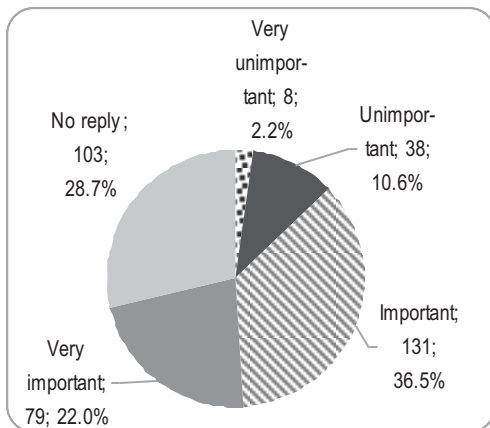
The majority of respondents (60%) leaned toward the idea that a lack of national/regional policies is an important and very important barrier, with higher distributions in the adult learning sector. The level of no replies is fairly high, at 27.4% overall.



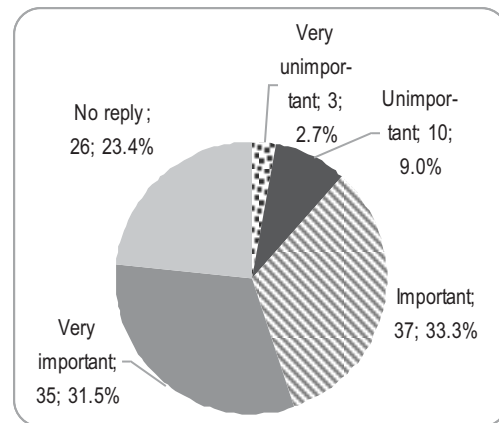
**Diagram 4.111.a – Lack of policies at national/regional level to support the creation or use of OER**



**Diagram 4.111.b – Higher education**

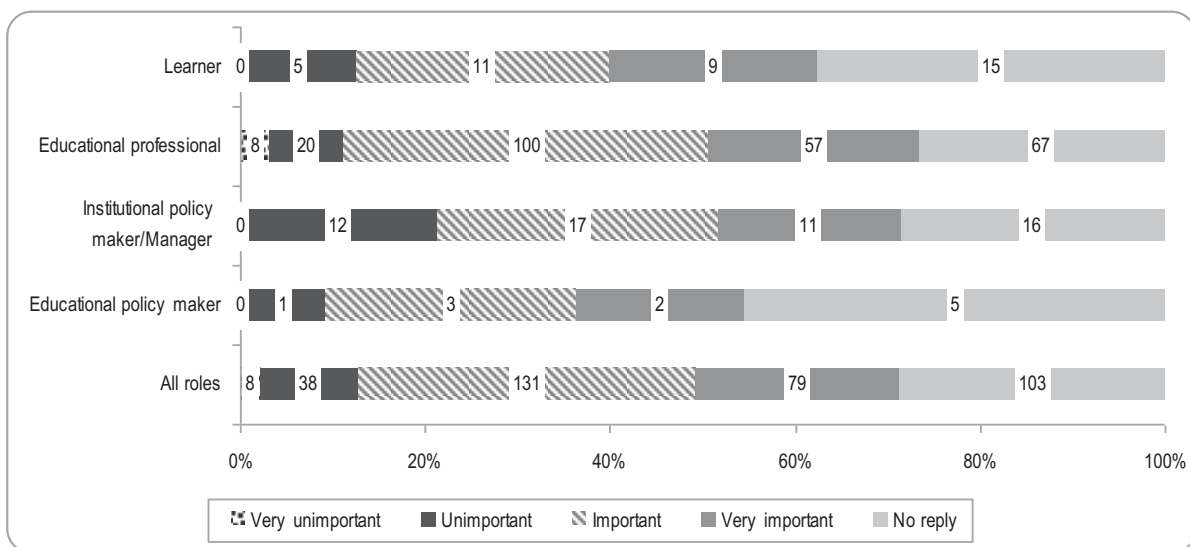


**Diagram 4.111.c – Adult learning**

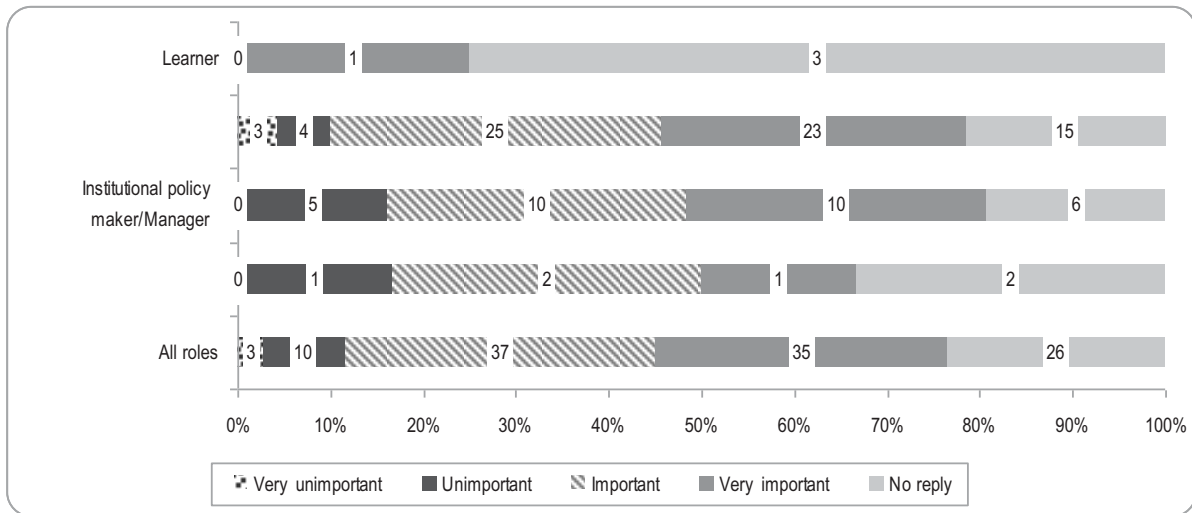


The defined trend holds across most categories elicited in the survey within each sector. This consistency reveals a high degree of consensus reached in the entire educational segment surveyed regardless of the levels of responsibility or activity.

**Diagram 4.112.a – Lack of policies at national/regional level to support the creation or use of OER  
Higher education – breakdown per educational role**



**Diagram 4.112.b – Adult learning – breakdown per educational role**

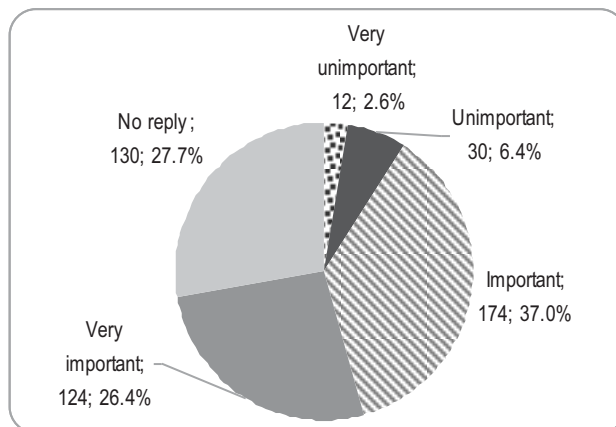


The results evidence a rather advanced awareness of the importance of public policies to further OER developments. This awareness is a notorious fact not only among educational policy makers but equally across the four educational roles targeted by the OPAL survey.

