

Access and Use of Teaching and Learning Materials from a Copyright Perspective in Kenya.

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This report presents the findings of a study conducted in Kenya, focusing on the access and use of teaching, and learning materials from a copyright perspective. The study aimed to identify the teaching materials used in class, strategies to access them, teacher's knowledge of copyright laws, copyright-related challenges that teachers face, and ways of overcoming them.

In responding to the research questions, the study further assessed teachers' autonomy in selecting teaching and learning materials, their ability to supplement and adapt them, and the compatibility of copyright legislation with cross-border teaching and learning needs in the digital era. It also explored the alignment of copyright laws with providing quality education as a public good.

The literature review emphasizes the importance of addressing copyright-related issues concerning access and use of teaching and learning materials. As it were, limited access to teaching and learning materials directly impacts the quality of education, resulting in insufficient teaching materials and lower student engagement and achievement.

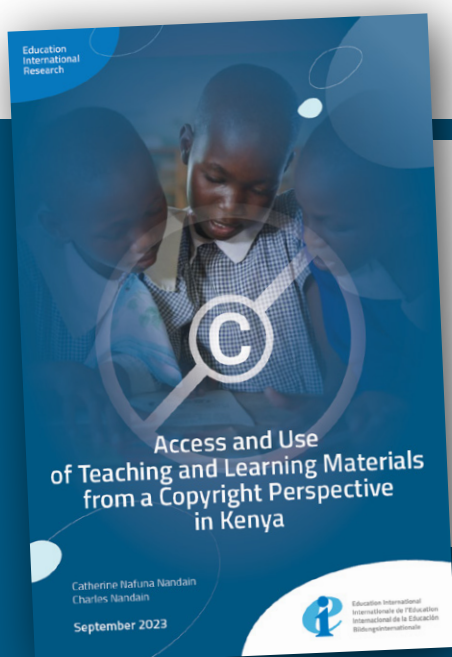
The study adopted a mixed methods approach, combining quantitative and qualitative data collection and analysis techniques. It used a convergent parallel research design, which integrates quantitative and qualitative research techniques. To ensure a representative sample, stratified purposive sampling techniques were employed. 107 of Kenya's three levels of education; primary, secondary, and tertiary, drawn from all 47 counties participated in the study.

The discussion section critically analyzes the findings of the study based on Section 26 of the Kenya Copyright Act 2001, which outlines copyright exceptions and limitations for education, the eight research questions, and existing empirical literature. The exceptions outlined in section 26 promote accessibility to copyrighted materials in specific contexts, such as education, research, dissemination of knowledge, and public interest needs.



The findings indicate that most teachers are not conversant with modes of handling cross-border teaching; there is a significant use of digital teaching and learning materials, commercial and non-commercial; teachers frequently use open-access and free and online materials; several Kenyan teachers are somewhat familiar with copyright laws; prohibitive costs and limited permission are a challenge experienced by Kenyan teachers; teachers access copyright-protected teaching and learning materials using various strategies including alternative print-based resources through the internet and licensed materials, creating their own original content, utilizing open educational resources (OER), and obtaining permission from copyright owners directly.

The study recommends further research to measure the extent of access and use of teaching and learning materials, particularly digital materials, through libraries, particularly in tertiary education. Policy and legislative considerations are also necessary to improve teachers' accessibility to teaching and learning materials, ensure the provision of diverse materials that meet students' needs and complement traditional teaching materials, promote Open Educational Resources, and foster a copyright ecosystem that promotes the dissemination of knowledge, supports educational access, and safeguards intellectual property rights.



The full research paper can be found here:
<https://eiie.io/2023CopyrightKenya>



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