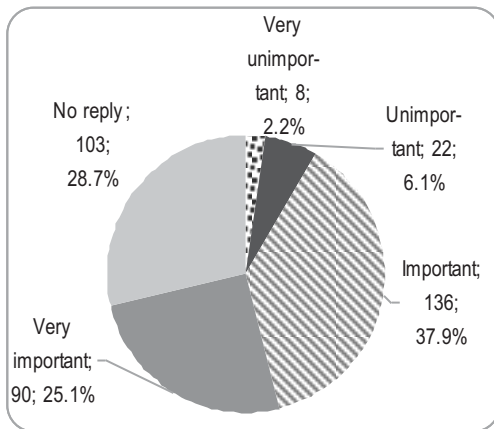
*14. Lack of policies at institutional level to support the creation or use of OER*

The majority of the respondents rated this barrier as an important or very important one, totalling 63.4%, with similar values by sector.

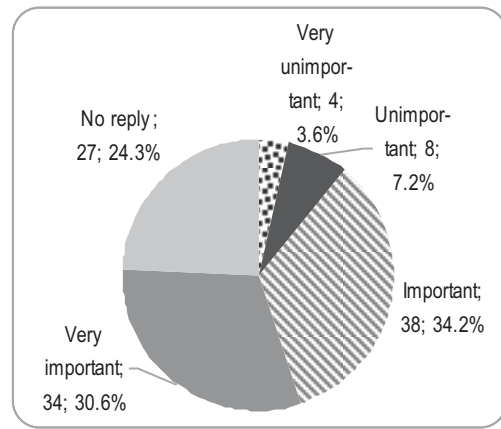
**Diagram 4.113.a – Lack of policies at institutional level to support the creation or use of OER**



**Diagram 4.113.b – Higher education**

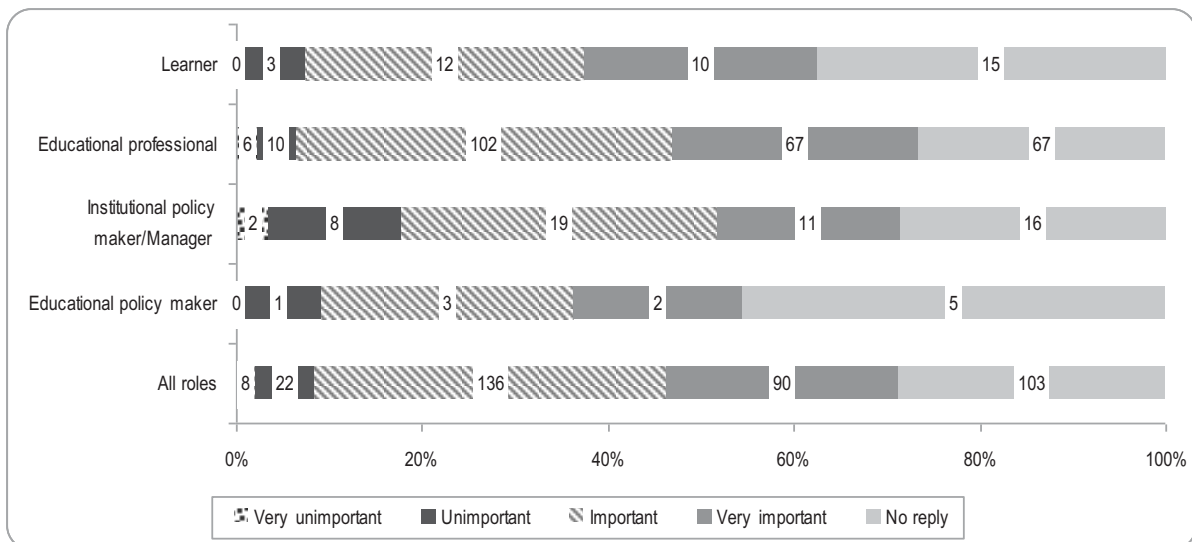


**Diagram 4.113.c – Adult learning**

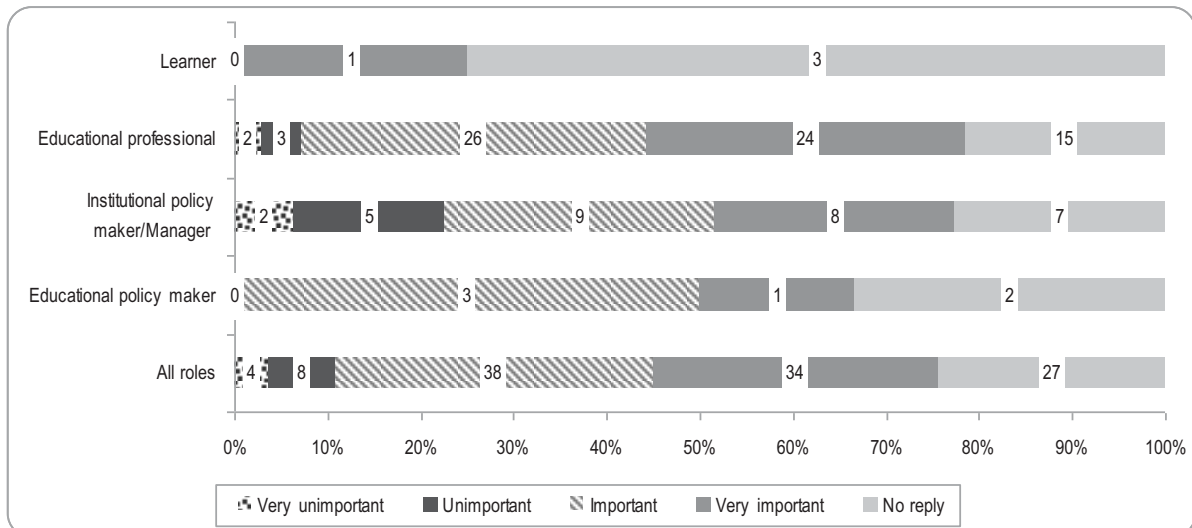


The distribution of responses per educational role is more consistent with the general trend within the educational roles of the higher education sector.

**Diagram 4.114.a – Lack of policies at institutional level to support the creation or use of OER  
Higher education – Breakdown per educational role**



**Diagram 4.114.b – Adult learning – Breakdown per educational role**

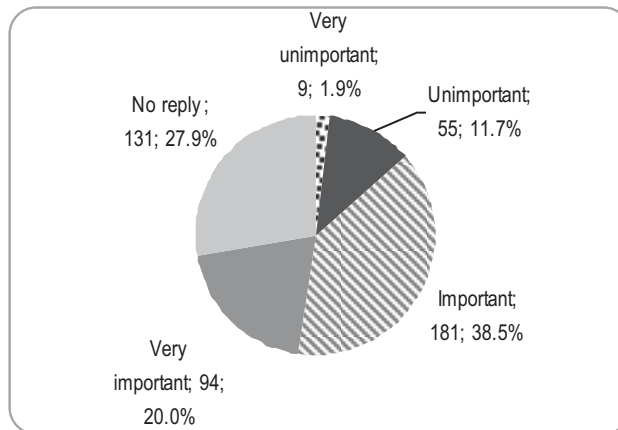


Again here, as with the previous sub-question, there is evidence of a high degree of awareness of the importance of institutional policies for the uptake of OER.

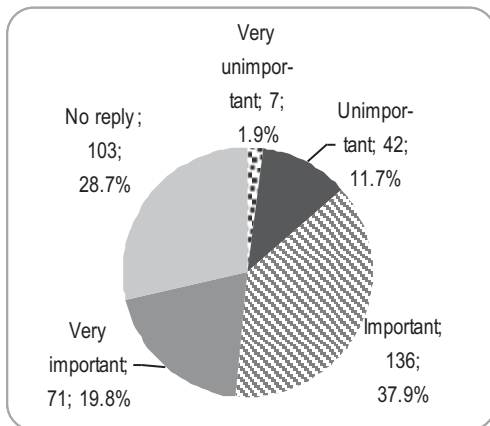
*15. Lack of interest in creating or using OER*

A clear majority of respondents (58.5%) feels that this barrier is very important and important. Likewise, the breakdown into sectors provides a similar pattern.

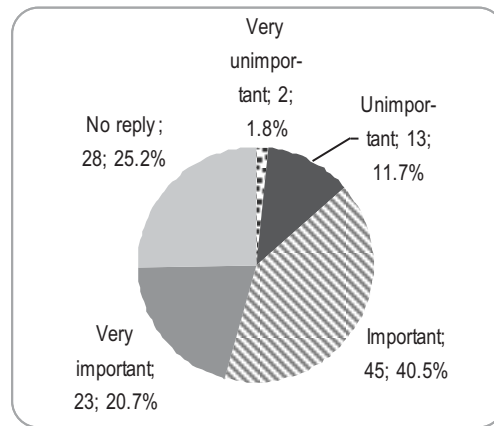
**Diagram 4.115.a – Lack of interest in creating or using OER**



**Diagram 4.115.b – Higher education**

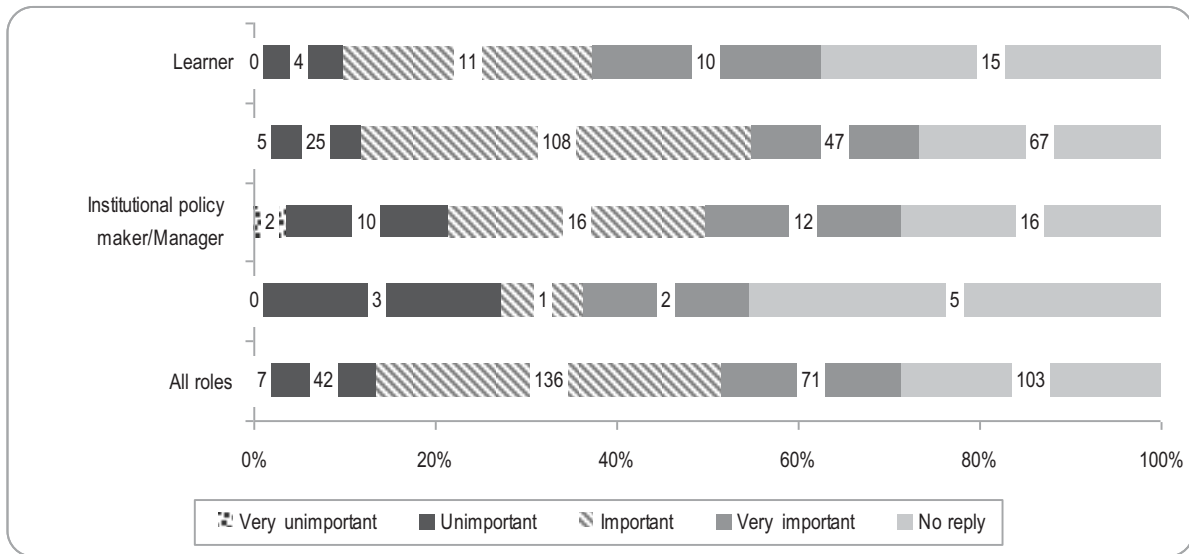


**Diagram 4.115.c – Adult learning**

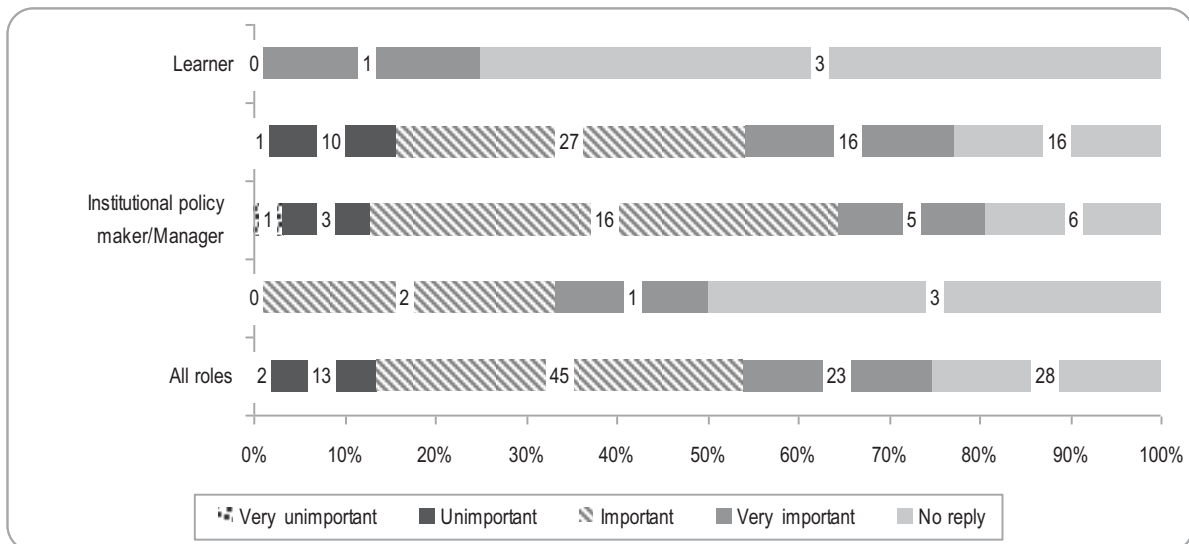


In analysing the breakdown per educational role in each sector, one observes that in higher education 50.0% of institutional policy makers/managers rate this sub-question positively, while as much as 61.5% of educational professionals do so; in adult learning, the lead is taken by institutional policy makers/managers, at 67.7% of positive replies, and the educational professionals follow suit, at 61.4%.

**Diagram 4.116.a – Lack of interest in creating or using OER  
Higher education – breakdown per educational role**



**Diagram 4.116.b – Adult learning – breakdown per educational role**

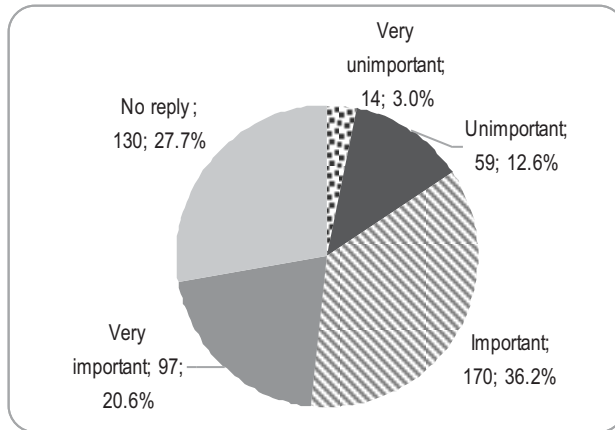


The opinions expressed by the respondents seem to point, as we mentioned earlier, to the relevance of the existence of cultures of innovation in educational institutions for OER to succeed.

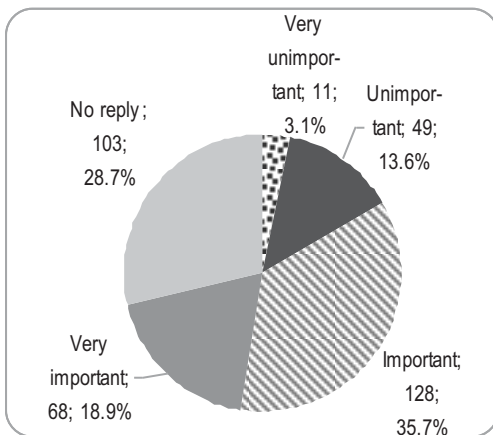
*16. Educational professionals lack the skills to create or use OER*

More than half of all respondents express agreement with this statement as a barrier to OER use (56.8%), with especial relevance in the adult learning sector (65.9%).

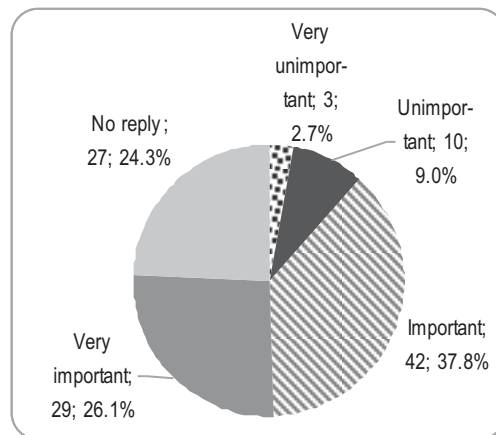
**Diagram 4.117.a – Educational professionals lack the skills to create or use OER**



**Diagram 4.117.b – Higher education**

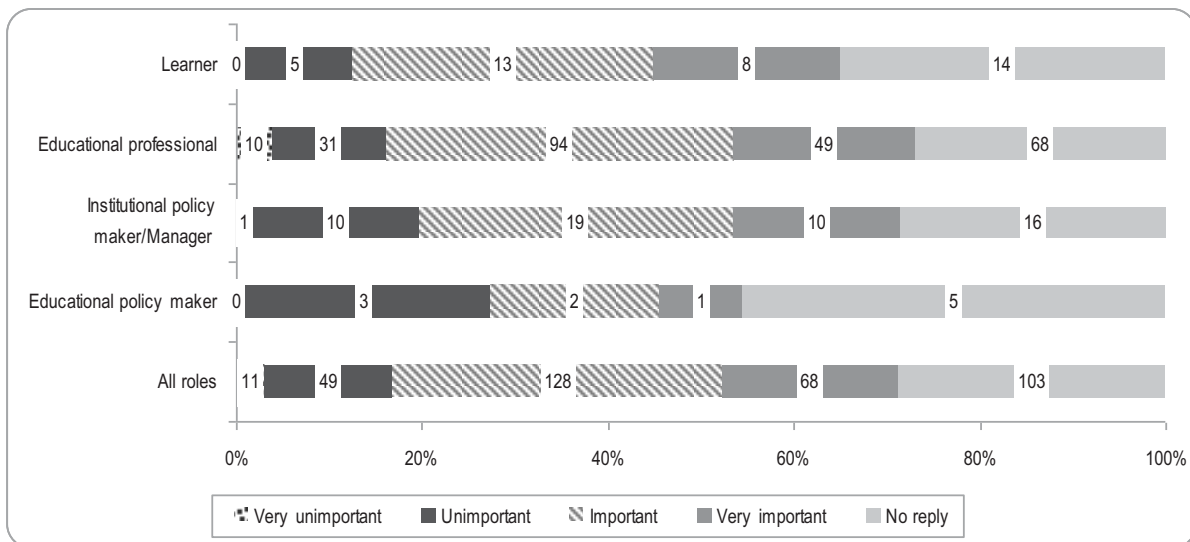


**Diagram 4.117.c – Adult learning**

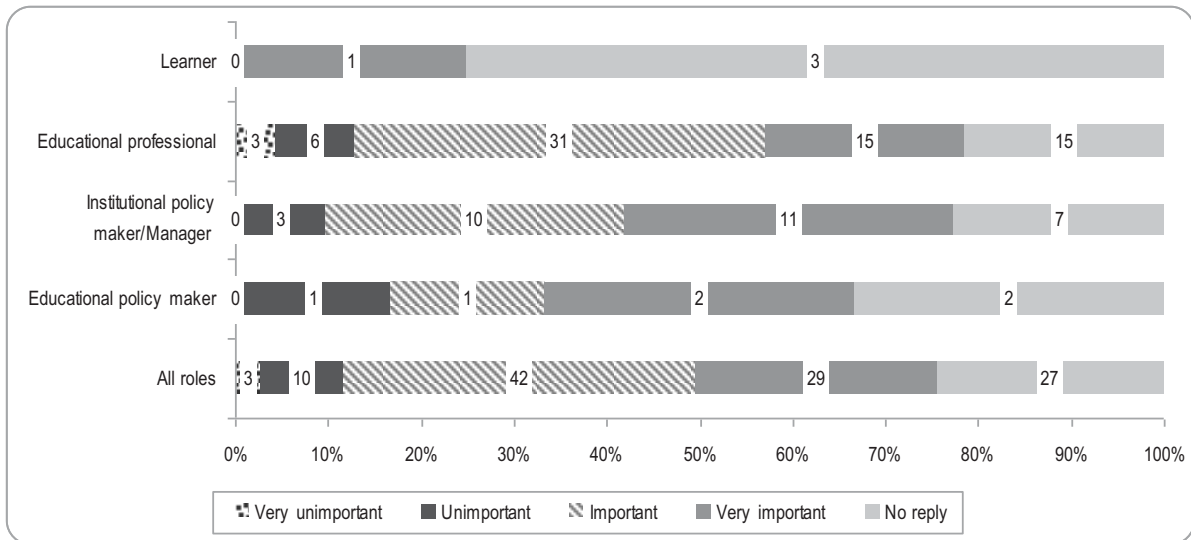


Considering the distribution by educational role, the higher positive values are shown by institutional policy makers/managers and educational professionals in both sectors.

**Diagram 4.118.a – Educational professionals lack the skills to create or use OER  
Higher education – Breakdown per educational role**



**Diagram 4.118.b – Adult learning – Breakdown per educational role**

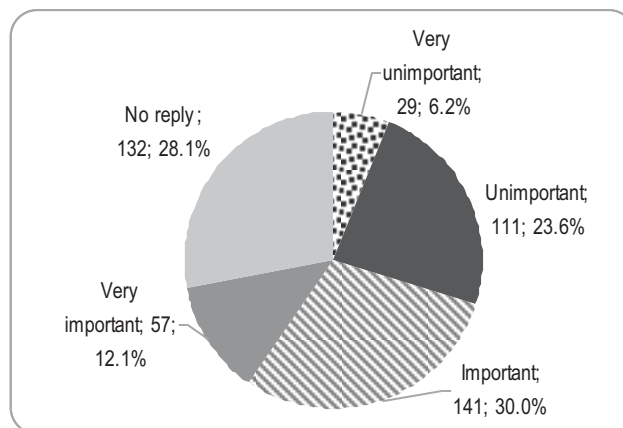


These results suggest that measures should be implemented to support skills development by educational professionals in areas of relevance to OER.

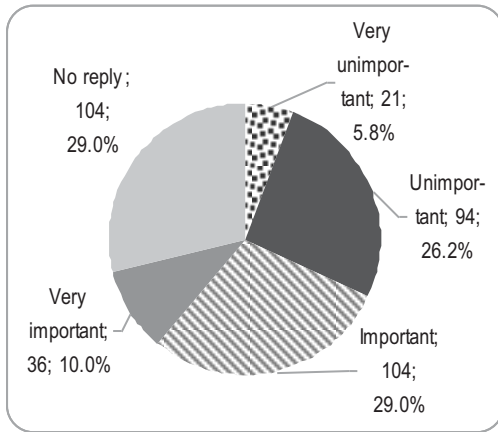
*17. Students/Learners lack the skills to create or use OER*

In contrast with the previous barrier, only 42.1% of all respondents assessed this barrier positively. It should be noted that the breakdown of the positive ratings per sector offers differing results: only 39.0% in higher education against 52.2% in adult learning.

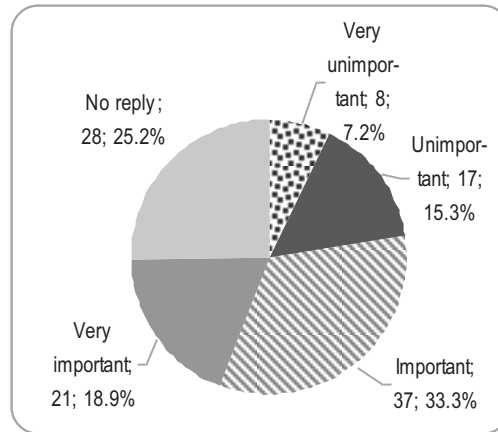
**Diagram 4.119.a – Students/Learners lack the skills to create or use OER**



**Diagram 4.119.b – Higher education**

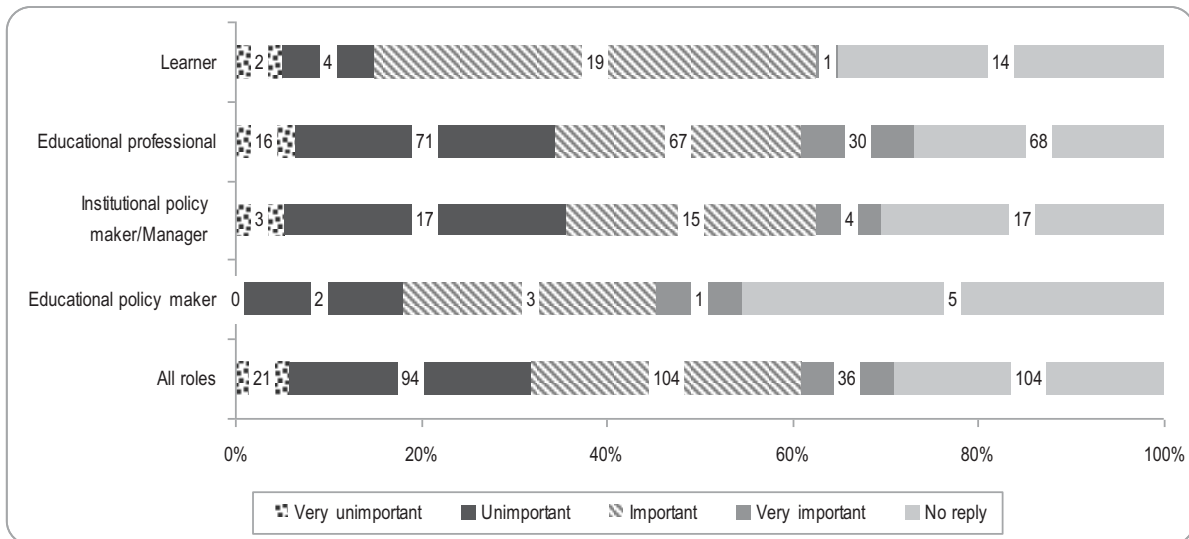


**Diagram 4.119.c – Adult learning**

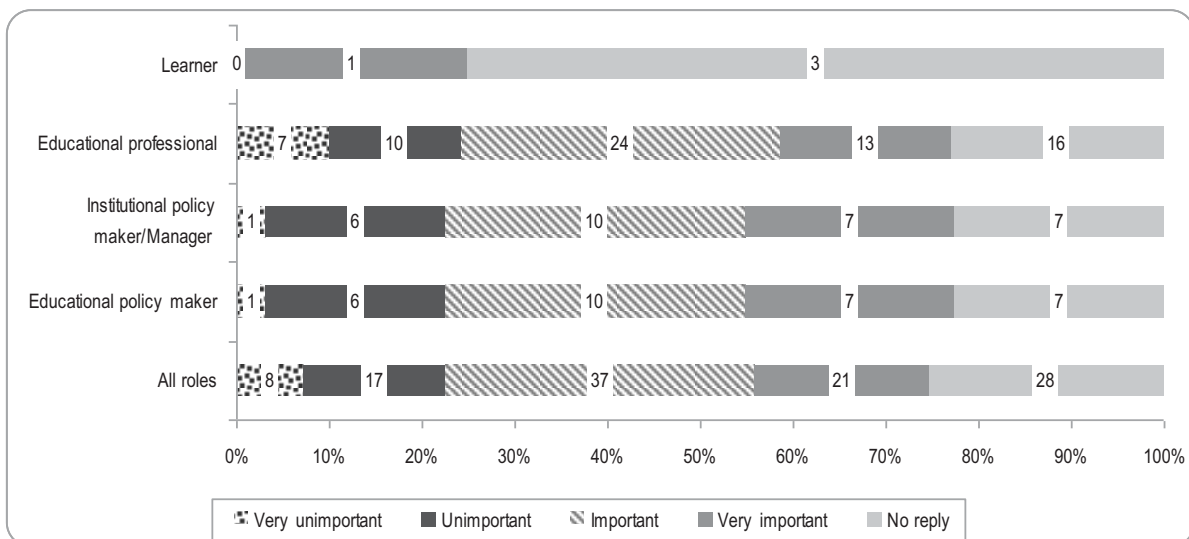


The distribution of ratings by educational role follows a fairly similar pattern within the two sectors surveyed, with the exception of the adult learners.

**Diagram 4.120.a – Students/Learners lack the skills to create or use OER  
Higher education – Breakdown per educational role**



**Diagram 4.120.b – Adult learning – Breakdown per educational role**



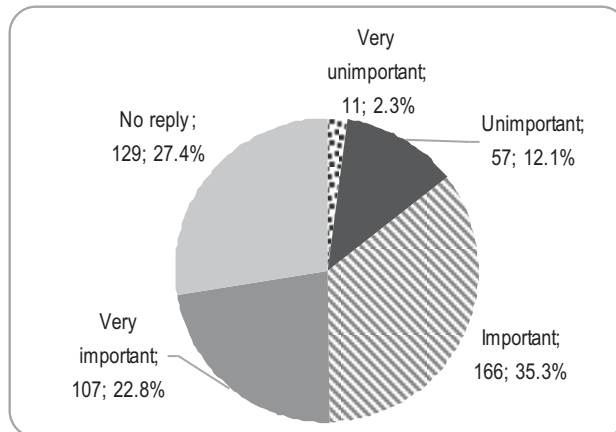


The results would seem to unveil to two different situations, with a potential for intervention in skills development for adult learners.

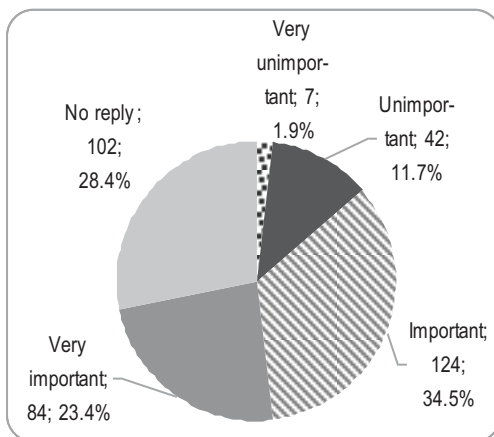
*18. Educational professionals lack the time to create or use OER*

The requirements of time to devote to the creation or use of OER are considered as a relevant barrier by more than half of all respondents (58.1%), a trend mirrored by each sector.

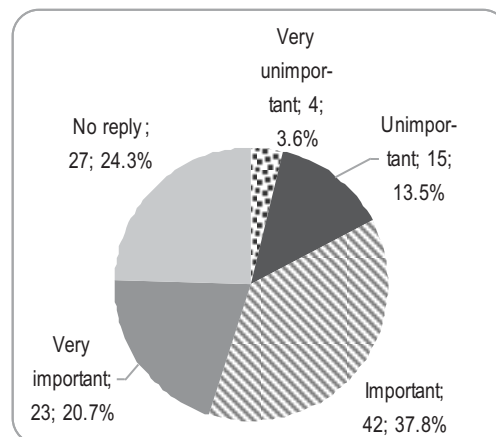
**Diagram 4.121.a – Educational professionals lack the time to create or use OER**



**Diagram 4.121.b – Higher education**

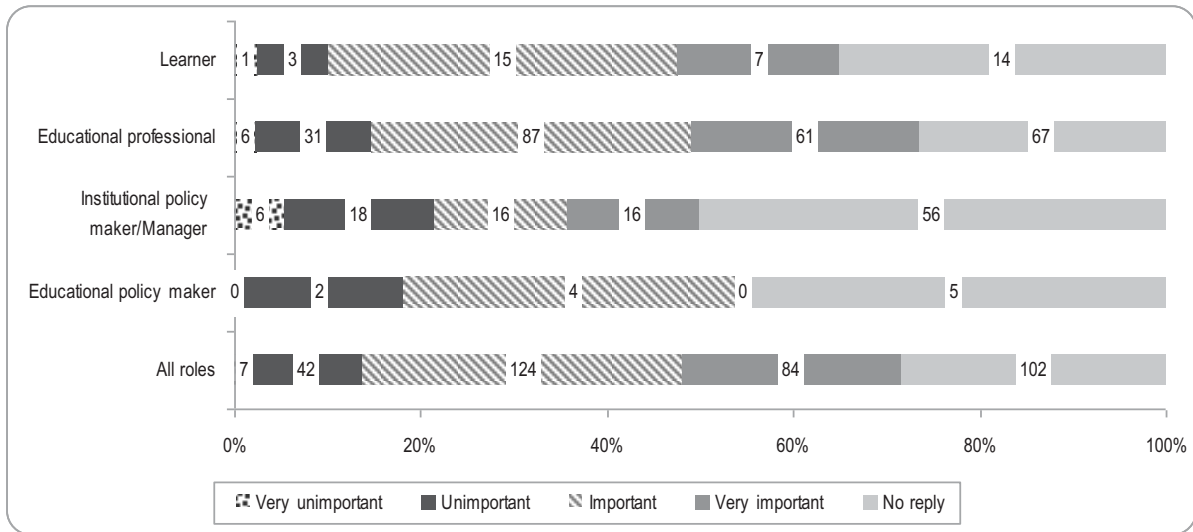


**Diagram 4.121.c – Adult learning**

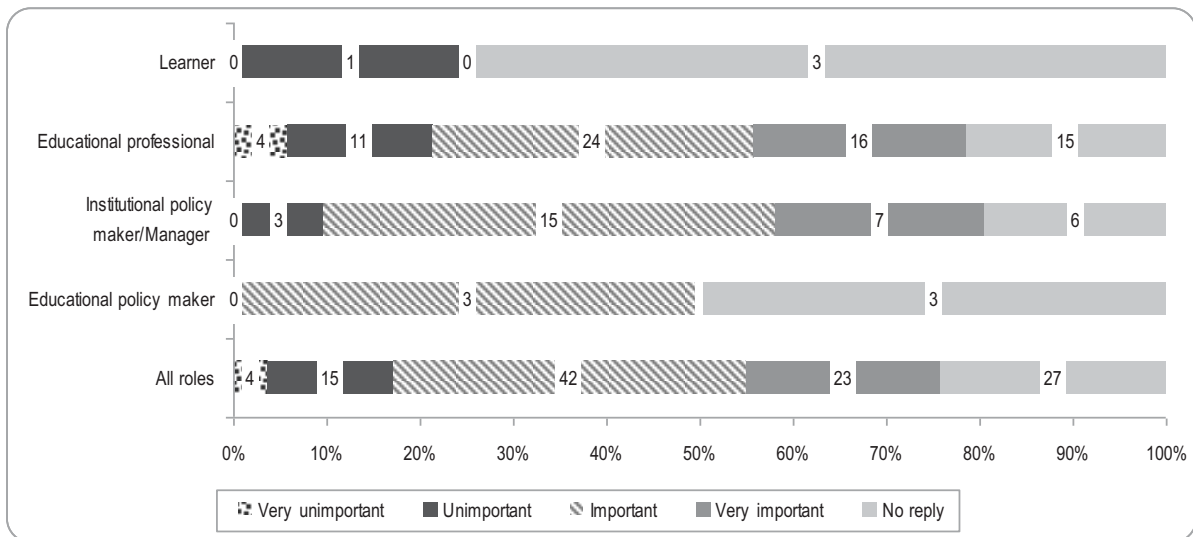


The distribution by educational role shows that higher educational learners and educational professional share similar levels of positive ratings; in adult learning, institutional policy makers/managers, followed by educational professionals, share the concern for this barrier.

**Diagram 4.122.a – Educational professionals lack the time to create or use OER  
Higher education – Breakdown per educational role**



**Diagram 4.122.b – Adult learning – Breakdown per educational role**

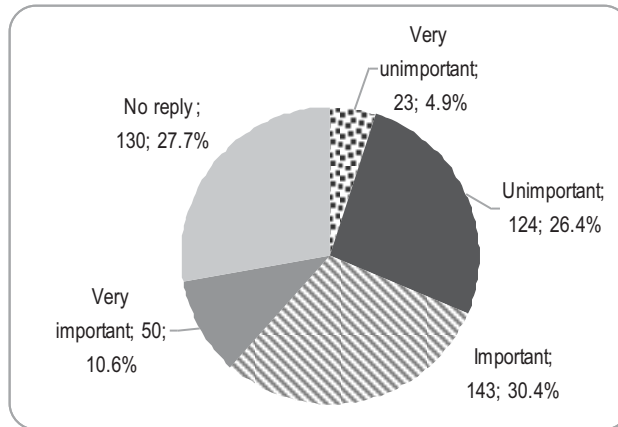


These results are an indication that institutional measures may need to be put into place to address this difficulty.

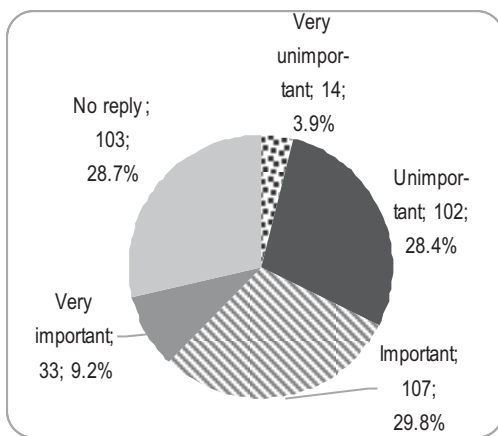
*19. Students/Learners lack the time to create or use OER*

The trend observed with the previous barrier is not followed when considering this factor for students/learners, since less than half of all respondents rated it positively (41.0%). Adult learning respondents, however, replied more positively (47.7%, against 39.0% in higher education). It should also be noted that there is a high level of no replies in both sectors.

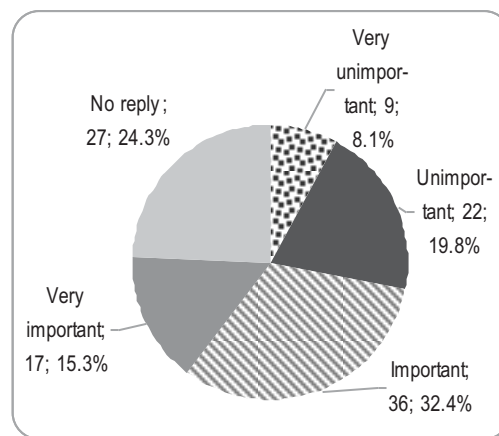
**Diagram 4.123.a – Students/Learners lack the time to create or use OER**



**Diagram 4.123.b – Higher education**

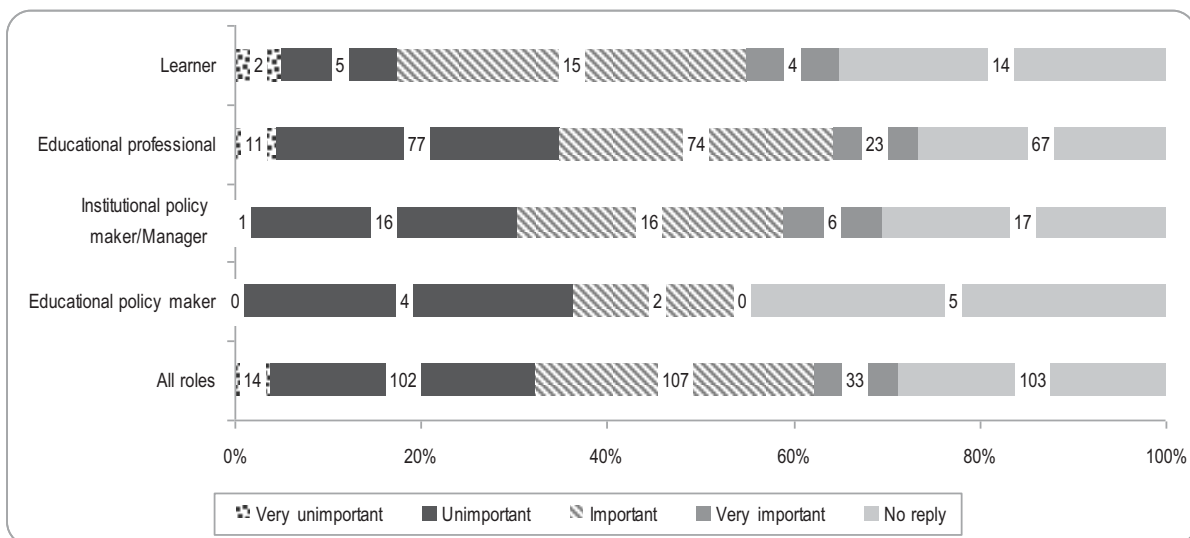


**Diagram 4.123.c – Adult learning**

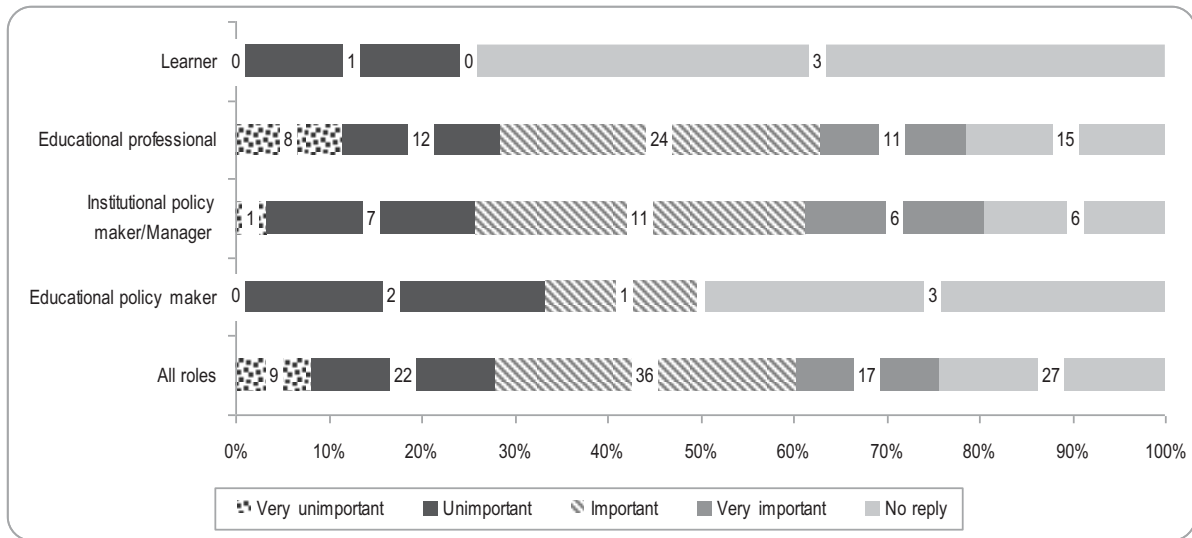


The distribution of replies by education role within each sector is fairly similar, with the exception of adult learners.

**Diagram 4.124.a – Students/Learners lack the time to create or use OER  
Higher education – Breakdown per educational role**



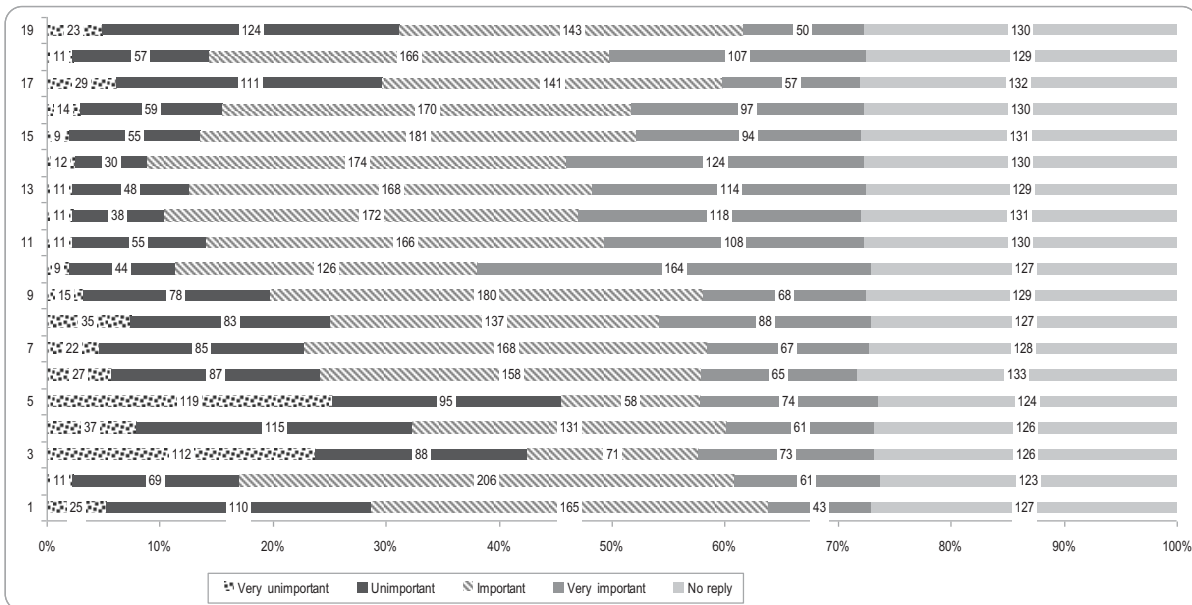
**Diagram 4.124.b – Adult learning – Breakdown per educational role**



The results for this barrier seem to indicate a lower need for intervention, particularly when comparing with the previous barrier.

20. When considering the overall replies to the list of barriers proposed to the respondents in the survey, there appears a striking even distribution of the no replies. Also, in general, we can say that respondents would appear to be in broad agreement with the list proposed, and would seem to consider them relevant, given the positive ratings shown.

**Diagram 4.125 – Barriers to the use of OER  
Breakdown per barrier**



A more in-depth view of the eight top barriers according to each possible rating is offered in the following tables.

**Table 4.2.a – Barriers to the use of OER  
8 highest scoring barriers rated “Very important”**

Barrier	“Very important” ratings	Total responses	%
10. Insufficient reward system for educational professionals devoting time and energy to OER development	164	470	34.9%
14. Lack of policies at institutional level to support the creation or use of OER	124	470	26.4%
12. Insufficient support from the management level of higher education institutions	118	470	25.1%
13. Lack of policies at national/regional level to support the creation or use of OER	114	470	24.3%
11. Lack of interest in pedagogical innovation among educational professionals	108	470	23.0%
18. Educational professionals lack the time to create or use OER	107	470	22.8%
16. Educational professionals lack the skills to create or use OER	97	470	20.6%
15. Lack of interest in creating or using OER	94	470	20.0%

**Table 4.2.b – Barriers to the use of OER  
8 highest scoring barriers rated “Important”**

Barrier	“Important” ratings	Total responses	%
2. Lack of time to find suitable materials	206	470	43.8%
15. Lack of interest in creating or using OER	181	470	38.5%
9. OER are not embedded into the learning scenarios	180	470	38.3%
14. Lack of policies at institutional level to support the creation or use of OER	174	470	37.0%
12. Insufficient support from the management level of higher education institutions	172	470	36.6%
16. Educational professionals lack the skills to create or use OER	170	470	36.2%
7. Lack of OER that are culturally relevant to the user	168	470	35.7%
13. Lack of policies at national/regional level to support the creation or use of OER	168	470	35.7%

**Table 4.2.c – Barriers to the use of OER  
8 highest scoring barriers rated “Unimportant”**

Barrier	“Unimportant” ratings	Total responses	%
19. Learners lack the time to create or use OER	124	470	26.4%
4. Lack of software to adapt the resources to the user's purposes	115	470	24.5%
17. Learners lack the skills to create or use OER	111	470	23.6%
1. Not invented here syndrome: no trust in others' resources	110	470	23.4%
5. Lack of access to computers	95	470	20.2%
3. Lack of Internet connectivity	88	470	18.7%
6. Lack of quality of the OER	87	470	18.5%
7. Lack of OER that are culturally relevant to the user	85	470	18.1%

**Table 4.2.d – Barriers to the use of OER  
8 highest scoring barriers rated “Very unimportant”**

Barrier	“Very unimportant” ratings	Total responses	%
5. Lack of access to computers	119	470	25.3%
3. Lack of Internet connectivity	112	470	23.8%
4. Lack of software to adapt the resources to the user's purposes	37	470	7.9%
8. Lack of OER in the user's native language	35	470	7.5%
17. Learners lack the skills to create or use OER	29	470	6.2%
6. Lack of quality of the OER	27	470	5.7%
1. Not invented here syndrome: no trust in others' resources	25	470	5.3%
19. Learners lack the time to create or use OER	23	470	4.9%

### 3. Attitudes

The attitudes of respondents vis-a-vis the use of OER were addressed in two questions of the survey.

#### 1. Experience

The first one inquired about the experiences of respondents in using OER and was aimed at educational professionals:

*Educational professionals: Q3.2 How do you feel about using OER in your educational practice?*

1. I am relieved, because I do not need to create my own materials.
2. I am uneasy, because I do not know how to assess the quality of the OER.
3. I feel uncomfortable, because as an educational professional, I feel that I am obliged to create the learning materials.
4. I feel uncertain, because I do not know what learners might think of me, if I use another person's educational resources instead of creating my own.
5. I feel challenged, because it is not so easy to understand how exactly they fit into my course programmes.
6. I feel uneasy about openly sharing the learning resources that took me a lot of time and effort to produce.
7. I have no interest in using OER.

#### 1.1. Attitudes of educational professionals towards creating their own materials

Disagreement and strong disagreement with a sense of relief for not having to produce one's teaching/training materials ranked highest in the overall replies to this sub-question, at 48.4% in aggregate, a pattern replicated in a similar fashion by the educational professionals of the two sectors surveyed.